

# ISU Flute Studio

Fall 2017  
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Private Lessons –TBA, room 235

Studio Class – Tuesday 1:10-2:00, room 256

## Studio Class:

Tuesdays 1:10 to 2:00. Studio class is a central component of applied lessons. It is a time for fellowship and fun, dialogue, hearing others play, and performing for an accepting audience, learning new repertoire, exploring new concepts, challenging old concepts in new ways, and *learning from each other*.

A central part of the studio class will be exploring topics that are relevant to you as a musician and a flute player. This semester we will use part of studio time to continue tackling Trevor Wye's Daily Exercises, Taffanel/Gaubert 17 Big Daily Exercises, Moyses's Tone Development and more.

## Goals:

The goal of private lessons and studio class is to help you become ready for a career in music. The approach for this will be different for each student, depending on your career goals.

## Objectives:

-You will experience a wide variety of literature from many styles and periods of music. This will take place both in your own playing and in hearing your colleagues play during studio class and other performances.

-You will develop technical skills that will allow you to express yourself creatively and musically. This will include improving your sound, finger technique, articulation, and breathing.

-You will develop skills in listening, critiquing, and evaluating music. By learning to listen to and critique recordings and live performances, you will become better equipped to form objective conclusions about your own playing.

-You will acquire skills in performance, practice techniques, setting and realizing goals, and assessment of short term and long term accomplishments. This will occur largely as a result of your preparation for the many performances each semester.

## Requirements and Expectations

### Practice:

You are expected to practice a minimum of one hour daily for a one credit private weekly lesson and one to two hours per day for a 2-credit weekly lesson. Music majors and minors are expected to increase these times accordingly, practicing a minimum of two hours daily (a minimum of three hours daily is recommended for performance majors).

### Attendance:

No unexcused absences are tolerated in applied lessons. Emergencies are the only exception (e.g. death, etc.). Every unexcused absence results in an automatic lowering of one grade level. Three unexcused absences bring a failing grade. If you are ill or have a minor emergency contact me before or, if unavoidable, up until your lesson time, via my office phone. Then see me to reschedule. If you have a conflict, first try to trade lessons with another student (we will exchange phone numbers and email). If this is impossible, see me to reschedule. In any case, always let me know as far ahead of time as possible so that you won't forfeit valuable lesson time. I do realize that absences will occur (due to holidays, snow days, etc.) You will receive no less than 12 lessons per semester.

### Grading:

Grading is based on attendance in lessons, attendance in seminars (which is required of all music majors), participation (verbal and performance) in seminars, **attitude** and **cooperation** in lessons, and **improvement based on effort**. Every lesson will be graded in terms of improvement and application of ideas from the previous lesson.

\*A= work of exceptional quality

\*B= **work of commendable quality**

\*C= work of acceptable quality (most work prepared)

\*D= work of minimal but passing quality (some assigned work prepared)

\*F= failing work, no credit given (little or no assigned work prepared)

The Department of Music also requires attendance of all General Recitals and an additional 12 recitals or concerts each semester with one concert fulfilling the Diversity requirement. I will inform you about every concert that fulfills this requirement. The Department requires that you write one brief paper (1 healthy paragraph or 1 page) on this Diversity event. Proof of attendance (for the 12 performances) is obtained in two little steps: show me each program and email me the list of the 12 concerts and dates. This list is due the Monday of Dead Week. Seniors are required, however, to write program notes for their recital.

### Performance:

Whether you are a performance major or music education major, being able to perform is of significant importance to your career. I will expect each student to perform as often as possible (even if it is a scale!). Avoidance breeds fear. The more attempts, the easier it gets, and the more fun it becomes! The following are requirements and recommendations concerning seminars and recitals:

#### Required:

- at least 2 performances in seminar each semester (3 is great though!)
- a senior recital
- a jury each semester (unless you have a solo recital or continuation examination)

Recommended:

Freshmen/ 1st year music majors

- at least 1 Studio Recital per year

Sophomores

- at least 2 Studio Recitals per year or
- a shared recital or
- a combination of the above

Juniors/ 1st year seniors

- at least 2 Studio Recitals per year or
- a shared recital or
- a full recital (chamber music is OK) or
- a combination of the above

Seniors

- a senior recital (required) and
- at least 1 additional performance (unless student teaching)

**Juries:**

See your student handbook for details concerning juries and continuation examinations. Woodwind juries are *typically* the **Monday of Finals Week**.

