COURSE SYLLABUS
TEACHING OF BRASS AND PERCUSSION
SPRING 2011

Instructor  Dr. Charles Turner
Phone       859-248-4227
Email       Charles_Turner@Berea.edu
Office      859-985-3528
Class       10:00-10:50 am, MTWR
T.A         Brittany Smith, Mariah Harris
Room        #128 Presser

TEXTS
Gary Cook
Scott Whitener
Teaching Percussion
Complete Guide to Brass

REFERENCE
Burton Stanley
Richard Williams
Instrument Repair
Complete Instrument Reference Guide
for Band Directors

MATERIALS
Please keep a notebook (three ring binder) – for notes and handouts.
Please keep a separate journal which must be turned in weekly.

Provided
Yamaha trumpet, trombone, horn, euphonium, tuba, percussion
Instruments, mouthpieces, practice pad and drum sticks, oils and grease.
Essential 2000 Beginning Band Book and Teacher Reference

EXPENSE:
$30.00 student charge for rental of instruments, oil, grease, other materials

COURSE DESCRIPTION
This course is required for the Instrumental Music Education Emphasis.
Students will study materials, methods, literature, and pedagogy of the primary brass and percussion
instruments. Course assignments include readings and research, examination of appropriate materials and
equipment pertaining to band instrument instruction, a performance and teaching laboratory component,
and practicum experiences.
ATTENDANCE:

Because of the collaborative aspect of the course students are expected to attend and participate in every class. Daily participation accounts for 20% of the final grade.

TEP GOALS and COURSE OBJECTIVES

This course has a special responsibility to assist prospective teachers of music in meeting the goals for Berea College Teacher Education Program and in preparing students to meet the Kentucky New Teacher Standards. The specific focus of the class includes the following Teacher Education goals:

1. Teachers demonstrate their understanding of the centrality of inquiry in a learning community, the critical role of communication in inquiry, and the confidence that grows with the development of our ability to participate in a community of inquiry.
   
   Example: Discussion and peer evaluation. Written self-evaluation, written observations of professional teachers, including context statements, which cite KERA Standards.

2. Teachers demonstrate that they understand that authentic learning requires experience (direct and vicarious), inquiry, time, interest, self-correction, and external criticism.
   
   Example: Class discussion of methods, micro-teaching sessions, and observations. Peer evaluation and oral constructive criticism. Written observations, including context statements, which cite KERA Standards. Written assignments, which require, “thinking about education.” Video-taping of micro-teaching sessions and constructive discussion.

3. Teachers demonstrate understanding of and ability to employ appropriate technological tools for developing students’ knowledge, understandings, skills, and dispositions.
   
   Example: Video tapping of micro-teaching sessions, instruction in use of Computer Assisted Instruction and audio-visual resources to enhance instruction.

4. Teachers assume responsibility for their own professional development and for their own learning as a lifelong process.
   
   - Example: Students become consumers of education, experiences, and resources. They belong to organizations including Music Educators National Conference, College Music Educators National Conference, and Kentucky Music Educators Association, and they attend conferences. A knowledge of a broad range of teaching methodologies, materials, technologies, and repertoire pertaining to instrumental music.
   - Ability to perform on brass and percussion instruments at an intermediate level.
   - Demonstrate knowledge of woodwind instruments, sufficient for teaching high school level students.
   - Demonstrate the ability to teach each of the woodwind instruments.
- Demonstrate the ability to diagnose and correct performance problems.
- Demonstrate knowledge of literature, including methods for each instrument, beginning band methods, and bibliography sources.
- Knowledge of KERA Standards
- A knowledge of a broad range of teaching methodologies, materials, technologies, and repertoire pertaining to instrumental music.
- Ability to perform on woodwind instruments at an intermediate level.
- Demonstrate knowledge of woodwind instruments, sufficient for teaching high school level students.
- Demonstrate the ability to teach each of the woodwind instruments.
- Demonstrate the ability to diagnose and correct performance problems.
- Demonstrate knowledge of literature, including methods for each instrument, beginning band methods, and bibliography sources.
- Knowledge of KERA Standards

LATE ASSIGNMENTS:
Missed assignments may be "made-up" only if your absence has been excused by the college or by the professor.

ASSESSMENT:
Assessment will consist of in-class lecture, discussion, written and playing quizzes, micro-teaching presentations, and written presentations, including lesson plans and research projects.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written quizzes &amp; assignments</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td>Playing quizzes (instrument and piano)</td>
<td>15%</td>
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<tr>
<td>Daily participation &amp; Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Micro teaching</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly practice journal</td>
<td>15%</td>
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<tr>
<td>Research, Notebook/bibliography</td>
<td>10%</td>
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You may have only 1 personal day.

AVAILABLE RESOURCES:
You are encouraged to take advantage of available resources, including additional sources, readings, listening materials, and concert opportunities in order to enhance your enjoyment of this class and enhance your preparation for a career in music teaching.

Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Instrument(s)</th>
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<tbody>
<tr>
<td>Feb/Mar</td>
<td>Trumpet and horn</td>
</tr>
<tr>
<td>Apr/May</td>
<td>Trombone, euphonium/tuba</td>
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* See percussion syllabus

Objectives: Students will gain an understanding of:

- Pedagogical knowledge and basic proficiency on the Flute and Clarinet
- A basic proficiency on the saxophone, oboe, and bassoon
• Assembly and disassembly of each instrument
• Posture
• Breathing
• Tone production,
• Embouchure
• Holding and hand position
• Basic fingerings and solutions to technical problems
• Articulation
• Vibrato
• Tuning Procedure
• Instrument and Accessory Selection
• Basic Reed Care and Adjustment
• General Care and Maintenance
• Basic Repair
• Beginner Methods and accompanying teacher manuals
• Build a course notebook
• Build a bibliography

EXPECTATIONS:

This course is designed for the training of professional teachers who intend to earn professional certification for teaching instrumental music. You are expected to be prompt, to call if you will be late or absent, and to submit your daily homework papers and weekly journals on time (typed).