Tuba Euphonium Pedagogy
Arizona State University
Herberger Institute - School of Music
Fall 2015

Course Syllabus MUP 581 (Tuba/Euphonium)
Dr. Deanna Swoboda, course instructor
Music Building West, Room W242
Office Hours M/W 12-1 pm and by appointment
dswobod@asu.edu/602-432-0981

Course Objectives
This course will provide students with an overview of and hands-on experience regarding issues pertaining to teaching methods and technique, in general, and specific to tuba and euphonium players as they work to improve their own playing, and teach and inspire students to excellence. Topics explored in this course are:

• Teaching methods/techniques and evaluation of teaching
• Learning Style Profiles and Developing Excellence in Teaching
• Instrument selection and care

Schedule (1.5 class hours per week)
Tuba Euphonium Performance/Pedagogy will meet for one semester each academic year; each class will meet once per week for 1.5 hours. The course is required of all tuba and euphonium undergraduate performance majors and all tuba euphonium graduate performance majors for one semester but is open to all tuba and euphonium majors each semester on a non-credit basis. Students taking the class without credit must attend all classes and complete all assignments but will not be assigned a grade or credit for the class.

Required texts
• Also Sprach Arnold Jacobs – compiled by Bruce Nelson
• The Whole Musician; A Multi-Sensory Guide to Practice, Performance, and Pedagogy – by Susan Bruckner
• Intelligent Music Teaching by Robert A. Duke
• In addition to the required texts, students are responsible for researching and reading books, articles, and dissertations that pertain to the topic being discussed.
• Check out a secondary instrument (tuba or euphonium)

Grading
Final grade for MUP481/581 (Tuba/Euphonium) will be determined according to the following criteria: 1000 total possible points. Combined possible points for each of the course projects, the final exam, and for discussion and participation.
94 and above = A
93-88 = B
87-76 = C
75-66 = D
65- = E

Code of Conduct
All students are expected to follow the guidelines put forth in the ASU Student Code of Conduct (https://students.asu.edu/srr/code), which covers all types of academic dishonesty including plagiarism and cheating. It is the responsibility of the student to read the criteria and follow.
Syllabus Disclaimer
The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, or via e-mail. Please remember to check your ASU e-mail and Blackboard account. *Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

Academic integrity
All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)

Accommodation Notice
To request academic accommodations due to a disability, please contact the ASU Disability Resource Center [http://www.asu.edu/studentaffairs/ed/drc/lab/](http://www.asu.edu/studentaffairs/ed/drc/lab/) (Phone: 480-965-1234; TDD : 480-965-9000). This is a very important step as accommodations cannot be made retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please let the instructors know no later than the end of the first week of the semester so we can discuss the accommodations that you might need in this class.

Academic Calendar
Please check [http://students.asu.edu/academic-calendar](http://students.asu.edu/academic-calendar) for important dates regarding drop, add, and withdrawal. You are responsible for withdrawing from the class by the posted deadlines, should you wish to do so.

Projects and assignments (1000 points total)

**Project 1- Due: Week 3**
100 points - Book Report – Brass Players Cookbook. Evaluate three chapters from *The Brass Player's Cookbook* after personally implementing suggested recipes for performance. Write one page (double spaced) review for each recipe. Discuss the author’s ideas, communication skills, and whether the concept proved to be helpful/valuable. Orally present your findings to the class.

**Project 2 – DUE Week 6**
100 points – present a pedagogy topic of choice in class, master class style (30 min, each) Create a handout and present in an engaging and participatory manner. Possible topics include but are not limited to: breathing, improving one's practice, developing and improving musicianship, learning to improvise, peak performance, etc.

**Project 3 – Teaching Observations DUE – week 9**
300 points - Teaching Observations
- Observe 3 ASU music faculty private lessons (1 brass and 2 others of your choice).
- Write a one page, single spaced reflection for each lesson observed.
- In the reflection, describe the methods of teaching observed, and any other pedagogical items noted that are of interest to you. Discuss ways you would address the issues presented in the lesson if you were teaching the same student.
  - Present in class and turn in written reflections

**Project 4 - Due Week 10**
100 points – Teach an undergraduate tuba or euphonium student in class, 30 minute lesson

**Project 5 - Week 12**
50 points - Perform 1 etude of choice on secondary instrument (tuba or euphonium)

**Project 6 - Week 12**
50 points - Perform one solo with piano on secondary instrument.
Project 7 – Week 14
50/50 points – create an applied lesson syllabus and write a teaching philosophy (each 50 points)

100 points - Create a written, detailed lesson plan (choose two) for six, one hour lessons of the following scenarios (include etudes, solos, excerpts).