**Accompanist:**

You are responsible for finding your own accompanist and working out a schedule for rehearsal, lesson, and performance. I suggest securing your accompanist by the **3<sup>rd</sup> week of classes**. However, you have until mid-term to do so before your grade is affected. There are several pianists in the area (and at school) that I recommend. Please see me **before** contacting an accompanist.

**Required Materials:**

Repertoire - Please bring a list of the repertoire you have played with you to your first lesson. Also, begin a list of the pieces you would like to play. You and I will be discussing your repertoire for the coming semester. It is important to begin building your own library of music.

Each semester you will need to purchase the etudes, solo, or chamber repertoire that you are working on in your private lessons. If you need suggestions as to where you can order music please come and see me. (Fluteworld.com or Carolyn Nussbaum Music Company at [www.flute4u.com](http://www.flute4u.com))

Equipment – You will need to have a metronome and tuner in your case at all times. **Bring a blank CD OR YOUR OWN RECORDING DEVICE** with you to each lesson for recording purposes. (As the semester continues, you and I will decide if recording your lesson suits you best).

**Assignments:**

1) Flute Notebook and Lesson Notes:

Transcribe onto paper what you feel is most important from your lessons and flute seminar. There is no minimum length requirement; however, this is for *your* learning! Therefore you should be as thorough as possible. Your lesson notes are to be typed and handed to me at the beginning of your next lesson. You are welcomed to bring your flute notebook to lessons and urged to write down thoughts/concepts throughout the lesson.

## 2) Listening:

You are required to listen to three recordings of each work that you are preparing. This listening should be done during the first weeks of the semester as you begin your preparation of each piece. Because of this I will ask to see your notes on each recording during the 5<sup>th</sup> week of the semester. Keep a list *in your notebook* with any observations you may have. You may substitute live, off-campus flute performances. Recordings may be checked out from the library or checked out from the instructor. You are also encouraged to borrow recordings from each other and to begin building your own library. [Please note: if you are unable to locate 3 different recordings, you may substitute with other works. I suggest looking ahead to pieces that you would like to perform next semester].

**NOTE:** My intent is not to load you down with extra work, but to prepare you for what is ahead in life. Many of you may consider graduate school in the future, where writing and research is of the utmost importance. Verbal communication is the key to teaching, as is being able to provide an excellent model of musicianship and the mastering of an instrument for your students. If you have any problems during the semester with your workload, need any extra assistance or guidance, PLEASE feel free to come by and discuss it with me.

### **Learning Outcomes:**

By the end of the term, students will demonstrate the skills (e.g. tone production, intonation, phrasing, interpretation, rhythm) necessary to perform a proportional amount of standard literature, chosen by faculty in accordance with each student's current level of achievement. Students will demonstrate their achievement at a jury to be evaluated by faculty at the end of each term.

**Jury:** In addition to the repertoire (2 to 3 solo pieces, weekly rhythm etudes, weekly top register studies, weekly Moyse melodies), students will sight-read and demonstrate the skill they have achieved that semester:

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
Freshmen	Major Scales	Minor scales
Sophomore	3rds	6ths
Junior	Arpeggios	7 <sup>th</sup> chords
Senior	Octa., Pent., etc	

### **ADA Statement:**

Please address any special needs to special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Student Disability Resource (SDR) office (515-294-7220). SDR is located on the main floor of the Student Services Building, room 1076.

SAVE THE DATES: November 8<sup>th</sup>– Flute Ensemble Recital October 25<sup>th</sup> - Studio Recital  
February 3<sup>rd</sup>, 2018– Iowa Flute Festival

**Please check your e-mail regularly!!!!**

It is the easiest way I can communicate to you any important information that comes up between lessons and seminar.