

University of Florida School of Music -

Brass Literature -Trombone

MUS 7905

Syllabus

**Fall 2025**

Dr. Jemmie Robertson

Associate Professor of Trombone

University Auditorium (UAD) Room #118

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Office Hours: TBA, other hours by appointment

Office hours will be set once studio lessons scheduling is complete

**Course will begin the First Full Week of Classes in Fall 2025, The Week of Monday, August 25th**

**Course Meeting Time: Weekly, Time and Location TBA, 50 minutes each week**

**Course Objectives: Brass Literature Survey (Trombone Focus):**

This course aims to provide students with a comprehensive and meaningful survey of brass literature, with a primary, though not exclusive, focus on the trombone. Through engagement with diverse materials, students will develop a deep understanding of the instrument's history, pedagogy, performance practices, and varied repertoire.

**Important Dates:**

**Brass Literature Presentation Dates: September 26th, October 31st, and November 21st, 2025**

**Final Project Script and Musical Preparation by December 1st, Recording By December 8th, Web Release by Dec. 12th, 2025**

**Upon successful completion of this course, students will be able to:**

**I. Express Knowledge and Understanding of Brass and Trombone Literature:**

- **A. Survey a Broad Range of Brass Literature:**

- Identify and discuss significant works and composers across various brass instruments and historical periods.
- Recognize the stylistic characteristics of different brass genres (e.g., solo, chamber, orchestral, jazz).
- **B. Analyze Trombone-Specific Literature:**
  - Demonstrate in-depth knowledge of core trombone repertoire, including prominent solo works, etudes, orchestral excerpts, and chamber music.
  - Identify and differentiate between key pedagogical texts and methods for the trombone.
  - Understand the evolution of trombone literature and its relationship to historical performance practices.
- **C. Comprehend Pedagogical Approaches:**
  - Articulate and compare various pedagogical philosophies and techniques employed in trombone instruction.
  - Analyze effective aspects of different teaching methods for developing fundamental skills, musicality, and advanced/extended techniques.
  - Discuss the historical development of trombone pedagogy and its impact on contemporary teaching practices.
- **D. Explore Performance Practices:**
  - Investigate historical and contemporary performance practices relevant to the trombone, including articulation, phrasing, dynamics, and ornamentation.
  - Understand the role of instrument evolution and technological advancements in shaping performance styles.
  - Analyze the interpretative challenges and opportunities presented by the diverse trombone repertoire.
- **E. Understand Historical Context:**
  - Trace the historical development of the trombone as an instrument, including its evolution, construction, and societal roles.
  - Connect key historical periods and movements to the development of brass and trombone literature.
  - Recognize the influence of prominent performers, composers, and educators on the history of the trombone.

## **II. Research and Presentation Skills:**

- **A. Conduct Effective Research:**
  - Locate, evaluate, and synthesize information from a variety of academic and professional sources related to brass and trombone literature.
  - Utilize appropriate research methodologies to investigate specific topics within the field.
- **B. Deliver Engaging Oral Presentations:**
  - Prepare and deliver three (3) clear, well-organized, and informative presentations to studio members.(Brass Literature Presentation Dates Listed Above.)
  - Effectively communicate complex ideas and research findings to an audience.
  - Engage in constructive discussions and answer questions related to presentation topics.

### **III. Application and Dissemination of Knowledge (Final Project listed above):**

- **A. Create Educational Content:**
  - Synthesize knowledge gained from readings and course materials to develop a compelling and educational video.
  - Demonstrate proficiency in planning, scripting, recording, and editing a video for educational purposes.
  - Effectively communicate complex musical and pedagogical concepts through a visual medium.
- **B. Contribute to the Educational Community:**
  - Disseminate learned information and insights through the creation and release of a public educational video.
  - Demonstrate an understanding of how to share specialized knowledge with a broader audience.

### **IV. Creation and Enhancement of Successful Studio Culture:**

- A. Examine Examples of and Writings about successful collegiate studio culture.
- B. Be able to discuss principles of effective studio practices.

This course will provide students with a robust foundation in brass literature, with a particular emphasis on the trombone, preparing them for further academic study, professional performance, and effective teaching.

