

APPLIED TROMBONE SYLLABUS

Semester & Year: Fall 2024

Course number – Section – Title: MUAP 1255

Meets (day, time, room): As scheduled by the instructor

Course Credits & Contact Hours: 2 credit credits and 1 contact hours per week

Instructor:

Phone:

Email:

Office hours:

Catalog Description & Prerequisites

Students will become acquainted with the highest standards of musical performance on trombone, through study of basic techniques, repertoire, performance practices, and ensemble and solo performance and etiquette.

Course Purposes & Instructional Methodology

1. Students will develop the ability to practice with care, consistency, and accuracy through weekly study of brass pedagogy, goal setting, and evaluation with rubrics, recording devices, and tools such as metronomes and tuners.
2. Students will experience the difficulties and rewards of demonstrating what they have accomplished in personal practice by performing literature in weekly lessons.
3. Students will develop an ability to give and take constructive criticism in weekly lesson discussions and by observing live performances.
4. Students will develop a personal library of brass pedagogy and performance literature.

To accomplish this, we will cover many related skills, including the following:

1. Critical listening
2. Score studying
3. Muscle coordination to build technique

Required Textbooks & Other Useful Materials

The content of your lessons will be tailored to your individual abilities and needs. Each student will work on technical requirements, etudes, and solo repertoire. Literature will be assigned on an individual basis and students are required to purchase all lesson literature materials. Electronic tuners, metronomes, mouthpieces, recording devices, and other equipment related to practicing or performing will be required on an individual basis. Plan to spend \$50-100 a semester on supplies or lesson materials. Failure to bring your required repertoire and materials to a lesson may result in the lesson being canceled and counted as an unexcused absence. Bring a notebook or electronic notepad to lessons so that weekly assignments can be put in writing. Students may bring a recording device to each lesson.

Student Learning Outcomes

At the conclusion of the first semester of applied trombone:

- Students will need to exhibit a basic knowledge of correct breathing for brass players. The demonstration of this knowledge will include properly balancing the muscles of inhalation and exhalation in a coordinated effort for the completion of a musical phrase. Students must also demonstrate breathing techniques that will include appropriate breathing at phrase ends, different breaths for lengths of phrases. In addition, students should be able to successfully exhibit a pleasant trombone sound that is appropriate for the classical style. Students will also be expected to play with appropriate intonation and a sense of pulse.
- Students will begin demonstrating the proper slide technique, articulations and will also demonstrate beginning musicianship in their ability to practice their selections. Technical drills and exercises as well as level appropriate etudes and solos will be assigned.
- Etudes might include selections from; *Voxman- Selected Studies*, *Bordogni/Rochut- Melodious Etudes for Trombone*, *Edwards- Lip Slur Melodies*, *Edwards- Tuning Drone Melodies*.
- Works from the MUAP 1255 solo repertoire list.
- All students are required to perform a selection from the solo repertoire list (see below) on the mid-semester studio recital.
- A jury, including an etude, a solo selection from the solo repertoire list (see below), and required scales from memory (12 Major scales, two octaves) must be presented at the end of the semester.

MUAP 1255 Solo Repertoire List:

Bach - Haste, Ye Shepards

Berlioz - Recitative and Prayer

Bernstein - Elegy for Mippy II

Edwards – Concert Piece (Nos. 17-20)

Galliard - Six Sonatas

Jorgensen - Romance, Op. 21

Koetsier - Sonatina

Mahler - Songs of a Wayfarer

Mozart – Concert Rondo

(Other equivalent repertoire as decided by the Instructor)

Program Learning Outcomes

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

- Develop command of tone, articulations, intonation, and musicianship, through coaching, pedagogy, and instruction.
- Develop performance skill through exercises in preparation and mental approach.
- Develop the habits necessary to succeed as a professional trombonist.
- Prepare participants for the conditions and demands they will face as professional performers.
- Create opportunities to study with national and international artists, educators, and leaders within the music industry.
- Establish and maintain collaborations with professional arts institutions, other academic institutions, and music schools.
- Develop a broad base of donor and patron support for student scholarships, awards, guest artist residencies and special programming.
- Be involved in ACC outreach programs in Austin and surrounding neighborhoods.

