

Syllabus for
MUS 036-01 – Applied Music (Double Bass)
2 Credit Hours
Spring 2024

I. COURSE DESCRIPTION

Private, one hour lessons to improve student's ability to play the double bass.

Prerequisite: Department Approval

Applied Lesson fee of \$500.00 for non-majors.

II. COURSE GOALS

To prepare students to play in orchestra, jazz group, or praise and worship.

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

V. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
After successfully completing this course, the student will be able to demonstrate the following:
 - 1. Good technique and clarity of tone.
 - 2. Ability to interpret different styles of performance.
- B. Objectives for Students in Teacher Preparation Programs
The teacher candidate will know how to develop a high standard of performance on the instrument.
 - 1. The teacher preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:
SC3: Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.
 - 2. Evaluation/Assessment of Competencies
The winds and strings teacher candidate will be able to demonstrate the following:
 - a. Musical interpretation within appropriate musical styles and historical

- accuracy.
- b. Good stage presence and concert etiquette.
- c. Good intonation, the control of pitch and tone quality throughout the range of the instrument.
- d. Appropriate vibrato for strings and certain winds and a variety of articulations, such as legato, staccato, marcato, and multiple tonguing for winds.
- 3. Other courses where this competency is being met:
 - a. Instrumental Ensembles uses group instrumental techniques.
 - b. Orchestration, where arranging is done for instrumental and choral groups.
 - c. Music Seminar provides a means by which many skills taught in other music courses are displayed through the re-creative process of practical performances.

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks to be assigned from the following:
 - Simandl, Franz. *New Method for Double Bass Volumes I and II*. Chicago: Carl Fisher, 1958. ISBN 0-8258-0362-4
 - Simandl, Franz. *Thirty Etudes for Double Bass*. New York: MMO Music Group, 2005. ASIN: B002LHRLJ8
 - 2. Other
 - Solo (to be assigned)
 - Orchestral Musicians CD Rom Library*. Milwaukee, WI 2004 (volume to be assigned) ISBN 10:0634066013
- 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
 - a. All lessons must be attended by students unless excused by the instructor. Any unexcused absence will result in an F for weekly lesson grade. Any two unexcused absences will lower student's semester grade by one letter grade. Students are required to play a jury before the string faculty at the end of the semester. Students are responsible for getting all required textbooks.
 - b. All of these objectives are assessed by teachers in the weekly applied lesson. Evaluation is made and suggestions are given for correction and improvement. Often written critiques are given to students covering specific assignments. Students (teacher candidates) make constant self-

- evaluation during regular practice sessions.
- c. Further evaluation is made by teachers and students alike in performances, of which at least one is required each semester. Evaluation in the form of Instrumental Juries is required of all instrumental primaries. Instrumental faculty sit as a panel to assess student progress for the semester. More extensive evaluation is available for students who qualify and who select to perform a Music Education Recital. Course grade will be determined as follows: 50% of the average weekly lesson grades and 50% of the jury or semester performance.
2. Whole Person Assessment Requirement
Copies of Instrumental Jury Evaluation Sheets, providing repertoire studied and the progress shown for each semester. Selected recordings of performances (audio and/or video tapes, or CD's) may be added to your WPA artifact.

VIII. COURSE CALENDAR

Week I – Introduction of materials and evaluation of student's level.

Week II – Introduce regular lesson format of assignments and evaluations covering the following areas: 1) Warm-up; 2) Scales; 3) Chordal studies; 4) Rhythm sight reading 5) Note reading 6) Styles studies 7) Solos 8) Emphasis area of gospel, jazz, rock or classical.

Week III – V -- Evaluation of warm-up, scale, chordal studies and technical studies. Assign next week's warm-up, scale, chordal studies, etude and solo pieces.

Week VI- Audio recording. Fill out evaluation of recording.

Week VII- Turn in evaluation of recording.

Week VIII- Fall or Spring Break

Week IX-XI- Continue lesson format of warm-up, scales, chordal studies, rhythm sight reading, note reading, style study, solo, and emphasis study.

Week XII- Video Evaluation

Week XIII-XIV Regular lesson format

Week XV – Final playing evaluation or jury.

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		