

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS ]

[MUSIC]

**Expanded Course Outline**

<b>Course Subject Area:</b>	<b>MU</b>
<b>Course Number:</b>	<b>3341A</b>
<b>Course Title:</b>	<b>Woodwind Fundamentals</b>
<b>Units:</b>	<b>1</b>
<b>C/S Classification #:</b>	<b>10</b>
<b>Component:</b>	<b>Activity</b>
<b>Grading Basis:</b> (graded only, CR/NC only, student's choice)	<b>Graded only</b>
<b>Repeat Basis:</b> (may be taken once, taken multiple times, taken multiple times only with different topics)	<b>Taken once</b>
<b>Cross Listed Course:</b> (if offered with another department)	
<b>Dual Listed Course:</b> (if offered as lower/upper division or undergraduate/graduate)	
<b>Major course/Service course/GE Course:</b> (pick all that apply)	<b>Major course</b>
<b>General Education Area/Subarea:</b> (as appropriate)	
<b>Date Prepared:</b>	<b>April 1, 2015</b>
<b>Prepared by:</b>	<b>Rickey Badua</b>

**I. Catalog Description**

Fundamentals of playing and teaching woodwinds: flute, oboe, clarinet, bassoon, and saxophone for music majors and minors who plan to teach music in the public schools K-12. Development of embouchure, finger coordination, tone, note reading skills; basic woodwind pedagogy.

**II. Required Coursework and Background**

Prerequisites: MU 1201-1211.

**III. Expected Outcomes**

The students will be able to:

1. Correctly handle the instrument of choice
2. Produce an acceptable tone on the selected instrument
3. Demonstrate familiarity with basic fingering
4. Demonstrate simple articulation
5. Demonstrate simple note reading skills
6. Perform simple melodies on the selected instrument
7. Perform in a beginning ensemble formed within the class
8. Demonstrate a knowledge of basic teaching methods, grades K - 12, for each of the

four instruments

9. Understand concert keys and relationships to woodwind family (transposition)

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

#1: Perform a variety of music with expression and musical accuracy.

#3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.

#6: Develop specialized knowledge appropriate to the option or emphasis area.

**BA in Music:**

#2. **Perform** a variety of music with expression and musical accuracy.

#4. **Demonstrate** creativity, musicianship skills, an understanding of appropriate technology, and conceptual understandings.

**BM in Music:**

#1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.

#2. **utilize** current/recent technologies appropriate to the musical endeavor.

#3. **demonstrate** basic keyboard competency as needed for musical analysis and interpretation of intermediate level repertoire.

#7. **demonstrate** healthy body mechanics and technique.

#8. **promote** musical culture in the community.

#9. **think, speak and write** clearly at the college level.

**BM in Music Education/Pre-Credential:**

#1. **demonstrate** foundational skills on instruments commonly taught in schools.

#2. **display** effective conducting skills for choral and instrumental ensembles.

#3. **evaluate, select, prepare, and assess** music for performance.

#4. **compare and contrast** common music teaching methods.

#5. **differentiate** sequential repertoire appropriate to general music classes.

#6. **integrate** specialized skills for teaching music literacy, including composition and improvisation.

**BM in Performance:**

#3. **discuss** pedagogy of their instrument at a foundational level.

**IV. Instructional Materials**

Voxman, Himie, *Woodwind Solo and Study Material Music Guide* / Compiled by Himie (Evanston Illinois, Instrumentalist Company, 1975)

Westphal, Frederick William, *Guide to Teaching Woodwind* (Dubuque, Iowa, W.C. Brown, 1974)

Westphal, Frederick William, *Woodwind Ensemble Method for Teacher Education; Class Instruction in Flute, Oboe, Clarinet, and Bassoon* (Dubuque, Iowa, W.C. Brown, 1961)

## **V. Minimum Student Material**

Notebook, paper, pencil/pen, word processor.

## **VI. Minimum College Facilities**

Large instrumental rehearsal hall, music stands and chairs, instruments as needed, especially the large ones, room to house small beginning string library.

## **VII. Course Outline**

### 1. Introduction

- a) Posture
  - b) Instrument holding position
  - c) Finger placement
- ### 2. Tone production
- a) Breath control
  - b) Reed or air sound production
  - c) Finger (note) exercises
  - d) Reinforcement through simple tunes (by rote)

### 3. Additional fingering possibilities

- a) Octave jumps
- b) Slur versus Tongue
- c) Reinforcement through simple tunes (by rote)

### 4. Note reading as applied to the each of the four instruments to include the observation

of the following:

- a) slurring
- b) tonguing

### 5. Tuning

- a) Mouthpiece
- b) By the different parts of the instrument

### 6. Additional fingering and articulation exercises

- a) Individual
- b) Ensemble

### 7. Basic pedagogy

- a) Class demonstration and participation
- b) Research and presentation of findings for grades K - 12

## **VIII. Instructional Methods**

- 1. Teacher/student demonstration and activity
- 2. Assigned readings
- 3. Class discussion/problem solving
- 4. Individual reinforcement (practice). Ensemble performance

6. Oral presentation/performance
7. Written journal of pedagogical approaches, grades K - 12, for each instrument

### **IX. Evaluation of Outcomes**

1. Written examinations: problem solving/essay
2. Oral presentation/performance of selected musical examples and excerpts
3. Completeness of journal on pedagogical approaches for each instrument