- University freshman euphonium or tuba performance major
- High School senior in spring semester preparing for All State audition on Gregson Tuba Concerto or Curnow Rhapsody for Euphonium.
- University first year graduate student tuba education major preparing for a first jury
- University or Conservatory second year graduate performance major, second semester, preparing to take an audition for a major symphony orchestra position

Project 8 Week 15 – 8-10 page research paper on pedagogical topic of choice – 100 points

Each 1.5 hour class will include:
- Playing and teaching on secondary instruments (tuba or euphonium)
- Discussion of readings and application thereof
- Project Presentations or in class teaching (students teaching someone in class)

Course Outline/in-class discussions:

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 27</td>
<td>Syllabus overview/Intro to Teaching and Intro to Performance Pedagogy/check out instruments</td>
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<td>1A</td>
<td>Sept 1</td>
<td>Tuesday class at noon, with Professor Yeo’s Pedagogy class – historical instruments. Please attend this class in lieu of Swoboda’s absence Sept 24.</td>
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<td>2</td>
<td>Sept 3</td>
<td>Discuss Principals, Methods and Theories of Breathing (blackboard, Vining/Jacobs)/Precision in Language and Thought (IMT)/ Foundations for Change(TWM)</td>
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<td>*3</td>
<td>Sept 17</td>
<td>Brass Players Cookbook/Introduction to Teaching (Kohut)/Learning Style Profiles(TWM)/Establishing Rapport (THM), Euphonium Pedagogy (dissertations on blackboard)</td>
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<td>4</td>
<td>Sept 24</td>
<td><strong>Swoboda recording – no class</strong> – however, read the following chapters and take notes. Write a short reflection for each reading. What to Teach(IMT)/Tone Quality and Resonance(Kohut and Jacobs)/Input Retrieval Exercise and Increasing the Visual Modality(TWM)</td>
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<td>5</td>
<td>Oct 1</td>
<td>The Vibrating Embouchure(Jacobs)/Developing Articulations(Jacobs)/Articulations Articles (blackboard)/Increasing the Auditory Modality(TWM)/ College Teaching Interview Questions (blackboard)</td>
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<td>*6</td>
<td>Oct 8</td>
<td>Efficient Practice Techniques(Swoboda)/Increasing the Kinesthetic Modality(TWM)</td>
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<td>7</td>
<td>Oct 15</td>
<td>Assessment and grading(IMT and Swoboda)/Mouthpiece and Instrument Design and selection/Creating Excellence with Personal Anchors(TWM), <strong>Mock College Teaching Interview</strong></td>
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<td>8</td>
<td>Oct 22</td>
<td>Swoboda gone – no class</td>
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<td>*9</td>
<td>Oct 29</td>
<td>Sequencing Instruction(IMT)/Identifying Common Problems in low brass playing and Suggested Remedies</td>
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<td>*10</td>
<td>Nov 5</td>
<td>Body Mapping and Alexander Technique(other sources)/brass pedagogy resources(explore and list books, audio, video)</td>
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<td>*11</td>
<td>Nov 12</td>
<td>Feedback (IMT)/Developing a Written Teaching Philosophy for Nov 19/Develop Applied lesson syllabus for Dec 10</td>
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<td>*12</td>
<td>Nov 19</td>
<td>Peak Performance Process(TWM and blackboard Green)/Inner Game Concentration Techniques (blackboard)/The Zone (blackboard) Transfer (IMT)/Health Care and Injury Prevention</td>
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<td>13</td>
<td>Nov 26</td>
<td>Thanksgiving – no class</td>
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<td>*14</td>
<td>Dec 3</td>
<td>Effecting Change (IMT)/ A Teaching Life (IMT)/The Dynamic Studio/Week 15 projects - reminder</td>
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<td>*15</td>
<td>Dec 10</td>
<td>DUE: Applied lesson syllabus for undergraduate music majors/a detailed lesson plan/write your teaching philosophy</td>
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<td>* denotes that a project is due in class that week</td>
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