

Syllabus for
MUS 046—Applied Music: Tuba
2 Credit hours
Spring 2024

I. COURSE DESCRIPTION

One fifty-minute lesson per week.

Prerequisites: 1. Students must own or have daily access to an instrument.
2. Beginning students must pass an audition with the instructor for permission to enroll in private lessons. Rank beginners will not be allowed to start lessons unless teacher loads permit.

Applied Lesson Fee for non-music majors: \$500 per semester

II. COURSE GOALS

The goal of this course is the development of a high standard of performance by the student.

III. ASSOCIATED PROGRAMS

- A. To provide opportunities for students to develop their music capabilities and interests through the use of music as a socializing force, as an aid to compassionate understanding of themselves and their environment and as an avenue of self-expression.
- B. To stimulate an appreciation and love for music through the study of its various disciplines.
- C. To develop techniques for mature evaluation of musical standards.
- D. To give an adequate background for further study in graduate school and cultivate tools for teaching in public and private schools, teaching in private studios, performing in professional organizations and working in related musical fields
- E. Prepare for various ministries and worship.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page

- A. Spiritual Integrity
- B. Personal Reliance
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

VIII. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following in performance:

- 1. Demonstrate a fluent performance of scale patterns as presented by private instructors.
- 2. Demonstrate a flexible and pleasant tone quality demonstrating an understanding of traditional, established concepts.
- 3. Demonstrate the control of pitch and tone quality over the entire range of an instrument (including extended range when requested by the instructor).
- 4. Demonstrate consistent progress in the development of basic techniques such as articulation, breath support, vibrato, and alternate fingerings.
- 5. Demonstrate an appropriate and expressive performance as dictated by stylistic periods.
- 6. Demonstrate good stage presence and an understanding of concert etiquette.

7. Demonstrate knowledge of solo and accompanied literature performed according to established criteria.
8. Demonstrate memorization techniques appropriate to the instrument studied.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets Subject Competency (SC) #5 Instrument/General.

SC 5. *Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.*

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
None
2. Other

Each instructor will determine the best materials to be used by each student at the beginning of the semester. Literature will include but not be limited to solos, etudes, tone studies, orchestral excerpts, duets or ensemble pieces, and special studies. Students are responsible to purchase personal libraries when requested by the instructor.

B. Optional Materials

1. Textbooks
None
2. Other
None

VII. POLICIES AND PROCEDURES

A. Department Policies and Procedures - See Music Student Handbook.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Instructors record a weekly grade to be averaged at the end of the semester. Semester performance exams are required of all majors and are optional for non-majors. Faculty members representing each family of instruments grade students. Individual instructors may specify the weight of performance exams in determining the final grade. At the conclusion of each semester the jury committee, consisting of faculty representing each family of instruments, will recommend that a student continue, be placed on probation, or terminate private study.
- b. Semester performance exams are required of all students. Faculty members representing the family of instruments adjudicate this jury exam. Individual instructors may specify the weight of performance exams in determining the final grade. During the spring semester of the sophomore year, the jury committee and Wind Coordinator are responsible for recommending whether a student is allowed to continue, placed on probation, or prohibited from continuing as music major in the department.

2. Whole Person Assessment Requirements

Copies of Instrumental Jury Evaluation Sheets, providing repertoire studied and

the progress shown for each semester and selected recordings of performances (audio and/or video tapes, or CD's) may be included in the WPA artifact.

3. Other Policies and/or Procedures

Weekly requirements, in addition to regular repertoire assignments, may include the following:

- a. Listening to recordings of well-known artists,
- b. Historical research of the student's instrument, and
- c. Attendance of live performances relevant to the student's instrument.

VIII. COURSE CALENDAR

Weekly lesson times are arranged according to the student's class schedule.

Program Outcome Alignment: MUSIC UNIT/MUSIC ARTS

This program contributes to the University outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

| Program Outcome alignment with University Outcomes | | Significant | Moderate | Minimal | None |
|--|--|-------------|----------|---------|------|
| Spiritual Integrity | | | | | |
| Outcome 1 | Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music. | | x | | |
| Personal Resilience | | | | | |
| Outcome 2 | Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music. | | x | | |
| Intellectual Pursuit | | | | | |
| Outcome 3 NASM 8.B.2.a-b | Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration. | | x | | |
| Outcome 4 NASM 8.B.1.c | Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration. | | x | | |
| Outcome 5 NASM 8.B.2.a | Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions. | | x | | |
| Outcome 6 NASM 8.B.2.a | Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music. | | x | | |
| Outcome 7 NASM 8.B.4 | Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles. | | x | | |
| Global Engagement | | | | | |
| Outcome 8 | Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship). | | x | | |
| Bold Vision | | | | | |
| Outcome 9 NASM 8.B.1.f | Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services. | | x | | |