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 musical 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.

Grading. (1) 14 Weekly Lesson Grades: Each weekly lesson will have specific assignments and each lesson will be graded. 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) B (3.9 - 3) C (2.9 - 2) D (1.9 - 1) F (0)

Letter Grade	Percentage
A	90-100%
B	70-89%
C	60-79%
D	60-69%
F	0-59%

Lesson Attendance:

With advanced notice, students may cancel 1 lesson each semester for any reason without grade penalty. Students who have lessons on a holiday do not need to make them up if they attend all of the 14 other lessons in the semester. Lessons missed for those events described as excused in the Student Handbook are excused and will be rescheduled provided that students notify me by the appropriate deadline (1 or 2 weeks depending upon the type of event).

To give an "advanced" notice of your absence, please leave a message via text, send e-mail, or tell me in person. Any absence without prior notice may automatically drop your studio grade one full letter grade (for example B+ to C+). If you are absent for 3 or more lessons in any semester you may be involuntarily withdrawn. In cases of prolonged illness or an injury that prevents you from playing or practicing, it may be advisable to drop lessons from your schedule.

I am not required to give a make-up lesson for student absences. If for any reason I cancel a previously arranged lesson, I will make it up at a mutually agreeable time.

Please be ready to work when you arrive. Be warmed up and ready to play when you walk in the studio. If you are not warmed up for a lesson, I may cancel your lesson and the absence will be counted as unexcused.

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/>

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.

COURSE POLICIES IN-DEPTH	
	GRADING POLICY • Grades will be discussed regularly with the student during the course of the semester. • The grade of "A" will not be considered for a lesson during which errors corrected the previous week are repeated. • Dismissal from a lesson due to lack of preparation, lack of practice log or lack of recording device will result in an "unexcused" being earned for that particular lesson. • Please be aware that the grade of "A" is difficult to achieve in the winds and percussion area, and will reflect the grading standards of the college.
	REPERTOIRE REQUIREMENTS • The first year of study students will be expected to prepare repertoire in accordance with their level of development and in conjunction with the performance and study needs of their diction courses. Generally, this will be 6-8 Etudes, and 2 solos. Repertoire is chosen by the instructor. • It should be noted that the completion of only the minimum requirement of repertoire is not a strong indicator of initiative for your educational or musical growth and success in a four-university. The completion of an etude every other week is a NORMAL expectation when practice guidelines are followed.



LESSON PRACTICE

If you are a trombone or music education major, you are to consider your instrument to be the most significant portion of your educational process and are, therefore, to place it as the top priority in your time management plan.

A minimum of one (1) hour of practice time daily, five (5) days a week, is expected. This time may be spent in score study, translation, vocalizations, etc., as set forth by the instructor. Time spent in rehearsals other than trombone lesson preparation should be considered over and above lesson preparation, NOT as part of lesson preparation. Your lesson preparation should not follow a major rehearsal of an ensemble or another activity because your face will be fatigued and your best efforts unavailable to you.

LESSON PREPARATION:

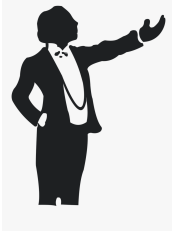
- **Corrections made in one lesson and not incorporated by the next lesson will be considered as indications of non-preparation and lack of initiative.** This will reflect negatively in the grade earned for the lesson or the semester. This applies to all aspects of your lesson preparation (rhythms, notes, articulations, historical context, composer biography, etc.)
- Normal preparation will mean that a song assigned one week would be completed and performance ready by the third lesson following the assignment.
- **An example follows:**
Lesson on September 11: Assigned Voxman - D-Major, p. 36
Lesson on September 18:
 1. Be able to "count sing" the etude.
 2. Other objectives as assigned by the teacher, applicable to the specific etude.
 3. Corrections in rhythm or pitches should be incorporated into the song.
 3. Student should be adequately prepared so that musical concepts, and phrasing ideas can be discussed.
Lesson on September 25:
 1. Etude should ready for studio presentation.



