

**ALABAMA A&M UNIVERSITY
DEPARTMENT OF FINE ARTS
MUSIC AND MUSIC EDUCATION**

“The Educator as a Service Professional”

COURSE TITLE: MUS 573 Woodwinds (Single Reeds), Woodwinds (Double Reeds)
CREDIT HOURS: Three credit hours

COURSE DESCRIPTION:

The content of this course will cover the single reed and double reed instruments such as the flute, piccolo, saxophone, oboe, bassoon, English horn and contrabassoon. Both notations of pitch, rhythm, and the written language of music will be discussed along with the transposition of these instruments. In addition, tone production, the development of characteristic sounds, embouchure formation, development and control will be covered. The instruments as part of the woodwind family will be discussed. Such features include the range, reed, faults of assembling, holding positions hand positions embouchure formation, tuning, intonation, tone, tonguing and other technical problems. Proper care and maintenance of single and double reed woodwinds will also be emphasized.

RATIONALE/RELATIONSHIP TO CONCEPTUAL FRAMEWORK:

This course represents a quality-based approach designed to enable the candidate to become an educator who is a service professional through the development of proficiencies specific to knowledge, skills, and dispositions, required by national, regional, state, and institutional standards. Through a constructivist design, performance-based learning will be facilitated by the candidate’s responsible participation in the preparation process. Self-initiated learning will involve the whole person-dispositions as well as intellect. Creativity in learning will be facilitated by collaboration that results in continual self-assessment through reflection and feedback. Much significant learning will be achieved through integrated experiences and feedback. Much significant learning will be achieved through integrated experiences and performances designed to contribute toward the preparation for the first license to teach and the development of a skilled, entry-level practitioner, who can help all students in diverse society to learn.

INSTRUCTOR: Dr. Doris S. Hall
OFFICE: MB Rooms 210 and 211
PHONE: 372-4098
EMAIL: doris.hall@aamu.edu

TEXTBOOK: Westphal, F. W. *Guide to Teaching Woodwinds*, (5th Ed.). Dubuque, Iowa: Wm C. Brown and Company, Inc. 1994.

PREREQUISITES: Bachelor of Music or Music Education Degree from an accredited College or University. In addition to the requirement of the Graduate School, and applicant to the M.S. program in Music Education must do the following?

1. Produce documentation of a teaching certificate in music.
2. Audition in person or present a recent tape of a major performance area.

DISABILITY STATEMENT:

Alabama A&M University is committed to serving the needs of students with disabilities, and the institution recognizes its responsibility for creating an instructional climate in which the student with disabilities can thrive. If there is a documented disability for which special accommodations are required to promote learning in this class, please contact the Office of Disability Services to verify eligibility and to discuss the options for reasonable academic accommodations that might be available.

Note. If you have a disability that might require special materials, services, or assistance, please discuss this with the professor during, or following the first week of classes.

ETHICS STATEMENT:

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to: cheating, plagiarism, and fabrication of information, misrepresentation, and abetting any of the above.

Academic misconduct represents unethical behavior unbecoming to the teaching profession. Therefore, there is no tolerance of such behavior. Academic misconduct may result in a failing grade for the course.

MODES OF INSTRUCTION:

1. Demonstrations
2. Discussion
3. Classroom observation
4. Media, technology presentations
5. Projects
4. Resource persons
5. Field Experiences

COURSE OBJECTIVES:

1. The prospective N-12 teacher of instrumental music shall demonstrate a basic knowledge of woodwind instruments sufficient to teach beginning students. **S32c1,2/ I 1A, 4b, 4c/P 1.0**
2. The prospective N-12 teacher of instrumental music shall demonstrate the ability to play woodwind instruments with sufficient skill to teach heterogeneous and homogeneous groups **S32c2/I1A,4b,4c/P 1.0**
3. The prospective N-12 teacher of instrumental music shall demonstrate the ability to use woodwind instruments as teaching tools. **S32c2/I1A, 4b, 4c/P 1.0**
4. Procedures for locating, evaluating, selecting and using a variety of instructional resources, including textbooks, supplementary materials and technology as it relates to woodwind instruments.
5. The relationship between learning styles and the need to modify teaching techniques to accommodate individual learners in reference to woodwind instruments.
6. Professional qualities essential to effective teaching such as punctuality, communication skills and acceptance of responsibility toward handling woodwind classes.

