

Woodwinds, Flute, Level II MUS 2558

1 credit fall/spring semesters

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Flute Lessons and the Teacher Licensure Rule

The teacher licensure rules to which this course is applicable are:

8710.4650 (Teachers of Vocal and Instrumental Music), Supb.3, Sec. A-7

All music teachers must have the ability to identify and reproduce intervals, scales, and chord structures.

8710.4650 (Teachers of Vocal and Instrumental Music), Supb. 3, Sec. C-1

A teacher of instrumental music must demonstrate advanced solo and ensemble performance on at least one instrument of the keyboard, percussion, string or wind families and demonstrate musical accuracy and expressiveness using musical examples from diverse styles and time periods.

8710.4650 (Teachers of Vocal and Instrumental Music), Supb. 3, Sec. C-4

A teacher of instrumental music must know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels.

8710.4650 (Teachers of Vocal and Instrumental Music), Supb. 3, Sec-C-5

A teacher of instrumental music must demonstrate understanding and skills of performance pedagogy for percussion, string, and wind instruments.

Description of Flute Level II

Private lessons in flute using a variety of technical exercises and repertory. Students will work on appropriate etudes, solos, and ensemble pieces to develop both basic and advanced skills of flute playing and interpretive ability.

Required Texts and Equipment

Music purchases will be determined by the instructor, based on the student's level of playing. Students will be responsible for purchasing their own music and the cassette and reading materials used for the performance practice unit. The instructor will furnish a copy of the Level II repertory list. All students are required to have a metronome.

Course Schedule

Lessons are held once a week for one hour or one-half hour. Students are responsible for scheduling a lesson time, and will be expected to spend the necessary time preparing for each lesson. Practice schedules may be suggested or advised by the instructor. At least one performance per semester (in weekly recital hour) is required after the first semester of study is completed.

Activities and Assessment

The following goals will be pursued progressively in each semester of Level II study until the student demonstrates readiness to progress to Level III.

1. Play major and minor scales, arpeggios, and other fundamental music patterns employed in music instruction from memory, and demonstrate increasing technical ability through the employment of progressively faster tempos. (Supb. 3, A-7)
2. Understand and apply the elements of music interpretation: tempo, phrasing, and dynamics. (Supb. 3, C-1)
3. Be able to explain and demonstrate the following aspects of flute playing: embouchure, hand position, articulation, breath control, register change. (Supb. 3, C-5)
4. Show proficiency in the advanced techniques: dynamic control, multiple tonguing, tone production in all registers, realization of ornaments. (Supb. 3, C-1)
5. Be able to prepare and perform music from the Level II repertory list. (Supb. 3, C-1 and C-4)
6. Complete the performance practice unit which provides an introduction to Baroque music. (Supb. 3, C-1 and C-4)
7. Be acquainted with the basics of piccolo performance and instruction. (Supb. 3, C-1 and C-5)

Preparation for lessons includes familiarity with all musical terms and concepts related to the current lesson, and evidence of practice and study of the musical material at hand. In addition, lessons will be recorded at the beginning, mid-term, and close of each semester, and evaluated both by the student and the instructor for quality of performance, degree of preparation, content of the lesson, and communication between instructor and student. Readings and study sheets covering particular techniques, terms, and historical periods may be assigned.

At the close of each semester, the instructor and student will evaluate the student's achievements in the areas outlined above. Based on the evaluation, a plan of study, new material from the Level II repertory list, and adjusted goals for the following semester will be agreed upon by instructor and student. In addition, the student will evaluate the instructor. This evaluation will be used to further shape the design of the next semester.

All students enrolled at Level 2 must perform a jury at the close of the semester. Appropriate to their level, students are expected to display in their jury a command of scales, scale patterns, and arpeggiated chords, with an emphasis on intervallic recognition; and to perform in their jury developmentally-appropriate advanced

literature for diverse styles and time periods, as determined by the instructor. Students will receive a letter grade at the conclusion of each semester. Grades will be based on the student's weekly participation and preparation for lessons, attendance, performances at weekly recitals and other events, and performance at the semester juries. Semester juries, the equivalent of a final exam, will account for 10% of the student's final grade.

Grading: Performance in recital hour is required following the first semester of study. A: Outstanding, superior work. This level of work includes: weekly preparation of an etude (Supb. 3, C-1 and C-4), familiarity with all musical terms in the repertory under study (Supb. 3, C-1), evidence of a regular practice routine that includes scale review, and progress on new repertory (Supb. 3, A-7, C-1, and C-4). In addition to memorization of scales and other patterns and preparation of appropriate solo literature, student must perform in the weekly Recital Hour as part of a recital or in another chamber music performance (Supb. 3, C-1).

The same licensure rules apply to the following grade levels:

B: Very good work. This level of work includes preparation of a new etude every two weeks, familiarity with all music terms in the repertory under study, evidence of a regular practice routine that includes scale practice and development, and progress on new repertory. Students must perform in the weekly Recital Hour or in another chamber performance.

C: Average work. This level of work includes preparation of etudes, familiarity with all musical terms in the repertory under study, scale practice, and work on at least one piece of repertory per semester. Students must perform in the weekly Recital Hour or in another chamber performance.

D: Poor work, and an indication of serious deficiencies in performance. Indications of poor work are inability to demonstrate progress on etudes, scales, or solo repertory. Students should perform in the weekly Recital Hour or in another chamber performance.

F: Failing work. Student does not demonstrate progress and is unprepared for lessons.

Suggested Repertory for Flute, Level II

First Semester

All major scales, 2 octaves, from memory

Etudes from:

Gilliam and McCaskill: The Flute Handbook OR

Gilliam and McCaskill: Scales, Exercises and Etudes for the Developing Flutist

Fauré: Sicilienne Pessard: Andalousse

Andersen: Miniatures, Op. 55

Second Semester

Major scales and minor scales through at least three sharps and flats, from memory

Kohler: Romantic Etudes

Andersen: 26 Caprices, Op. 37

Moyse: Tone Development Through Interpretation

Kennan: Night Soliloquy

Honegger: Dans de la chèvre

Busser: Petite Suite

Third Semester

All major and minor scales, two octaves, from memory

Selected patterns from Taffanel-Gaubert: 17 Daily Finger Exercises

M. Moyse: Tone Development Through Interpretation

J. Andersen: Etudes, Op. 15

Handel: Sonatas for flute and continuo, Op. 1

Bach: Sonata in C major, BWV1033

Benjamin Godard: Suite, Op. 116

Ernst Bloch: Suite Modale

Piccolo: Michal, Four Dances

Fourth Semester

All major and minor scales, full range of instrument, from memory

Selected patterns from Taffanel-Gaubert: 17 Daily Finger Exercises, from memory

J. Andersen: Etudes, Op. 21

Bach: Sonata in E-flat, BWV1031

Telemann: Suite in A Minor

C.P.E. Bach: Hamburger Sonata

Cecile Chaminade: Concertino

Hindemith: Sonata

Bernhard Heiden: Sonata

Special Accommodations: The university offers a variety of accommodations to assist students with their academic work (e.g., priority registration, note-takers, out-of-class testing, taped readings). Students needing special accommodations should contact the instructor.

Statement of Academic Integrity: Students are expected to practice the highest forms of ethics, honesty, and integrity in all their academic work. Any form of academic dishonesty (e.g. plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions include failure for part or all of the course, as well as suspension from the University.