FRIDAY NOON DAY RECITAL, MASTER CLASS, & RECITAL ATTENDANCE

- Friday noon day recitals are considered to be extensions of the lesson.
- When time allows, Friday classes will include preparation and performance of chamber literature or solo repertoire.
- Friday noon day recitals times will also include master classes, yoga, important performance discussions, and other topics deemed necessary and interesting.
- **You are expected to attend a minimum of 10 (ten) recitals or concerts that you are not participating in per semester, regardless of whether you attend Friday noon day recitals.**
- Attendance at master classes and recitals, especially recitals of your teachers in the winds area are considered a vital part of your education and should NOT be missed. Plan accordingly to be in attendance.

	FIRST SEMESTER GUIDANCE CONFERENCE & JURY • The student will begin the jury with a selection of their choice, the faculty then will select a second selection or selected portions of any of the remaining repertoire. • The student must perform a jury at the conclusion of each succeeding semester of study. The jury must be completed before a grade will be entered for the semester's work. The grade of "I" will appear on the transcript until the jury is completed by the first week of the next semester. • If you do not participate in a jury you will receive a failing grade in applied trombone.
	COLLABORATIVE PIANIST • A collaborative pianist will be assigned to you at the beginning of the semester. • Your collaborative pianist will perform with you on the studio recital and Jury. Rehearsals will be scheduled during lesson times.
	CELL PHONE POLICY • Students are allowed to use cell phones during class to record lessons only. No food, gum, candy, or beverage (except water) is allowed in the classroom. Students are required to remain in the room for the duration of the class meeting unless there is an emergency.
COURSE ASSIGNMENTS IN-DEPTH	
	WEEKLY PRACTICE LOGS • Students are required to keep a detailed journal of their practice habits for review by your applied vocal instructor each week. • Students should bring their journal to lessons each week and present the journal at the beginning of each lesson. • In each practice log I expect to see the length of your practice, what the technical goal of your practice was, what exercises you used to warm up, what song or portions of the song you were working on, and how you used the exercises to work your technical goals into your songs. Beyond that, other things that may help me: trouble spots, questions about the pieces or composers, things you might forget, people you are listening to on YouTube, research you have worked on, etc. • I have attached a sample practice log sheet to the back of the syllabus. Please feel free to use this sheet or develop one of your own.

	NOTEBOOKS • Students should keep all of their music in a three-ring binder and bring their binder to every rehearsal. • Contents should include: 1) written reviews of master classes and recitals attended 2) written observations of required listening assignments 3) other material as assigned by the instructor. • <u>Your ‘notebook’ contents will be turned in to the instructor every and the end of the semester.</u> And the thoroughness, organization, and neatness of the notebook will be considered in the grade of the student.
	WEEKLY LESSON PROGRESS • You will be graded on a weekly basis using the rubric at the back of this syllabus. The rubric is in line with what the brass area uses for juries and also what is used at surrounding area schools. • The rubric will give you an idea of where you are excelling and where you can improve. I will also write my personal notes of what we practiced and accomplished each week. • At the end of the semester, these weekly grades will be averaged together to give students a weekly lesson grade. • It should be noted that I put a heavy emphasis on weekly effort over that of one final performance. Although I value both it is my belief that students that exhibit consistent progress and a healthy work ethic throughout the semester will be rewarded with both a solid technique and a healthy grade.
	JURIES • Juries will be held in person. Juries will be held before the final week of school. • We schedule juries according to the pianist’s schedules and cannot accommodate personal time requests. • Should you not come appear at a final jury you will automatically fail the course.

WEEKLY PRACTICE LOG



Date:



Duration:

Goals for this session:

- _____
- _____
- _____
- _____
- _____

Things that went well:

1. _____
2. _____
3. _____
4. _____
5. _____

I wasn't happy with...

And I tried to fix it by...

Next time, I will work on...

I want to ask my teacher...
