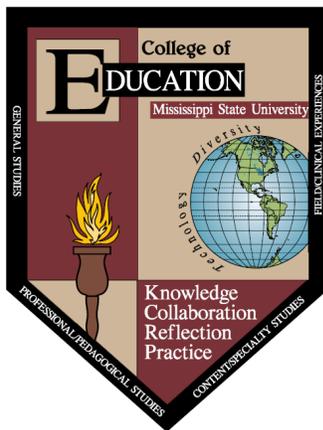


MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION

DEPARTMENT of MUSIC  
COURSE SYLLABUS

<b>Course Prefix and Title:</b>	MU 2011
<b>Course Title:</b>	Woodwind Ensembles
<b>Credit Hours:</b>	One (1) semester hour
<b>Course Type:</b>	Laboratory
<b>Catalog Description:</b>	One to five rehearsals per week. The study and performance of significant woodwind ensemble literature. May be repeated for credit more than once.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

1. Increase the woodwind family performance skills including:  
**InTASC 2, 4, 7, 8; CFPO 1, 3, 4**
  - a. Requisite physical techniques concerning sound production, breath support, embouchure, tonguing, flexibility, endurance, strength, digital control, etc.
  - b. Visual, aural, and tactile rhythmic and pitch discrimination skills including sight reading and transposition.
  - c. Awareness, understanding, and synthesis of the elements requisite to sensible interpretive decisions in musical performance.
2. Gain familiarity with the musical and pedagogical literature associated with flue, recorders, and woodwind quintets - stimulate interest in professional literature related to woodwind pedagogy. **InTASC 4, 8; CFPO 1, 3**
3. Acquire familiarity and understanding of the basics of woodwind pedagogy. **InTASC 4; CFPO 1, 3**
4. Gain a practical understanding of the learning process aimed at increased efficiency and economy in skill acquisition in order to **InTASC 2, 4, 8; CFPO 1, 3, 4**
  - a. Acquire a constructive, problem-solving orientation
  - b. Enhance the quality of time spent in the practice and study of woodwind literature
5. Develop, through listening, the awareness, appreciation, and critical discernment of varying types of music. **InTASC 4, 5, 6; CFPO 1, 3, 4**
6. Develop an awareness of one's place within an ensemble relating to intonation, tone quality, balance, blend and overall voicings. **InTASC 1, 4, 8; CFPO 1**
7. Develop an awareness of those disciplines and potential situations that can directly benefit from the study of woodwind repertoire. **InTASC 4, 5; CFPO 1, 3, 4**
8. Acquire the self-initiative and ability for continued self-study in woodwinds beyond the formal education environment. **InTASC 1, 4, 5; CFPO 1, 3, 4, 9**

## Topics to Be Covered:

1. Tone (2 hours)
  - a. Placement
  - b. Embouchures
  - c. Dynamics
2. Technique (2 hours)
  - a. Finger and embouchure
  - b. Scales and arpeggios
3. Musical Style (1 hour) (various repertoire)
  - a. Phrasing

- b. Musical period characteristics
- c. Listening examples
- 4. Breathing (1 hour)
  - a. Exercises
  - b. Relaxation
  - c. Support
- 5. Ensemble Literature (9 hours) (various repertoire)

**Text:**

Assigned lessons and repertoire for the semester, which will be provided by the instructor.

**Methods of Instruction:**

- 1. Class instruction
- 2. Group coaching
- 3. Individual/group rehearsals

**Suggested Student Activities:**

- 1. Individual practice sessions on the repertoire covered
- 2. Listening assignments
- 3. Attendance at all scheduled rehearsals and coaching sessions
- 4. Attendance at all scheduled performances

**MSU Honor Code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>

**Technology:**

CD's and/or YouTube videos are utilized to demonstrate the style periods and critique performances of repertoire being studied in the ensembles.

**Diversity:**

Diversity studies are accomplished through the study, teaching and performance of repertoire from various world cultures each semester.

**Disability Statement:**

In compliance with the Americans with Disability Act section 504 of the Rehabilitation Act of 1973, any student, who, because of a disabling condition, may require some

special arrangements in order to meet course requirements, should contact Accessibility Services (Phone: 325-3335) as soon as possible. It is the student's responsibility to voluntarily and confidentially provide appropriate documentation regarding the nature and extent of a disability. If you have a documented disability that may require accommodations, you will need to contact Student Support Services for the coordination of services.

**Field Component:** There is no field component with this course.

**Evaluation of Student Progress:**

Students are checked weekly for progress through individual parts in the ensembles. At the final performance, students are assessed on the quality and accuracy of the performance.

**Assessment of Concepts and Skills/Evaluation of Student Progress:**

1. Weekly evaluations of individual rehearsal performance and attendance -75%
  - a. Shows progress in learning individual parts
  - b. Shows progress in integrating individual part with the entire ensemble
2. Attendance and performance at all concert appearances of the ensemble -25%

**Bibliography:**

- Berger, M. (2001). *Guide to chamber music*. Mineola, New York: Dover Publications.
- Burke, K. (1995). *Clarinet warm-ups*. Medfield, MA: Dorn Publications.
- Ingham, R. (Ed.). (1998). *The Cambridge companion to the saxophone*. Cambridge, UK: Cambridge Univ. Press.
- Noe, C. K. (1996). *A handbook of literature for flute choir*. Dubuque, IA: Hunt-Kendall, Inc.
- Randel, D. M. (Ed.). (1978). *Harvard concise dictionary of music*. Cambridge, MA: Belknap Press of Harvard University Press.
- Taylor, L. (2000). *Stage performance*. New York: Pocket Books.
- Seth, V. (1999). *An equal music*. New York: Broadway Books.
- Ulrich, H. (1966). *Chamber music*. New York: Columbia University Press.