

**Iowa State University
Department of Music
Brass Methods Syllabus
Fall 2017**

Course No. Mus 353
Credit Hours: 1
Instructor: Dr. James Bovinette

Office 245 Music Hall
Tel. 4-2982
trptboy@iastate.edu

- I. **Title:** High Brass Methods Mon. & Wed. 2:00 PM, Rm. 102
- II. **Description:** See University Bulletin
- III. **Required Textbooks and Materials**
Whitener, Scott. A Complete Guide to Brass: Instruments and Technique.
3rd ed. New York: Schirmer, 2007.
- IV. **Goals and Learning Objectives/Outcomes**
After completing the trumpet segment of music 353, students will be able to in written quizzes, and classroom demonstrations:
 - 1. Demonstrate correct modeling (teaching performance) skills on the trumpet.
 - 2. Participate (as measured by quizzes) in visual diagnostic training on the trumpet.
 - 3. Perform on the trumpet in the secondary instrument band.
 - 4. Demonstrate knowledge of techniques necessary for playing trumpet (articulation, slurring, range etc.
 - 5. Demonstrate knowledge of methodologies for teaching trumpet in individual and group settings.
 - 6. Demonstrate knowledge of a broad range of resources for playing and teaching trumpet (method books and pedagogical material).

V. **Policies**

Attendance: Trumpet methods is the first part of the high brass course. It is a required part of your training as music education majors. Unexcused absences from class are simply unacceptable. If you are going to miss class, email me, or leave a message on my voice mail, which will record the time, and date that you call, so that I can excuse you from class (294-2982). Failure to report your absence from class by 2:00 the following day will result in a unexcused absence.

Homework-You will need to practice your playing assignments. Written work will be turned in as requested.

Class Participation

Students are expected to cooperate fully in establishing and maintaining an optimal environment for teaching and learning. In consideration of this, each student will be assigned brass instruments prior to class and should bring the appropriate brass instrument and all relevant equipment and materials to each class meeting of that particular unit of study. Students unable to do so will earn an accordingly reduced grade for each infraction.

Playing/Teaching Examinations:

You are expected to complete playing/teaching examinations as assigned. Successful completion of these examinations requires-but is not necessarily limited to-demonstration of ability to model appropriate teaching/performance skills in individual and group settings. Additional criteria for successful completion will be provided in class.

Reading Assignments:

You are expected to complete all reading assignments on time. Students are accountable for these readings not only through day-to-day class participation, but also in Playing/Teaching Examinations. Students are expected to respond appropriately in a playing/teaching context to any questions based on assigned readings.

Visual Diagnostic Training and Testing:

All students are expected to successfully participate in visual diagnostic training for selected brass instruments. Teacher-directed student training will occur in class; self-directed student training will occur out of class. Specific criteria for successful participation in class and out of class will be provided. This will include some in school observations as a class.

Research:

You are expected to a compile of list of solo pieces for the cornet/trumpet along with short evaluation of difficulty and level (easy to difficult/elementary-high school. This will require you to contact elementary, middle school and high school music teachers for their insight. You own research towards your individual efforts to become effective teachers is also important. Please feel free to compile literature, articles, and personal notes for your journal.

Grades-

Attendance and participation in class lessons and training-50%

Quizzes/playing exams-25%

Final Exam-25%

Academic Integrity/Dishonesty

Iowa State University expects that every member of its academic community share the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Students should act to prevent opportunities for academic dishonesty to occur, and in such a manner to discourage any type of academic dishonesty. Students may consult the published university policies for additional information about infractions of academic standards.

Social Justice

The department of music is committed to social justice. I concur with that commitment and expect to foster a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Student Disability Resource staff send a SAAR form verifying your disability and specifying the accommodation you will need.

Trumpet Syllabus

Date

Week 1

Aug. 21

The Trumpet: Class Orientation
Trumpet History
Care and maintenance

Aug. 23

How the trumpet works – **Read Chapters. 1 and 2**
The beginner / Assembly and hand positions- **p. 168**
Air stream-pp.141-146

Week 2

Aug. 28

Embouchure:
Posture and playing position
Mouthpiece placement
(**Assignment: Chromatic Scale/Fingering Chart p. 375**)

Aug. 30

Quiz-Fingering Chart
Embouchure Characteristics-**Read Chapter 10 (p.146-154)**
(**Embouchure Development Assignment**)

Week 3

Sept. 4

Holiday Observance

Sept. 6

Teaching, correcting, and developing the trumpet embouchure:
(Exercises and methods for building)
Breath Control / Air stream
(Playing / Practice Assignment)
Developing the correct tone and sound. –**Read Chapter 10 (p.141-146)**
(Playing / Practice Assignment)

Week 4

Sept. 11

Articulation: -**Read p. 154-158**
Primary rules of articulation
Articulation styles (single tongue)
Embouchure Quiz

Sept. 13

Getting Started: **Read Chapter 12 p. 179-187**
Assignment: Trumpet Solo Literature

Week 5

Sept. 18

Flexibility:

Flexibility, and use of the air stream in trumpet playing
(Practice Assignments)

Sept. 20

Developing Flexibility:

Specific Techniques for Trumpet (Practice Assignments)

Tonal center: practice/teaching strategies

Vibrato: practice/teaching strategies

Week 6

Sept. 25

Methods of Instruction and literature

Various keyed trumpets and their use, scoring and orchestrating trumpet parts

Trumpet/Cornet-Read p.24-36

MASTERY TEST #3 (Transposition)

Sept. 27

Multiple tonguing:

(Double-tonguing, triple tonguing)

MASTERY TEST #4-(Double and Triple Tonguing)

Week 7

Oct. 2 Intonation and tuning

Mutes

The trumpet in ensemble playing

Practice/teaching strategies

Oct. 4

Demonstration Lesson Day (1)

Week 8

Oct. 9

Demonstration Lesson Day (2)

Oct. 10

Exam