

MUAP-2231 FLUTE-LEVEL 3 SYLLABUS**Semester & Year:** Fall 2024**Course number – Section – Title:** MUAP-2231 Flute-Level 3**Meets:** Meets twice per week on the Highland Campus

- **Weekly One-Hour Private Lesson:** Scheduled individually with the instructor, in-person at the Highland Campus in Building 2000. Room is TBD.
- **Recital Class:** Tuesdays, 1:00 PM – 2:00 PM in the Highland Recital Hall (2.2560).

Course Credits & Contact Hours: 2 course credits and 2 contact hours per week**Instructor:****Email:****Office hours:****Catalog Description & Prerequisites**

This course provides one-on-one flute instruction for degree-seeking music majors. Students will receive individualized lessons focusing on technical development, musicality, repertoire, and performance skills. Departmental/instructor approval is required for enrollment, and students must pass an audition to register. This course is not open to beginners. Students are required to have an intermediate to advanced level in flute performance prior to auditioning to obtain approval to register for this course.

Course Purposes & Instructional Methodology

Each lesson will involve a performance of assignments for evaluation by the instructor. Students must plan to independently practice assignments outside of class for a minimum of 5-7 hours per week on assigned coursework. The course will culminate in a performance jury (date and time TBD).

Skills Covered:

- Breathing Techniques
- Hand Position/Posture
- Tone Development
- Intonation & Vibrato
- Articulation
- Technique & Scales
- Rhythm
- Dynamics
- Sight Reading
- Memory Skills
- Classical Repertoire Style(s) (Baroque/Classical/Romantic/Modern)
- Advanced Repertoire Performance Techniques

Required Textbooks & Other Useful Materials

The textbooks for this course will vary based on the skill level and previous experience of the student, as well as the instructor's preference. A repertoire book may be required for purchase, along with a technique/exercises book. The instructor will recommend books that can be used for multiple purposes and possibly across multiple semesters. Students must purchase these texts off-campus or online and are required to obtain all lesson literature materials in a timely manner.

Materials Required for Each Lesson

- **Flute:** An intermediate or professional level flute in good working order.
- **Practice Logs:** Print and fill out the practice logs that are posted on Blackboard. Scan and turn these into Blackboard before the weekly deadline. Bring the printed copy to your lesson for review each week.
- **Tuner/Metronome:** Students may opt to use the TonalEnergy app instead of a physical tuner/metronome.
- **Assigned Repertoire:** Complete set of parts for your assigned repertoire (flute AND score).
- **Other Materials:** Folder for music, pencils

Student Learning Outcomes

Each student will be required to meet the minimum requirements below each semester to progress to the following level of Applied lessons. Students who fail to meet these requirements will need to retake the course before being allowed to receive approval to progress to the following level of Applied lessons.

- **Scale Requirements:**
 - All major, natural minor, and harmonic minor scales played slurred two octaves, with equal rhythm throughout and memorized.
 - All scales must include the corresponding triad arpeggios.
 - Minimum tempo for major (all sixteenths): quarter note = 60
 - Minimum tempo for natural minor (all eights): quarter note = 100
 - Minimum tempo for harmonic minor (all eighths): quarter note = 70
- **Technical Exercises:**
 - Taffanel & Gaubert 17 Daily Exercises: EJ 6
- **Etude Requirements:**
 - Students are encouraged to prepare at least one etude per lesson.
 - A minimum of 6 etudes must be passed off per semester.
 - Standard studies include:
 - Berbiguier 18 Studies for the Flute (various)
 - Cavally Melodious and Progressive Studies, Vol. 2 (Southern)
 - Hugues 40 Studies, op. 101 (various)
- **Solo Repertoire Requirements/Examples:**
 - Students will complete a minimum of two solos.
 - One solo will be from the Baroque era
 - One solo will be from the Romantic, French or Modern Repertoire
 - Baroque Literature Examples:
 - Handel Sonatas
 - Bach Sonatas
 - Telemann Sonatas or Fantasies
 - Quantz, J.J., *Concerto in G Major*
 - Romantic Literature Examples:
 - Doppler, Franz, *Hungarian Pastoral Fantasia*
 - Reinecke, Carl, *Ballade, op. 288*

