Graduate Course Number: 8304C

Course Title: Trumpet and Horn for the Music Teacher

Course Structure: Asynchronous

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. The workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes.

Weekly optional live class times may be offered and recorded for students to access and review.

Days/Times of Class Meetings: Asynchronous, Weekly live meetings as scheduled (optional)

Number of Credits for the course: 3

Instructor:
(Horn) Rachel Maxwell, 630-361-4810, rajamaxwell@gmail.com, Office hours as requested by students

(Trumpet) Thomas Madeja, 315-212-2714, tmadeja@vandercook.edu, office hours available upon request

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: This 3-credit asynchronous course involves watching and playing along with weekly recorded lectures. Students will apply and practice techniques, submit weekly playing assignments, and receive individual feedback. They will also engage with online forums and discussion posts.

Course Description: Group study of the trumpet and horn. Playing techniques are studied with an emphasis on solving special problems faced by beginner through advanced trumpet and horn players. This course is designed for practicing music teachers who want to learn more about playing and teaching the trumpet and horn. Students will learn breathing, tone, intonation, articulation, embouchure, vibrato, posture, and scale patterns. Students will submit weekly recorded assignments and receive individual asynchronous feedback. The playing level is intended for beginner to intermediate, with the option for more advanced study as applicable.

Student Learning Outcomes	Outcomes Assessments
● Play and teach correct embouchure, breathing, tone production, hand and body position. ● Play and teach all fingerings in the practical range of the instrument. ● Learn playing techniques required to teach grade school-level trumpet and horn players. ● Perform selected scales, etudes, and duets. ● Understand a basic evaluation and maintenance of equipment.	Teacher assessment and coaching of the student to help learn proper techniques. ● Etude and scale practice. ● Work with beginning trumpet and horn method books to learn solid foundational skills. ● Instrument and mouthpiece problems and basic instrument adjustment and evaluation skills will be learned.

Program-Level Outcomes Addressed:
Students will discuss a variety of teaching methods and educational approaches, taking into account for the varying needs and abilities of their students.

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:
1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:
Assignments and assessments will be derived from:
Trumpet: Essential Elements 2000: Comprehensive Band Method, Trumpet, Book 1
Horn: Studies and Melodies Etudes for French Horn, Ployhar & Weber, Level 1
Students must provide their instruments and mouthpieces and have a way to record audio and video.
Through completion of assignments, students are expected to develop skills and knowledge about the trumpet and horn that they can use in their teaching.

Grading Breakdown:
75% Weekly Assignments
5% Online Discussion Engagement
20% Final Playing Assessment

Instructional Materials:
Trumpet: Essential Elements 2000: Comprehensive Band Method, Trumpet, Book 1
Supplemental Exercises provided by the instructor
Horn: Studies and Melodies Etudes for French Horn, Ployhar & Weber, Level 1
Fingering Chart provided by the instructor
Scale sheets provided by the instructor

Course Bibliography:

Arban, J.B. (1936). *Arban's Complete Conservatory Method for Trumpet (Cornet)*. Carl Fischer.

Brophy, W. R. (2009). *Technical studies for solving special problems on the horn by William R. Brophy*. Carl Fischer.

Clarke, H. L. (1984). *Technical Studies for the Cornet*. Carl Fischer.

Concone, G. (1972). *Lyrical Studies for the Trumpet or Horn*. Brass Press.

Farkas, P. (1999). *The art of French horn playing*. Alfred Music.

Lautzenheiser… [and others]. (2004). *Essential Elements 2000: Comprehensive Band Method, Trumpet,* Book 1. Hal Leonard

Ployhar, J. D. (2001). *Student instrumental course, studies and melodious etudes for French horn, level I*. Warner Bros Pubns.

Schlossberg, Max. (1965) *Daily Drills and Technical Studies for Trumpet*. M. Baron Co.

Course Calendar or Schedule:
Lectures posted on Mondays
Assignments due on Fridays

Attendance Policy: NA

Candidate Conduct

> ***"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the***

academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program."

- Cell Phone/Computer Policy: <<Candidate Conduct Continued: Cell phone/computer policy:>>

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

"Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort."

Plagiarism

"Plagiarism means taking someone else's words, ideas, data, or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or you could present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – in any intellectual work area.

All work submitted should be properly credited to the original source of the information or idea, whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations, and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

VanderCook College aims to ensure copyright compliance. The Ruppel Library has information on permanent reserve to help clarify what constitutes fair use of copyrighted material, including photocopying.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion."

Disability Statement
"If a student has a disability that might interfere with that student's ability to function in this course, it is the student's responsibility to notify the instructor at the beginning of the course.

Date	***Class Activity***	***Assignment***
Week 1	Introduction to trumpet fundamentals Setting the embouchure Mechanics of tone production (buzz)	Essential Elements: Study p.2-3, Practice #1-25 **Record #25** Practice supplemental exercise #1
Week 2	Navigating the trumpet Basic maintenance Understanding common challenges Centering tone (resonance) Duets	Essential Elements: Study diagram on p. 3, Practice oiling valves, Practice #27-30 **Record #30 (both parts)** Practice supplemental exercise #2
Week 3	Flexibility Expanding range	Essential Elements: Practice #31-49 **Record #48 and 49** Practice supplemental exercises #3A, 3B, and 3C
Week 4	Breath Finger dexterity Moving long tones	Essential Elements: Practice#57-88 **Record #88** Practice supplemental exercises #4A, 4B, and 4C
Week 5	Articulation styles Multiple tonguing techniques	Essential Elements: Practice #89-117 **Record #106** Practice supplemental exercises #5A, 5B, and 5C
Week 6	Wind and song Intonation	Essential Elements: Practice #155-185

	Phrasing	**Record #185** Practice supplemental exercise #6
Week 7	Assembly and Care of the Instrument Basic Embouchure & Buzzing Body/Hand Position Right Hand & Intonation	Ployhar: Practice p, 3-5 **Record Etude #6** Beginner Scale Sheet: Practice #1-12 **Record #1, 2, 3**
Week 8	Breathing Lip Slurs Articulation Beginning Range	Ployhar: Practice p, 6-8 **Record Etude #11** Beginner Scale Sheet: Practice #1-12 **Record #4, 5, 6**
Week 9	Intervals & Embouchure Range Adjustments Assessing New Horn Students Pros and Cons of Starting Horn Players	Ployhar: Practice p, 9-11 **Record Etude #17** Beginner Scale Sheet: Practice #1-12 **Record #7, 8, 9**
Week 10	Use of the Single vs Double Horn Practicing with a Tuner Practice Tips & Tricks	Ployhar: Practice p, 12-14 **Record Etude #23** Advanced Scale Sheet: Practice #1, 2, 3 **Record #1**
Week 11	Alternate Fingerings Stopped Horn Multiple Tonguing Techniques Increasing Range	Ployhar: Practice p, 15-17 **Record Etude #28** Advanced Scale Sheet: Practice #4, 4, 6 **Record #4**
Week 12	Literature for All Levels Advanced Playing Considerations	Ployhar: Practice p, 18-21 **Record Etude #38** Advanced Scale Sheet: Practice #1 Chromatic **Record #1 Chromatic**