1. Catalog Description
a) MUS 1308
b) Class Instruction in Woodwinds
c) 3-0-1
d) F, S
e) Woodwinds Class
f) A study of beginning instrumental technique and pedagogy on woodwind instruments. Two hours clinical experience required. For Music Education majors only. May be repeated once for credit.
g) Prerequisite: none.
h) Initial term to be offered: Fall 2003

2. Objectives and Evaluation of the Course
a) Upon completion of this course, students will:
   1. know the primary aspects of beginning-level technique on woodwind instruments including breathing, embouchure formation, tone production, and articulation;
   2. have a clear philosophical and pedagogical approach to teaching woodwind instruments in a classroom setting;
   3. understand basic instrument care and maintenance of all woodwinds;
   4. know fingerings and transpositions (where applicable) for all woodwinds;
   5. have had experience in peer teaching at the beginning level;
   6. be familiar with appropriate beginning level method books for all woodwinds;
   7. have compiled a resource notebook for reference use when teaching in Public School music settings.

   Upon repetition of this course, students will:
   1. attain a higher level of familiarity with and proficiency as a player on all woodwind instruments and develop a specialty on one instrument in particular;
   2. know the primary aspects of intermediate-level technique on woodwind instruments including tone production, range development, flexibility, finger technique, and articulation;
   3. have an advanced philosophical and pedagogical approach to teaching woodwind instruments at the beginning and intermediate levels in a classroom setting;
   4. be able to more effectively diagnose and remediate typical physical/technical problems on all woodwind instruments;
   5. have had experience in peer teaching at the intermediate level;
   6. be familiar with appropriate intermediate level method books and materials for all woodwind instruments.

b) Assessment of objective achievement includes the following:
   Written exams 40%
   Playing exams 40%
   Peer teaching 15%
   Resource notebook 5%

c) This is not a technology-delivered course.
d) This course is not numbered 4750-4999.
e) This course is not writing-active, writing-intensive, or writing-centered.
3. Outline of the Course
   a) This class will meet for 45 fifty-minute class periods over 15 weeks.

   Part I: Flute
   Week 1 Course introduction and overview of basic pedagogical approach
           Instrument parts, assembly/disassembly, basic care and maintenance
           Posture, holding position
           Breathing, tone production, embouchure formation
   Week 2 Articulation
           Tuning
   Week 3 Instrument selection/qualifications
           Embouchure problems and troubleshooting
           Exam I (written and playing)

   Part II: Clarinet
   Week 4 Instrument parts, assembly/disassembly, basic care and maintenance
           Posture, holding position
           Breathing, tone production, embouchure formation
   Week 5 Articulation
           Tuning
           Reed care and adjustment
   Week 6 Notation and transposition Instrument selection/qualifications
           Embouchure problems and troubleshooting Exam II
           (written and playing)

   Part III: Saxophone
   Week 7 Instrument parts, assembly/disassembly, basic care and maintenance
           Posture, holding position
           Breathing, tone production, embouchure formation
   Week 8 Articulation
           Tuning
           Reed care and adjustment
   Week 9 Notation and transposition Instrument selection/qualifications
           Embouchure problems and troubleshooting Exam III
           (written and playing)

   Part IV: Oboe
   Week 10 Instrument parts, assembly/disassembly, basic care and maintenance
           Posture, holding position
           Breathing, tone production, embouchure formation
   Week 11 Articulation
           Tuning
Reed care and adjustment

Week 12
Instrument selection/qualifications
Embouchure problems and troubleshooting
Exam IV (written and playing)

Part V: Bassoon

Week 13
Instrument parts, assembly/disassembly, basic care and maintenance
Posture, holding position
Breathing, tone production, embouchure formation

Week 14
Articulation
Tuning
Reed care and adjustment

Week 15
Instrument selection/qualifications
Embouchure problems and troubleshooting
Peer teaching
Exam V (written and playing)

4. Rationale
   a) Purpose and need: The Type-10 teaching certificate issued to Music Education students allows them to teach P-12 in all areas of music, including Instrumental Music 5-12 and Orchestra 5-12. Students therefore must be able to teach all instruments effectively in a classroom setting. They are also expected to have a certain level of proficiency on various instruments other than their own specialty for the purpose of demonstration in the classroom. Functioning as a model for the type of beginning woodwinds classes found in the public schools, this course is designed to give students rudimentary playing skills for each instrument while providing the proper pedagogical concepts.

   Currently, all Instrumental Concentration students take two semesters of woodwinds with certain instruments covered in the first semester and others covered in the second. This new course consolidates all woodwind instruments into one semester. It therefore provides the opportunity to streamline the curriculum by requiring students whose primary instrument is a woodwind to only take one semester, while students whose primary instrument is something other than a woodwind will be required to repeat the course once for credit. Students who repeat the course are then able to study instruments that are unfamiliar to them more intensively. Further, students will have to pass a standardized proficiency exam on a secondary instrument prior to student teaching. This will help guarantee that the students take more responsibility for developing their skills on a secondary instrument. Feedback from cooperating teachers often indicates the need for better preparation of our students in this area before student teaching. A further advantage is that unlike the present courses that meet only two times per week, this new course will meet three. Greater frequency of class meetings facilitates higher levels of knowledge retention and accelerated rates of skill development in a performance-based course such as this.

   The capstone course for all Instrumental Concentration students is MUS 3400, in which students are required to demonstrate a working knowledge of rudimentary playing and
teaching techniques on all instruments. This new and more efficient format for teaching woodwinds is designed to better prepare students for the types of in-school teaching experiences required in a 3400-level education course. The result is a more cohesive, outcome-based sequence of courses that better meets, if not exceeds, the Illinois Teacher Content Standards as well as standards of NCATE and NASM. Self-study within the Music Department has identified the need for a more unified sequence from the 1300-level courses to the 3400-level course.

b) The lower-division number allows students to take the course early in their academic career. It indicates an introductory course, and serves well as a prerequisite for an upper division course.

c) This course will replace the current MUS 1302 and MUS 1303, which will both be deleted. With the deletion of these courses, there will actually be a reduction of hours in the current curriculum for Instrumental Concentration majors.

d) This course will be required for all Teacher Certification: Instrumental Concentration majors.

5. Implementation
   a) This course may be assigned to Richard Barta, Joseph Martin, Sam Fagaly, or Dennis Hayslett.
   b) Additional costs to the student for the purchasing of reeds for all instruments except flute will total approximately $20.00.

6. Community College Transfer
   A community college course will not be judged equivalent to this course.

7. Date approved by the department

8. Date approved by the college curriculum committee

9. Date approved by CAA: April 7, 2003