- Doppler, Franz, *Nocturne, Op. 17*
- Hummel, J.N. *Sonata in D, op. 50*
- Kuhlau, Friedrich, *Three Grand Solos, Op. 57 for flute and piano*
- Molique, Wilhelm Bernhart, *Concerto*
- Saint-Saëns, Camille, *Romance*
- French Literature Examples:
 - Enesco, Georges, *Cantabile et Presto*
 - Fauré, Gabriel, *Fantasia*
 - Ganne, Louis, *Andante and Scherzo*
 - Gaubert, Philippe, *Fantaisie*
 - Caplet, André, *Rêverie et Petite Valse*
 - Camus, Pierre, *Chanson and Badinerie*
 - Saint-Saëns, Camille, *Airs de Ballet d'Ascanio*
- Modern (Solo Flute) Literature Examples:
 - Honegger, Arthur, *Danse de la chèvre*
 - Varèse, Edgard, *Density 21.5*
 - Debussy, Claude, *Syrinx*
 - Higdon, Jennifer, *Song*
 - Hoover, Katherine, *Kokopeli*
 - Muczynski, Robert, *3 Preludes*
- Modern (Flute and Piano) Literature Examples:
 - Hindemith, Paul, *Sonate*
 - Gaubert, Philippe, *Romance*
 - Harty, Hamilton, *In Ireland*
 - Heiden, Bernard, *Sonatine*
 - Rutter, John, *Suite Antique*

Program Learning Outcomes

The Student Learning Outcomes are associated with the following Program Learning Outcomes:

To provide students a meaningful musical experience through the rehearsal and performance of quality flute literature at the highest level possible.

To provide students the opportunity to improve their individual flute playing while fostering proper technique and critical listening.

To develop student's overall musicianship and encourage sharper sight-reading skills.

To enhance student's taste and perception for certain styles and eras of music.

To give students a perspective of a college/university setting and rehearsal/performance process, as well as a view of professional expectations.

To give students a place to succeed, learn the benefits of hard work and teamwork, and enrich their life by a positive emotional experience through music.

General Education Competencies

The General Education Competencies utilized in this course are as follows:

Communication Skills. Students will develop, interpret, and express ideas through written, oral, visual, and sung communication that is adapted to purpose, structure, audience, and medium. They will do this through in-class exercises and performances, and reading and written assignments.

Critical Thinking. Students will gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking and performance. They will do this through in-class exercises, performances, and reading and written assignments.

Personal Responsibility. Students will identify and apply ethical principles and practices to decision-making by connecting choices, actions and consequences. They will do this through in-class exercises, performances, and reading and written assignments.

Teamwork. Students will consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal. They will do this through in-class exercises, performances, and reading and written assignments.

Attendance

Attendance is mandatory. If you are unable to attend your lesson, please contact me in a timely fashion (at least 24 hours in advance) to receive an excused absence. You are allowed two excused absences. Each absence after two will result in the drop of a letter grade. Any unexcused absence will also result in the drop of a letter grade. If you are absent for your lesson the lesson will not be made up. After four total absences, excused or unexcused, you may be asked to withdraw from the course.

Communication

Regular communication via email is essential. Please check your email and the course BlackBoard frequently for updates and information.

Grading

1. **Weekly Lesson Grades (45%):** Each weekly lesson will have specific assignments and each lesson will be graded on a 4 point scale. Studio Grades, the grades for each weekly lesson, will be the averages from all graded etudes, solos, and technique assignments.

The scale for grading Weekly Lessons is as follows:

A (4): All sections prepared to the best of a student's ability. Student is ready for the next sequence of work.

B (3): Each section has been practiced adequately, but some material needs review for detail. Improved over previous lesson.