### **UF College of the Arts Meta-Strategy Mission Statement:**

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- Embracing the complexity of our evolving human experience and seeking to empower our students and faculty to shape that experience fearlessly through critical study, creative practice, and provocation.
- Collaborating effectively with the forces of change.
  - Preparing students to access and unsettle centers of power in a radically changing world. Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

## Course Materials (Required Texts):

Baker, Buddy.

*Trombone Method* (listed as Method)

*The Tenor Trombone Handbook*

Everett, Micah, et. al., *The Low Brass Player's Guide to Doubling Mountain Peak Music*

Herbert, Trevor. *The Trombone* Yale University Press

<https://yalebooks.yale.edu/book/9780300235753/the-trombone/>

Jacobs, Arnold. (Compiled by Bruce Nelson): *Also Sprach Arnold Jacobs: A Development Guide for Brass Wind Musicians* Published by Polymnia Press

*Kanda Trombone Unlimited*

Pearse, Linda; Charlotte A. Leonard, Howard T. Weiner (eds)

*The Early Trombone, A Catalogue of Music*

<https://www.brepols.net/products/IS-9782503602042-1>

Rudd, Wiff. *Side by Side*

<https://wiffrudd.com/product/side-by-side-by-wiff-rudd/>

Web Resources:

Hofacre, Marta. Teaching Collegiate Trombone

<https://www.dropbox.com/scl/fi/7i4kmxuw7uf5cv2ozua3m/Marta-Hofacre-Teaching-Collegiate-Trombone.pdf?rlkey=a4s0iqtb7zymcowoacfw3o3o&dl=0>

Kimball, Will. <https://kimballtrombone.com/>

Trombone History Timeline, Early Literature, Brass Timeline, Alto Trombone

Additional Handouts will be distributed throughout the course.

## **Additional Resources from “Required Studies For All” on Trombone Studio Syllabus**

Arban, ed. Alessi/Bowman *Complete Method for Trombone and Euphonium*

Baker, Buddy. *Trombone Method* (listed as Method)

Bordogni, Marco. *Vocalises - Complete* (Michael Mulcahy ed.)

Edwards, Brad. *Lip Slurs -Exercises for Tone & Technique*

Edwards, Brad. *Introductory Studies in Tenor & Alto Clef: Before Blazhevich*

Edwards, Brad. *Tuning Drone Melodies*

Klay/MacDonald. *Daily Exercises for Bb/F Trombone*

Remington/Hunsberger *The Remington Warm-Up Studies-2<sup>nd</sup> Edition*

Schlossberg, Max. *Daily Drills and Technical Studies for Trombone*

Vining, David. *Daily Routines for Bass Trombone*

Van Dijk, Ben. *Ben’s Basics Method Book*

### **Required Apps, Software and Equipment:**

UF Email (For Formal Studio Communication)

Facebook Messenger (For Internal Studio Communication and Scheduling)

### **Recommended Musician Health and Wellness Resources and Information:**

<https://wp.stolaf.edu/musician-health/>

### **Protect Your Hearing Every Day, Information and Recommendations for Student Musicians:**

<https://wp.stolaf.edu/musician-health/files/2016/01/nasmStGdStd.pdf>

**Topical Outline:** Members of the course will receive fifty-minutes of instructional time weekly and the term will consist of the equivalent of at least twelve weekly fifty-minute class sessions.

Specific Weekly Topics, Readings, Viewings and Listening Suggestions will be distributed as an addendum to the syllabus during the first week of classes.

**Attendance and Scheduling:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Communication, Materials, Binder:** Please respond to any and all communication from the instructor in a timely and professional manner. CANVAS will be utilized as an online learning platform for the studio, so please check it daily for updates and communications. Email is the de facto method of professional communication, so please thoroughly read all communications and respond in a timely and professional manner.

**Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.blueera.com/ufl/](http://ufl.blueera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Grading Policy:** Information on current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Evaluation and Grading:**

Preparation for weekly sessions - 50%

Presentation 1 - 10%

Presentation 2 - 10%

Presentation 3 - 10%

Final Project - 20%

Grading %

90+ = A

80-89 = B

70-79 = C

60-69 = D

60- = F

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

[catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

#### Campus Resources: Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).

*University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

#### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

***Syllabus Updates: This syllabus may need to be updated at during the semester. The instructor will inform all class participants of specific updates.***