1. Catalog Description
   a) MUS 1309
   b) Class Instruction in Brass
   c) 3-0-1
   d) F, S
   e) Brass Class
   f) A study of beginning instrumental technique and pedagogy on brass 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 brass instruments
         including breathing, embouchure formation, tone production, and articulation;
      2. have a clear philosophical and pedagogical approach to teaching brass
         instruments at the beginning level in a classroom setting;
      3. be able to diagnose and remediate typical physical/technical problems on all brass
         instruments;
      4. understand basic instrument care and maintenance of all brass instruments;
      5. know fingerings and transpositions (where applicable) for all brass instruments;
      6. have had experience in peer teaching at the beginning level;
      7. be familiar with appropriate beginning level method books and materials for all
         brass instruments;
      8. 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 brass
         instruments and develop a specialty on one instrument in particular;
      2. know the primary aspects of intermediate-level technique on brass instruments
         including tone production, range development, flexibility, finger technique, and
         articulation;
      3. have an advanced philosophical and pedagogical approach to teaching brass
         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 brass 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
         brass 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.

<table>
<thead>
<tr>
<th>Part I: Trumpet</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Course introduction and overview of basic pedagogical approach</td>
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<td>Instrument parts, assembly/disassembly, basic care and maintenance</td>
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<td>Posture, holding position</td>
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<td></td>
<td>Breathing, tone production, embouchure formation</td>
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<td><strong>Week 2</strong></td>
<td>Articulation</td>
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<td>Tuning</td>
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<td>Notation and transposition</td>
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<td><strong>Week 3</strong></td>
<td>Instrument selection/qualifications</td>
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<td></td>
<td>Embouchure problems and troubleshooting</td>
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<td>Exam I (written and playing)</td>
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<th>Part II: Horn</th>
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<tr>
<td><strong>Week 4</strong></td>
<td>Instrument parts, assembly/disassembly, basic care and maintenance</td>
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<td>Posture, holding position</td>
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<tr>
<td></td>
<td>Breathing, tone production, embouchure formation</td>
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<td><strong>Week 5</strong></td>
<td>Articulation</td>
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<td>Tuning</td>
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<td>Notation and transposition</td>
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<td><strong>Week 6</strong></td>
<td>Instrument selection/qualifications</td>
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<td></td>
<td>Embouchure problems and troubleshooting</td>
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<td>Exam II (written and playing)</td>
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<th>Part III: Trombone</th>
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<tr>
<td><strong>Week 7</strong></td>
<td>Instrument parts, assembly/disassembly, basic care and maintenance</td>
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<td>Posture, holding position</td>
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<td>Breathing, tone production, embouchure formation</td>
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<td><strong>Week 8</strong></td>
<td>Articulation</td>
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<td>Tuning</td>
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<td><strong>Week 9</strong></td>
<td>Instrument selection/qualifications</td>
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<td>Embouchure problems and troubleshooting</td>
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<td>Exam III (written and playing)</td>
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<th>Part IV: Euphonium</th>
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<tr>
<td><strong>Week 10</strong></td>
<td>Instrument parts, assembly/disassembly, basic care and maintenance</td>
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<td>Posture, holding position</td>
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<td>Breathing, tone production, embouchure formation</td>
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Week 11  Articulation
          Tuning

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

Part V: Tuba

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

Week 14  Articulation
          Tuning
          Notation and transposition

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 brass
      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 brass with
      certain instruments covered in the first semester and others covered in the second. This
      new course consolidates all brass instruments into one semester. It therefore provides
      the opportunity to streamline the curriculum by requiring students whose primary
      instrument is a brass to only take one semester, while students whose primary
      instrument is something other than a brass 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 brass 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 1305 and MUS 1306, 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 Allan Horney, Parker Melvin, or Roger Stoner.
   b) There are no additional costs to the students.

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