7. The need for continued professional growth involving woodwind instruments.
8. How to communicate effectively with parents, colleagues and administrators concerning instruments.
9. Effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles.
10. Inform students about career opportunities in music, musicology, education, and performances.
11. Adapt teaching strategies to the characteristics and needs of students at various levels of development. **S32c2/ 4A, 4b/ P 10.**
12. Adhere to schedules, maintain accurate records and reports, prepare for instruction, and practice effective classroom management.
13. Evaluate one's own teaching and make modifications as needed to meet student and program needs of the woodwind class.
14. Relate to colleagues in a professional manner.
15. Use a variety of strategies and techniques to teach and evaluate. **S32c2/I1A/P 1.0**
16. Use appropriate classroom management strategies for diverse student populations.
17. Relate to a variety of students in a positive manner.
18. Teach from an interdisciplinary perspective.
19. Evaluate student progress formally and informally as a basis for instructional decision-making.
20. Plan learning opportunities appropriate for students learning styles, including interdisciplinary instruction.
21. Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching.
22. Use a variety of current materials, technologies and media (e. g. audio-visual technology computers, video tapes and disks, print and non-print resources).
23. Adjust short-range and long-range plans based on the assessment of students' needs and performance.
24. Select teaching resources and curriculum materials appropriate for students with diverse backgrounds and reading skills.

TECHNOLOGY:

The student will learn how to use audio playback equipment for recording assigned material. The He/she will view various video presentations on playing techniques for each double-reed instrument. The student will be assigned research topics on current technological techniques in single- and double-reed pedagogy.

COURSE REQUIREMENTS

1. Introduction of Woodwind Instruments
Basic Playing Techniques for Woodwind Instruments **S32c1,2/I1A/P1.0**
 - a. Care of Instruments
 - b. Breathing and breath support
 - c. Embouchure
 - d. Practice and Articulations
2. Teaching Woodwind Instruments to Students
Using woodwind instruments as teaching tools **S32c2/I1A/P1.0**
 - a. Teaching beginning students
 - b. Grouping for instruction (small and large groups: homogeneous and heterogeneous groups)

3. Professional Qualities Essential to Teaching
 - a. Punctuality, communication skills, acceptance of responsibility, maintenance of accurate records and reports
 - b. Relating to colleagues in a professional manner
4. Relating to students and parents in a positive manner.
Planning for Teaching and Implementation of Plans
 - a. Learning Styles
 - b. Teaching Strategies
 - c. The Interdisciplinary Perspective
5. Classroom Management (Seminar 5)
 - a. What is classroom management?
 - b. Management strategies
6. The need for continued professional growth.

COURSE MATERIALS:

Fingering charts for all instruments
Handouts listing transposition and practical ranges of the instruments
Instruments for inspection and manipulation

EVALUATION AND GRADING:

1. The student must demonstrate ability to play woodwind instruments. **RuleS32c1,2/I1A/P 1.0.** Each evaluation constitutes 10% of the final grade
2. Using a group of beginning students of woodwind instruments, the student will provide instruction to groups (small, large, homogeneous, heterogeneous)
RuleS32c1,2/I1A/P 1.0.

RUBRIC: Presentation 25%, observant of students, 25%, response to student frustration 25%, motivation to learn 10%, and use of technology 15%.

REMEDICATION

The student must attain at least 75 percent of the possible points for each evaluation item to successfully complete the courses. Students who do not show evidence of sufficient mastery of the knowledge and ability/ skill outcomes by the formative procedures will be:

1. re-tested on materials/ areas not mastered;
2. given further individual assistance by the instructor; or,
3. invited to repeat the course.

Purpose and Rationale. The purpose of applied instructions shall be to prepare prospective students and performers to select, implement, and evaluate diverse strategies and resources to provide applied students with the skills and knowledge appropriate for the instrumental programs and teaching fields. S32 (b) 1/I7A/P.1.02.0, 6.2

- I. With regarded to learning and motivation, the prospective applied instruction teacher shall demonstrate knowledge of:

Levels of readiness in learning and different learning styles:

Content: ALL S32b.1/(S2a1 (i)/I2a, b, c, e, g, 3a,b, c, d, f, k, 5b,d, h, l, m/P1.0, 3.0,4.0)

Instrument

- A. How to stimulate critical thinking and problem solving in applied lesson;
Content: J1, J2, J3, A3
(S2a1 (iii)/I4a, b, d, g=h, i/P1.0.4.0)
 - B. How to help students become self-motivated to practice disciplinarily.
Content: M1, M2 s321b.1/
(S2a1 (v)/I3a, c, d, g, j, k, p, /P1.0, 4.0)
 - C. How to help individuals work productively and cooperatively with others and for the well being of self in an organized group.
Content: M1, M2
(S2a1 (vii)/I4b, d, h, 5b, c, d, e, f, g, h, l, p/P1.0, 4.0)
- II. With regard to classroom management, the prospective teacher shall demonstrate knowledge to:
- A. Encourage students to assume increasing responsibility for them and promote each other's learning in applied flute.
Content: E1, E2, E3
(S2d2 (i)/I2a, d, f, 5c, d, f, I, k, o/P1.0, 3.0)
 - B. Communicate optimal expectations for each student to strive for the highest achievement goal.
Content: M1, M2, M3 Handouts S321b.1/
(S2d2 (iii)/I1a, e, f, I, j, 2c, e, f/P1.0)
 - C. Use appropriate classroom/behavior management and discipline techniques to promote motivation.
Content: M1, M2, M3 Handouts
(S2d2 (iv)/15c, d, I, k, n/P1.0, 3.0)
 - D. How to evaluate one's performance as a teacher when performing scales tonal exercises, etudes, and solos.
- III. With regard to integrating technology into teaching and learning, individuals enrolled in the traditional teacher education program or the alternative fifth-year program shall demonstrate the knowledge of:

- A. Strategies to identify and evaluate technology resources and technical assistance (i. e. those available on-line and onsite within a school and district setting):
Content: C5, A5, A7 S321b.1/
(S2g1 (ii)/14c, 6m/P2.0, 4.0, 5.0)
 - B. Methods for assessing advantages and limitations of current and emerging technologies, and online and software content to facilitate teaching and student learning:
Content: C5, A7 Handouts S321b.1/
(S2g1 (i) 14c, 6m/P2.0, 4.0, 5.0)
 - C. Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies:
Content: C5, M5, Handouts S321b.1/
(S2g1 (i)/14c, 6m/p2.0, 4.0, 5.0)
 - D. Characteristics of appropriate and effective learner-centered lessons and units that integrates technology:
Content: C1, C4, C6, E7 S321b.1/
(S2g1 (v)/14c, 6m/P2.0, 4.0, 5.0)
 - E. The variety and application of technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example assertive technologies for student with special needs):
 - F. The resources for enhancing professional growth using technology (for example, through accessing web-based information, on-line collaboration with other educators and experts, and online professional courses)
Content: C5, A5, Handouts
(S2g2 (x)/14c, 6m/P2.0, 4.0, 5.0)
- IV. With regard to Music and Instructional delivery, the prospective teacher shall demonstrate the ability to:
- A. Establish curriculum goals and objectives that us the state course(s) of study applicable to his/her teaching field(s) and textbooks currently used in the schools to plan and teach;
Content: A1, A2, A3, Handouts
S2c (i)/12a,e, g/P3.0, 4.0
 - B. Plan learning opportunities appropriate for students learning styles, including interdisciplinary instruction.
Content: A6, A7, A4
(S2cd (ii)/12c,e, h/P3.0, 4.0

- C. Evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching;
Content: All
(S2c2 (iii)/12b,e, f/P3.0, 4.0)
- D. Use a variety of current materials, technologies, and media (e.g. Alabama virtual library; audio-visual technology, computers video tapes and discs, print and non-print resources);
Content: C3, C4, C7, C8, C9
(S2c2(iv)/16d,f,j/P1,4.0)
- E. Encourage students to recognize, question, and interpret ideas from a variety of perspectives;
Content: A6, B2, A4
(S2c2 (v)/19a,b, d, f, I, j/P1.0, 7.0)
- F. Model appropriate verbal and written communication;
Content: C2,C4,C7,C8,C9
(S2c2(vii)/16c,d,I,j,/P)
- G. Use effective nonverbal communication and respond appropriately to nonverbal cues from students:
Content: E1, E2, E3
(S2c2(viii)/16c,f,l,m/P1.0,3.0)

The prospective N-12 teacher of instrumental music shall demonstrate knowledge

SUPPLEMENTARY READINGS:

- Aber, Thomas and Terje Lerstad. (1982, Summer). Altissimo register fingerings for the Bass Clarinet. *The Clarinet*, 39-41.
- Ambrose, Jane P. (1975, Fall). Baroque Flute Performance: A Bibliography. *Woodwind World – Brass and Percussion*, 14(4).
- Baines, Anthony. (1975). *Musical Instruments Through the Ages*, Foreword by David Amra. New York: Walker and Co. (Reprint of 1961 edition).
- Bate, Phillip. (1969). *The Flute*. New York: W. W. Norton.
- Bate, Phillip. (1975). *The Oboe: An Outline of its History, Development and Construction*. 3rd ed. London: Ernest Been, Ltd.
- Bonade, Daniel. *Clarinetist's compendium*. Leblanc.
- Bourns, David. (1988, July). Oboe Reed Bibliography: An Annotated Bibliography of Oboe Reed Material. *Journal of the International Double Reed Society*, 16, 93-97.
- Caravan, Ronald L. (1974). *Extendsuibs if Technique for Clarinet and Saxophone*. D.M.A. Dissertation, University of Rochester, Eastman School of Music. Xerox University Microfilms Reference Number 75-578.
- Colwell, Richard. (1969). *Teaching Instrumental Music*. New York: Appleton-Century-Crofts, Inc.
- Cooper, Lewis and Howard Toplansky.

PROFESSIONAL MAGAZINES AND JOURNALS

Music Educators Journal

Instrumentalist

The American Music Teacher

School Musician

Flute Talk

Journal of Research in Music Education