

Woodwinds, Flute, Level III MUS 3558

1 credit fall/spring semesters

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Prerequisites

Successful completion of study at level II. A jury demonstrating the student's ability to play repertory appropriate to Level III and satisfactory knowledge of scales, intervals, and chord structures must be presented and approved by the applied instrumental faculty.

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 III

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 III 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 scales, arpeggios, and other fundamental music patterns employed in music instruction from memory, and illustrating different articulations. (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 advanced flute playing: dynamic control, multiple tonguing, realization of ornaments. (Supb. 3, C-5)
4. Show proficiency in techniques required for contemporary performance: harmonics, special articulations, special fingerings, control of timbre. (Supb. 3, C-1)
5. Be able to prepare and perform music from the Level III repertory list. (Supb. 3, C-1 and C-4)
6. Demonstrate the ability to evaluate editions of flute music, and to adapt editions for instructional use. (Supb. 3, C-4 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 III

First Semester

All major and minor scales, from memory, demonstrating advanced articulations such as multiple tonguing

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

J. Andersen: Etudes, Op. 33

Karg-Elert: 30 Caprices
Bach: Sonatas in E major and E minor, BWV1034/1035
Quantz: Concerto in G major
Franz Doppler: Fantaisie Pastorale Hongroise
Taffanel: Andante Pastorale et Scherzettino
Debussy: Syrinx
Blavet: Sonatas, Op. 2
Bach: Sonata in B minor, BWV1030
Mozart: Concerto in D Major
Francis Poulenc: Sonata
Charles Griffes: Poem for flute and orchestra
Georges Hue: Fantaisie

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.