COURSE SYLLABUS

Course Number: MUE 2460 & 2461
Prerequisite(s): None
Course Title: BrassTechniques I & II
Course Credit: 2.0
Course Hours: 9:30-10:45 T & Th

College: Arts and Sciences
Department: Music
Required Text(s):
Guide to Teaching Brass, 5th Ed. Norman Hunt
Pocket Music Dictionary, Any Distributor

Faculty Name: Anthony Simons
Term and Year: Fall
Place and Time: 03 FTMU
Office Location: 401 FTMB
Telephone: 850-561-2314

Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday
---|---|---|---|---|---|---
TBA | TBA | TBA | TBA | TBA | TBA | TBA

Course Description

A pedagogical overview of teaching woodwind instruments to public school children, with an emphasis on accepted methods and techniques, how to teach these techniques, and application of them through personal performance.

Course Purpose

This course is designed to provide instrumental music majors with an overview of teaching brass wind instruments to public/private school children, with an emphasis on accepted methods and techniques, how to teach these techniques, and application of them through personal performance.

Additionally, students enrolled in this course will develop skills that enable them work with beginning and intermediate brass players with:

1. Sufficient basic instruction on how to play the trumpet, French horn, trombone, and tuba, so that they will have confidence in the performance of the fundamental techniques related to articulation, fingering, tone quality, posture, care of the instrument, and other fundamentals of music.

2. A systematic approach regarding organization, implementation, and teaching of woodwind classes in the schools.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with:

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

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the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

DIVERSITY

• CF 1
  • Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. 1 | F: 5,6,7 | I: 3 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

• CF 2
  • Through this focal area, the FAMU professional education candidate will:

| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

• CF 3
  • Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

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CRITICAL THINKING

• CF4

• Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

• CF6

• Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |

Overall Goals of the Course

To provide the students with the knowledge, skills and experience necessary to ensure that they will be able to demonstrate and teach the skills necessary to prepare their students on the five brass instruments and.

Specific Behavioral Objectives

1. The student will be able to demonstrate proper instrument assembly

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2. The student will be able to name parts of brass instruments
3. The student will know to the proper holding and playing positions
4. The student will know the overall range of brass instruments
5. The student will be able to supply the French and German names for brass instruments
6. The student will be able to produce and sustain a characteristic tone
7. The student will know the history of the brass instruments
8. The student will know to demonstrate proper articulations on brass instruments
9. The student will be able to know acceptable procedures for tuning and adjusting pitch
10. The student will chromatic fingering for the practical range of brass instruments
11. The student should be able provide musical performance of a simple etude.
12. The student should know acceptable embouchure formation for the brass instruments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC standards</th>
<th>Professional organizations</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play 4 note tuning scale.</td>
<td>Student will be able to tune all brass instruments.</td>
<td>3, 6</td>
<td>2, 6, 7</td>
<td>2.1</td>
<td>6.1</td>
<td>4.2</td>
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<td></td>
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<td>7</td>
<td>6.3</td>
<td>4.5</td>
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<tr>
<td>Play and notate chromatic scale practical range of instruments.</td>
<td>Student will know practical range chromatic fingerings.</td>
<td>3, 1, 6, 7, 5, 10</td>
<td>1, 2, 5, 6, 7</td>
<td>5, 6, 7, 4, 12, 10, 9, 3</td>
<td>6.1</td>
<td>4.4</td>
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<td>6.2</td>
<td>6.3</td>
<td>6.1</td>
</tr>
<tr>
<td>Demonstrate nomenclature and assembly.</td>
<td>Students will know naming system and project assembly process.</td>
<td>1, 4, 5, 9, 10</td>
<td>9</td>
<td>4, 7, 3, 9, 8, 11</td>
<td>6.6</td>
<td>3.4</td>
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<td>7.2</td>
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</tbody>
</table>

**National and State Standards Addressed in the Course**

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**National Association of Schools of Music**

1. The ability to lead performance–based instruction
2. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
3. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
4. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble setting in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
5. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
6. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.
7. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
8. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

**Florida Educator Accomplished Practices (FEAPs)**

1.PRE.c Identifies potentially disruptive student behavior
1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery
1.PRE.g Modifies instruction based upon assessed student performance.
1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.
2.PRE.a Establishes positive interaction in the learning environment that uses incentives and consequences for students.
2.PRE.d Encourages students in a positive and supportive manner.
2.PRE.e Communicates to all students high expectations for learning.

