

Syllabus for
MUS 342 – Woodwind Instruments

1 credit hour

Spring 2024

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I. COURSE DESCRIPTION

Woodwind Instrument class is a one-semester course intended to acquaint music majors with the basic principles necessary to teach clarinet, flute, saxophone, oboe, and bassoon on a beginner's level. Students will get to have hands on experience with various woodwind instruments throughout the course. This course is created to emulate a beginning band program, similar to which students may find themselves teaching. Using Mountain Peak Music Methods, "Teaching Woodwinds" Curriculum, we will focus primarily on the flute, clarinet, and saxophone but will also receive information and demonstrations on the bassoon and oboe. Instruments will be assigned as seen fit by the instructor, and based on the instruments that are available at the time of this course. Instrument Use fee: \$55.00

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course the student will be able to do the following:

- A. Name the members of the clarinet, saxophone, flute, and double reed families.
- B. Name and assemble in the proper manner the parts of all woodwind instruments.
- C. Demonstrate correct posture, playing, and hand position of the woodwinds.
- D. Demonstrate and describe the correct embouchure formation of the woodwinds in a manner appropriate for beginning instruction.
- E. Demonstrate the proper adjustments necessary to tune the various woodwinds.
- F. Demonstrate a beginner-level tone quality and embouchure control on the instruments made available.
- G. Play a chromatic scale within a limited range.
- H. Name the basic technical problems which confront performers on the various woodwinds and some ways to correct them.
- I. Transpose a short selection as required on the various woodwinds that are transposing instruments.
- J. Give the brand names which indicate quality woodwind instruments and indicate specific standards necessary for woodwind instruments to function properly.
- K. Demonstrate and describe the proper care and maintenance of woodwind instruments.
- L. While studying clarinet and saxophone, students will learn to:
 - 1. Describe the similarities and differences of clarinet and saxophone mouthpieces, reeds, and embouchures.
 - 2. Describe the similarities and differences of clarinet and saxophone fingering systems.
 - 3. Demonstrate the basic alternate fingering patterns on clarinet and saxophone as

demanded by the chromatic scale and certain fast passages.

4. Give a brief description of the history, background influences, and significant contributors to the development of the woodwind instruments.

5. Play selected major scales on the instruments made available.

6. Describe common teaching problems and bad habits which occur among beginning students.

M. While learning the flute, bassoon, or oboe, students will learn to:

1. Play selected major scales and at least two octaves of the chromatic scale.

2. Play any line of music from the musical exercises assigned to practice during the semester.

3. Demonstrate proper hand position.

4. Demonstrate and describe proper breathing.

5. Demonstrate and describe proper embouchure.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following programs:

A. MUED-music education

B. MUP/VC-music performance/vocal

C. MU/KC-music performance/keyboard

D. MU/IC-music performance/instrumental

IV. UNIVERSITY OUTCOMES

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

A. Spiritual Integrity

B. Personal Resilience

C. Intellectual Pursuit

D. Global Engagement

E. Bold Vision

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

a. Textbooks: Wilson, Kelly Mollonow. Teaching Woodwinds: A Guide for Students & Teachers. Book & Web Site, Mountain Peak Music. ISBN 978-0193868540.

b. 1 1/2-2" Three Ring Binder with 5 dividers to create a "Band Director's Resource" (BDR) Notebook.

c. Access to the internet to read and complete assignments, to view instructional videos, performances, and demonstrations.

B. Optional Materials: A three-hole punch to collect assignments in binder each week.

V. POLICIES AND PROCEDURES

A. Department Policies and Procedures – See Music Student Handbook

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Chapter Review Outlines will be worth 100 points for each woodwind instrument studied. (total of 5 instruments for 500 total points).
- b. Midterm and final written exams. 100 points each. (200 total points)
- c. Playing tests on Flute, Oboe, Clarinet and Saxophone – includes scales and excerpts from music assigned in class. 100 points each. (400 total points)
- d. Binder Grade: “Band Director’s Resource” Binder 100 points
- e. **Attendance is required for this class.** See Department Handbook for policy. Missing classes WILL affect your grade in this class: 10 points will be deducted for each unexcused absence. 3 (Three) tardies equal 1 (one) unexcused absence. Attendance will be taken.

Grading:

A = 92 – 100 %

B = 82 – 91 %

C = 72 – 81 %

D = 62 – 71 %

F = 61 and Below

VII. COURSE CALENDAR

Weeks 1-4: Introduction to instruments, assign instruments to practice, reading assignments and outline worksheets are assigned with each instrument studied. Students will begin to compile and organize information for their “Band Directors’ Resource” notebooks.

Weeks 4-6: Rotation to second instruments, 2nd instrument practice, reading assignments and outline worksheets within 2nd instrument. Students will continue to compile and organize information for their “Band Directors’ Resource” notebooks.

Week 6: Review & prepare for mid-term playing test and written exam.

Week 7: Mid-Term Exam

Week 8-10: Rotation to second instruments, 3rd instrument practice, reading assignments and outline worksheets within 3rd instrument. Students will continue to compile and organize information for their “Band Directors’ Resource” notebooks.

Week 11-13: Rotation to second instruments, 2nd instrument practice, reading assignments and outline worksheets within 2nd instrument. Students will continue to compile and organize information for their “Band Directors’ Resource” notebooks.

Week 14: Turn in BDR notebook for a grade, prepare for final playing test and final written exam.

Week 15: Final Exam

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 ready 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		X		

	musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.				
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