MUSIC 351 - Flute Methods
Spring 2012
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Texts & Additional Reading:
Frederick Westphal, Guide to Teaching Woodwinds
(Flute Chapter sent via email as a PDF)
Bruce Pearson, Standard of Excellence, Book 1
(avail. at Rieman Music, West Music in Coralville, Fluteworld)
Selected articles from The Instrumentalist and Flute Talk Magazine
(sent via email as PDFs)

A notebook covering the flute will be required from all students. The notebook must include class
notes, handouts, articles and assignments. It may also include notes from outside readings. All
notes must be typed and the overall organization clear and usable as a teaching resource.

The written requirement is a comparative paper on three articles that will be provided by the
instructor.

Each student will participate in "Teacher Friend" Day, which will involve bringing to class a
person who has never tried to play the flute.

There will be one written and one playing exam. The written exam will be open book during the
last day of class (no fingering charts are allowed). The playing exam will occur during finals
week.

Grading in the flute portion follows the same guidelines as in previous weeks. Attendance is
obviously necessary and thus required. Every unexcused absence results in the lowering of one
grade level and three absences, excused or not excused, result in a failing grade. If you are ill or
have an unavoidable conflict contact me by phone or in person ahead of time. Daily playing
grades will be recorded and will count equally with playing exam grade. All written material will
be graded for content, grammar, and technical accuracy. Material must be in by 5:00 p.m. on the
due date and will be penalized one letter grade per class session late. A failing grade in any
portion of the course will result in a failing grade for the course. The break down is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing grade</td>
<td>40%</td>
</tr>
<tr>
<td>Notebook</td>
<td>20%</td>
</tr>
<tr>
<td>Comparison paper</td>
<td>10%</td>
</tr>
<tr>
<td>&quot;Teacher Friend Day&quot;</td>
<td>15%</td>
</tr>
<tr>
<td>Written Test</td>
<td>15%</td>
</tr>
</tbody>
</table>

1 Playing grade includes daily playing quizzes, fingering quizzes, and final playing exam.
I have reduced your written work outside of class so that you are able to perform at a high
level. I expect you to do so. Please come see me for additional help.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| March 26 | Introduction, Instrument issue  
Begin Lesson Day 1: sound production, tonguing, breathing, assembly, hand position, alignment and balance  
Learn: Head joint songs, exercises |
| March 28 | Lesson Day 1 continued (hand position, alignment and balance)  
Lesson Day 2: review, note introduction order (GAB…. F)  
Play: Head joint songs, exercises |
| March 30 | Fundamental octave, register changes  
(overtone production), fingering errors!  
Play: song sheet: Buns & Mary |
| April 2 | Common sound problems, Embouchure ex: harmonics, low note  
Play: book |
| April 4 | Recommended graded lists, Evaluation of beginner methods/literature, The Bb DEBATE  
Due: read Westphal for range & rhythm recommendations for various levels  
Play: book  
G Major Scale, one octave |
| April 6 | TEACHER FRIEND DAY #!  
*** Intonation article comparison paper due*** |
| April 9 | Common technique problems (pinky aerobics! trills for finger flexibility!)  
Vibrato  
Play: book  
D & F Major Scales, one octave |
| April 11 | TEACHER FRIEND DAY #2 |
| April 13 | Dr. G’s course of study; special materials  
Play: book  
Bb & C Major Scales, one octave |
| April 16 | TEACHER FRIEND DAY #3 |
18  What to look for in a flute;
    Play:  book _______________
    Eb Major Scales 2 octaves and chromatic scale

20  No Class—do your flute notebook for in class – written test.

23  Multiple Articulations
    Play:  book _______________
    G, E and Ab Major Scales, 2 octaves

25  Maintenance & Simple Repairs; Flute Family
    Play:  book _______________
    Db, C, & Bb Major Scales, Chromatic, 2 octaves

27  In class - written test

FINALS WEEK
MAY    2  Playing final test. 2:15 p.m. to 4:15 p.m.
Scales: All scales covered in techniques. Select songs.

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Project Requirements

Project #1: Written assignment:
Read the assigned articles on flute intonation from Flute Talk Magazine. Chose three of the six for a comparative paper. (One of the three must be Kathleen Goll-Wilson's "Flute Intonation"). Note the main points of each article, compare and contrast the ideas presented, and give critical commentary on them (e.g. was the information useful, too complex, explained clearly, practical, etc.??). The paper should be three to four pages in length and is due April 6th.

Project #2: "Teacher Friend Day"
There are two designated "Teacher Friend Days". This will require students to find some poor sucker who has never tried to get a sound on the flute and bring them to class (it’s better if you find someone who has never played a wind instrument before). Each student will have 15 minutes to work with the person, followed by a brief class discussion. Remember, it’s not how far you take the student during the session (every student has his/her own pace), it’s how you get there!