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2.PRE.g Provides opportunities for students to learn from each other.
2.PRE.i Provides opportunities for students to receive constructive feedback on individual work and behavior.
3.PRE.m Learns from peers and colleagues and develops professional relationships.
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.
4.PRE.a Provides opportunities for students to learn higher-order thinking skills.
4.PRE.f Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.
4.PRE.g Demonstrates and models the use of higher-order thinking abilities.
5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.
6.PRE.b Does not unreasonably restrain a student from pursuit of learning.
6.PRE.f Does not use institutional privileges for personal gain or advantage.
6.PRE.g Maintains honesty in all professional dealings.
6.PRE.h Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
7.PRE.a Recognizes developmental levels of students and identifies differences within a group of students.
7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.
8.PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.
9.PRE.c Involves students in the management of learning environments including establishing rules and standards for behavior.
9.PRE.i Monitors learning activities by providing feedback and reinforcement to students.
9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.
10.PRE.k Demonstrates instructional flexibility and an awareness of the teachable moment.
10.PRE.m Helps students develop concepts through a variety of methods.
12.PRE.g Teaches students to use available computers and other forms of technology.
12.PRE.k Uses technology to collaborate with others.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

1 **Knowledge of music theory, history, and literature**
   1. Identify and discriminate between rhythmic structures (e.g., beat, meter, patterns, polyrhythms).
   6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
   7. Identify and discriminate between musics of other cultures.
   8. Identify and interpret terms and symbols found in music scores.

2 **Knowledge of curricula and instructional planning**
   1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing

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students' musical independence.

2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.
4. Identify instructional strategies for teaching music history and theory.
5. Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
6. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
7. Identify trends and research affecting music curriculum development and instruction.
8. Identify the relationships between music, the other arts, and disciplines outside the arts.
9. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

3 Knowledge of instructional and assessment procedures
5. Identify techniques for assessing and evaluating student progress.
6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.
7. Select strategies for implementing technology in music instruction.
8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

4 Knowledge of professional and instructional resources
2. Select acoustic and electronic instruments (e.g., pianos, synthesizers, guitars, keyboards) for instructional purposes.
3. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.
4. Identify techniques and resources for advocating music education and for generating community support for school music programs.
6. Identify resources available through professional organizations, music industry, and publications.
7. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.

6 Knowledge of instructional emphasis: instrumental
1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).
2. Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.
3. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.
4. Identify musical problems in an ensemble performance and determine methods of correction.
5. Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).
6. Identify practices in the care and maintenance of instruments and accessories.

7 Knowledge of instructional emphasis: general music
1. Identify appropriate materials and repertoire for use at various levels of maturation and development.
2. Identify practices in the care and maintenance of classroom instruments.

Academic Learning Compacts

1. COMMUNICATION SKILLS: Perform using proper phrasing; deliver effective oral presentations, develop effective written presentations
2. CONTENT KNOWLEDGE - Music Education, conducting, arranging, performance, Analysis of History & Literature

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3. CRITICAL THINKING SKILLS: Graduates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating various styles of music as they relate to their performing medium.

4. PROFESSIONAL CAREER SUCCESS: Maintain musicianship; become members of Professional Organizations

**Topical Outline**

- History of Instrument
- Nomenclature of Instrument
- Types of Instrument
- Typical Problems
- Intonation Tendencies
- Suggested Mouthpieces
- Suggested Method Books
- Suggested Literature Grade 1 through 6
- The title and composer of the work
- An explanation as to why the piece was written
- First or most famous performer of the piece
- Which characteristics of the instrument does the piece focus on?
- Potential Problems of the Piece
- Other topics relating to the piece.

**Teaching Methods**

1. Through the use of demonstration
2. Through the use of drill assignments in the performance manual
3. Discussion and explanation of topics
4. Expository reports and papers by students on relevant topics

**Course Evaluation**

Each student is evaluated on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Written Quizzes</td>
<td>25%</td>
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<tr>
<td>Playing Exams</td>
<td>30%</td>
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<tr>
<td>Literature Assignment</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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</tbody>
</table>

**Grading Scale**

A  100-90%
B  89-80%
C  79-70%
D  69-60%
F  Below 60%

**Course Policies**

Attendance is mandatory
Books must be purchased by forth class session at latest
Students must practice their assigned instruments

Academic Honesty Policy
This policy applies to any student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student.

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Stealing, buying, selling, or referring to unauthorized written, oral or electronic information. Procedures are available in the Office of the Dean.

FAMU’s Non-discrimination Policy Statement (including ADA policy)
It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

Policy Statement on Non-Discrimination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar
TBA

References

Woodwind Instruments and Their History. 2nd ed. London: Oxford University Press, 1982. A discussion of the sounds used in avant-garde music, with fingerings and how to produce them.


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