C (2): Not adequately prepared on one or more sections of assigned material. Little improvement over previous lesson.

D (1): Not adequately prepared on two or more sections of assigned material. No improvement over previous lesson.

2. **Practice Logs (10%):** Print and fill out the practice logs that are posted on Blackboard. Scan and turn these into Blackboard before the weekly deadline. Bring the printed copy to your lesson for review each week.
3. **Final Performance Jury (35%):** students will be assigned an appropriate level solo (with or without accompaniment) from the standard flute repertoire to perform live and in-person for a panel of faculty at the end of the semester. This performance will be graded on a 1-100 point scale.
4. **Tuesday Recital Class Attendance (10%):**
Recital Class Attendance Requirement:
 - All students registered in applied lessons must attend Recital Class on Tuesdays from 1:00 PM to 2:00 PM in the Highland Campus Recital Hall. These sessions feature a mix of student performances, faculty performances, and seminars with guest speakers and artists. Students are required to attend a minimum of 10 Tuesday Recitals per semester. A

semester schedule of these recitals will be provided at the first class meeting.

Recital Class Makeup Attendance:

- If you need to make up for missed Tuesday Recital Classes, you may attend other music concerts held by ACC, another collegiate music department (e.g. at UT), or a professional classical or jazz music organization (e.g. The Austin Symphony).

Recital Attendance Verification:

- To be counted as present for Tuesday Recital Class or an ACC music concert, scan the QR code provided at the event, scroll to the bottom of the program webpage, and complete the Google form. For concerts held by other music departments or professional music organizations, obtain a paper copy of their program and submit it to the ACC Music Office to have your attendance counted.

Recital Class Performance Requirement:

- Students in lesson levels 3 and 4 are required to perform once per semester at the Tuesday Recital Class (solos only; ensemble performances are not accepted). Failure to fulfill this requirement will result in a one-letter grade reduction.

5. Letter Grade Scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

Dropping/Withdrawing. It is the student's responsibility to initiate all withdrawals in this course. The instructor may withdraw students for excessive absences (4) but makes no commitment to do this for the student. You may withdraw, or drop from a 16-week course with a grade of W any time on or before the end of the 12th week in the fall or spring 16-week session. Shorter semesters have prorated drop dates. If you drop a course before its census date, or official reporting date, the course is deleted from your enrollment, does not earn any grade, and does not appear on your transcript. If you drop a course after the census date, a grade will be included on your transcript. Reporting dates vary, so you are strongly encouraged to consult your instructor, the course syllabus, or the Austin Community College website for the drop and withdrawal dates for your course. *If your first college enrollment occurred in the fall of 2001 or later, you may not drop more than 6 courses during your cumulative enrollment at any Texas public college or university.*

For more information on the withdrawal process you can check this page: <https://catalog.austincc.edu/support-services-and-student-progress/student-progress/dropping-withdrawing-from-courses/>

Missed Exams & Late Work. Deadlines in my course are firm. I give you a course calendar at the beginning of the term that includes all deadlines for the course. Should a deadline change, I will inform you in writing and in person. Here are some rules of thumb to go by:

I forgot to complete an assignment. Can I make it up? Written assignments are accepted up to 48 hours late, with a grade penalty. Projects, Group Projects and Presentations will not be accepted late. Please be very aware of your partners in group projects.

I missed an activity that we completed during class. Can I make it up? No, there is no way to make up an in-class activity.

I missed a quiz, can I make it up? No, quizzes and tests are not accepted late.

Incomplete Grade. If a student is unable to complete the course at the end of the semester due to an emergency or other unanticipated circumstance, I will consider awarding an incomplete grade for the semester. A new completion date will be given to the student, but it may not be later than the final withdrawal date in the subsequent semester. When the student completes the required work by the deadline, I will submit a form to change the student's grade from an incomplete to the earned grade. If an incomplete is not resolved by the deadline, the grade will automatically convert to an F.