

APPLIED SAXOPHONE SYLLABUS

Semester & Year: Fall 2024

Course number – Section – Title: MUAP 1252

Meets (day, time, room): To be scheduled. Recitals are on Tuesdays at noon.

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

Instructor:

Phone:

Email:

Office hours:

Catalog Description & Prerequisites

Students will have one private lesson each week scheduled with Mr. Sauerwein at the Highland Campus. Lessons will focus on preparation for a successful transition to a four-year institution. All students registered in applied lessons will also meet for recitals/seminars on Tuesdays from 12-1 pm in the Highland Recital Hall (2.2560). An investment in a pro-line instrument is highly encouraged. Mr. Sauerwein will assist in specific makes and models to consider.

Course Purposes & Instructional Methodology

Lessons will focus on developing skills for a successful transition to a four-year institution. To accomplish this, we will cover many related skills, including the following:

- Scale and arpeggios
- Etudes
- Standard solo literature
- Jazz standards (for students seeking a jazz studies degree)

Required Textbooks & Other Useful Materials

- Klose 25 Daily Exercises
- 48 Ferling Studies
- Trevor Kynaston Daily Studies
- UIL Class I solos
- Charlie Parker Omnibook
- IReal for backing tracks

Student Learning Outcomes

At the conclusion of the first semester of applied saxophone, the student will be able to:

- Play with proper fundamentals and characteristic tone. Deficiencies will be address in lessons and daily drills will be formulated to facilitate improvement.
- Demonstrate appropriate use of traditional and alternate fingerings.
- Play overtone exercises in anticipation of learning altissimo while improving tone quality.
- Play with proper use of vibrato and dynamics. An emphasis will be placed on incorporating musicality to all literature.
- Demonstrate mastery of etudes from Klose and Ferling books. This includes all correct notes, rhythms, articulations and evenness of technique.
- Play all major scales (2 octaves is possible) and arpeggios from memory.

- Play from the classical repertoire such as *Aria* by Bozza, *Gypsy Dance* by Dargomizhsky, *Sonata* by Eccles,
- For jazz concentrations, play basic jazz standards such as *There Will Never Be Another You* and *Tenor Madness*. This includes memorizing the melody and arpeggiating the chords.
- A jury must be presented at the end of the semester.

Program Learning Outcomes

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

- Develop saxophone skills through coaching, pedagogy and instruction.
- Develop performance skills through daily drills and practice.
- Develop the habits necessary to become proficient in saxophone playing.
- Prepare participants for the conditions and demands they will face as professional performers.
- Prepare students for a successful transition to a four-year music program.
- Encourage students to broaden their education by attending live performances, seminars, and conferences.

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.

Grading.

- (1) **Weekly Lesson Grades (60%)**: Each weekly lesson will have specific assignments. Each assignment will be graded on a 100-point scale. The weekly grade will be the average from all graded etudes, solos, and technique assignments. Each assignment is graded on the following scale:

90-100	equivalent to UIL first division (see rubric)
80-89	second division
70-79	third division
60-69	fourth division
50-59	fifth division

All students will have the opportunity to resubmit a portion of their assignment by video recording within five days for a higher score.

(2) **Journal (10%):** Students are expected to maintain a journal dedicated to saxophone lessons and your detailed notes each week. There will be occasional review of this item throughout the semester by the professor.

(3) **Final Performance Jury (30%):** students will be assigned an appropriate level solo (with or without accompaniment) from the standard saxophone repertoire to perform live for a panel of faculty at the end of the semester. This performance will be graded on a 100-point scale.

Recital Class Performance Requirement:

Students in 2000 level lessons are required to perform on the Tuesday recital or semester applied lesson grade will be lowered by one letter grade. 1000 level students are encouraged to participate.

Final letter grade scale:

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

Attendance.

Attendance is mandatory. If you are unable to attend your lesson, contact me at least 8 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 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.

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.