

Woodwinds, Flute

Degree Recital MUS 4558

1 credit fall/spring semesters

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Prerequisites

The student must successfully complete at least one semester of study at Level III and pass the Level III jury which is the Recital Hearing.

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. The instructor

will furnish a copy of the Level III repertory list.

Course Schedule

Lessons are held once a week for one 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.

Activities and Assessment

1. Be able to prepare and perform music from the Level III repertory list. (Supb. 3, C-1 and C-4)
2. Review, evaluate, and select appropriate literature for a recital program. This will be done in consultation with the applied instructor, but emphasis will be placed on the student's ability to examine and choose music suited to his or her individual needs and preferences, while also representing a variety of musical styles and periods. (Supb. 3, C-1 and D-5)
3. Demonstrate ability to collaborate in rehearsal of chamber music and/or solo literature with keyboard or other accompaniment. (Supb. 3, D-5)
4. Coordinate the aspects of a successful performance: programming, preparation, publicity, and public presentation. (Supb. 3, D-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.

The Degree Recital

The Degree Recital is a key assessment tool that can demonstrate concrete applied musical objectives, in that it is a culminating experience offering the student the opportunity to integrate his or her musical skills in a comprehensive capacity. The Degree Recital demonstrates a mastery of the fundamentals within the context of advanced repertory, musicality, a historical perspective, the ability to organize and collaborate with others, and the ability to set and achieve long-term goals (skills needed in both music education and performance). Most works are performed with piano accompaniment and frequently involve chamber music collaborations. Students are responsible for recruiting personnel, leading rehearsals, booking the hall and taking care of publicity. These are essential skills that represent the fundamental musical experience for the undergraduate music degree, and are core components of a music student's preparation for both the workplace and further educational opportunities. Students will review the educational objectives of this project (as stated in the student handbook) with their applied advisor. Furthermore, the student will be supplied with a detailed document that outlines specific standards that serve as evidentiary materials of evaluating student learning within this culminating experience.

Recital evaluation

The student's recital will be evaluated by a faculty committee of three members, including the applied instructor. The student will be evaluated on choice of appropriate repertory, efficient preparation of repertory, and effective presentation of the music in recital.

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 in the Degree Recital.

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, Degree Recital

Repertory for this semester will be selected from the body of flute literature by the instructor and student as outlined above. The repertory should meet these criteria:

1. It must be appropriate to an advanced level of study.
2. A variety of styles and musical periods should be represented.

3. Inclusion of an ensemble piece is encouraged, although not required.

4. Students are strongly encouraged to include at least one work from the twentieth-century repertory that employs modern techniques, such as harmonics, special fingerings, sound effects, recorded or computer-generated accompaniment, etc. Works need not be avant-garde, but should illustrate the expansion of the flute's repertory over the past century. Examples include:

5. Bozza: Image
Fukushima: Mei
Copland: Sonata for Flute and Piano
Guarnieri: Sontina for Flute and Piano
Davidovsky: Synchronisms No.2 for Flute and Tape
Muczynski: Sonata for Flute and Piano

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.