

Tuba Euphonium Performance Pedagogy

MUP 481-581/Arizona State University

Herberger Institute for Design and the Arts - School of Music Fall 2018

Course Syllabus MUP 481/581 (Tuba/Euphonium)

Dr. Deanna Swoboda, course instructor

Music Building West, Room W242

Office Hours by appointment

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Course Objectives

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

- Compare and analyze teaching methods/techniques
- Develop Excellence in Teaching
- Understand Learning Style Profiles
- Develop teaching philosophy

Learning Outcomes

- Develop personal teaching style
- Demonstrate pedagogical techniques
- Identify playing problems with a low brass student and fix
- Demonstrate proper technique and be able to effectively improve
- Know multiple methods of brass pedagogy and apply to teaching

Schedule

Tuba Euphonium Performance/Pedagogy will meet for one semester each academic year; each class will meet once per week for 1 hour. 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 – Barbara Brucker

The Brass Player's Cookbook - ed. Kenneth Amis

Practice with Purpose – David Kish

On Staff/The Musician's Way Website

In addition to the required texts, students are responsible for researching and reading books, articles, scholarly publications, and other materials 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 discussion and participation.

Grading Scale

A+	97-100.0%	B+	87-89.9%	C+	77-79.9%	E	0-59.9%
A	93-96.9%	B	83-86.9%	C	70-76.9%		
A-	90-92.9%	B -	80-82.9%	D	60-69.9%		

Projects and assignments (1000 points total)

Each week, students will play secondary instruments in class and discuss a predetermined topic related to tuba or euphonium pedagogy. Bi-weekly, students will have a project or assignment that is due. Additionally, students are responsible for registering themselves as a volunteer in the community or getting a fingerprint clearance card. This is preparation for Repertoire class, when students will also be teaching in the community.

Volunteer registration or fingerprint card completion– 100 points

<https://winocular.tuhsd.k12.az.us/winocular/workspace/wSpace.exe>

Project 1- Due: Aug. 29

50 points - Book Report – Brass Players Cookbook. Evaluate (in writing) three chapters from *The Brass Player's Cookbook* after personally implementing suggested recipes for performance. Discuss the author's ideas, communication skills, and whether the concept proved to be helpful/valuable. Orally present/demonstrate your findings to the class.

Project 2 – Due: Sept 12

100 points – present a pedagogy topic of choice in class, master class style (15 min. each) Create a handout and present in an engaging and participatory manner based on your research topic. Possible topics include but are not limited to: breathing, improving one's practice, developing and improving musicianship, learning to improvise, peak performance, the value of chamber music, embouchure, articulation, developing tone, or a topic of your choice.

Project 3 – Due: Sept 26

50 points – Record teaching one 30-minute lesson. Watch and reflect on your teaching style. Write comments for yourself. Submit to Dr. Swoboda for comments.

Project 4 – Teaching Observations Due: Oct 12 (no class on Oct. 10 -assignment is due Oct. 12)

300 points - Teaching Observations

Observe 2 or 3 ASU music faculty private lessons (1 brass and 2 others of your choice). Write a one page (or more), 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.

Project 5 - Due : Oct 24

50 points – Brass Players Cookbook presentation in class (read and report on three and demonstrate one)

Project 6 – Due: Nov 7

50 points – Create an applied lesson syllabus and grading rubric

Project 7 – Due: Nov 21

100 points –Write a teaching philosophy

Create an applied lesson syllabus (grads)

Teaching Philosophy Statement (grads and undergrads)

<http://musiclessonsresource.com/writing-a-teaching-philosophy-statement>

Project 8

15+ page research paper on pedagogical topic of choice. Double-spaced, formatted, footnotes where applicable – 100 points

Attendance and participation – 100 points

Each weekly class will include:

Playing and teaching on secondary instruments (tuba or euphonium)

Discussion of readings and application thereof

Project Presentations or in class teaching

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>

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/> (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.

TITLE IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Academic Calendar

Please check <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.

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Course Schedule

1	Aug 22	Intro to Pedagogy – syllabus overview and discuss projects For next class: Read Chapt. 1 TWM, Jacobs Chapt 1
*2	Aug 29	Project #1 due For next class read: Chapt. 2 TWM, Chapt. 3 in Jacobs, Epstein videos
3	Sept 5	The Embouchure , Articulation, and Range (Jacobs, Griffiths, Farkas, Epstein) For next class read Chapt. 3 TWM
*4	Sept 12	Project #2 due and Identifying and Solving Common Problems For next class read Chapt. 4 TWM, Jacobs Chapt. 6, watch ITEA vibrato video
5	Sept 19	Vibrato , Range, Developing Musicality For next class read: Chapt. 5 TWM
*6	Sept . 26	Project #3 due and Efficient Practice Techniques For next class read Chapt 6 TWM
7	Oct 3	Assessment and grading rubric For next class read Chapt 7 TWM
*8	Oct 10	Project #4 due For next class read Chapt 8 TWM

9	Oct. 17	Low Brass Doubling , Designing a Basics Routine, Beginning Etude Books and Materials For next class read Chapt. 9 TWM
*10	Oct. 24	Project #5 due and Health Care and Injury Prevention: Body Mapping (Vining), Alexander Technique, Yoga, Brass pedagogy For next class read Chapt. 10 and 11 TWM
11	Oct. 31	Applied lesson syllabus/grading rubrics/ Creating work as a freelance teacher / Purchasing an instrument and mouthpiece, basic maintenance.
*12	Nov 7	Project #6 due and Peak Performance For next class look at interview questions
13	Nov 14	Interview Questions , Mock College Teaching Interview
*14	Nov 21	Project #7 due
*15	Nov 28	Project #8 due and Last class wrap up, final paper is due.
*	*	* denotes that a project is due in class that week

Tuba Euphonium Pedagogy Suggested Reading MUP 481/581

- Amis, Kenneth. *The Brass Player's Cookbook; Creative Recipes for Successful Performance*. Meredith Music. 2006.
- Bruckner, Susan. *The Whole Musician: A Multi-Sensory Guide to Practice, Performance and Pedagogy*. 2013.
- Everett, Michael. *The Low Player's Guide to Doubling*. Mountain Peak Music. 2014.
- Farkas, Philip. *The Art of Brass Playing*, Wind Music, Inc. 1989.
- Fasman, Mark. *Brass Bibliography: Sources on the History, Literature, Pedagogy, Performance, and Acoustics of Brass Instruments*. Indiana University Press. 1990.
- Griffiths, John. *Low Brass Guide*. Williams Music Publishing. 1991.
- Johnson, Keith. *Brass Performance and Pedagogy*. Pearson. 2002.
- Klickstein, Gerald. *The Musician's Way*. Oxford University Press. 2009.
- Kohut, Daniel. *Musical Performance: Learning Theory and Pedagogy*. Stipes Publishing. 1992.
- *Nelson, Bruce. *Also Sprach Arnold Jacob: A Developmental Guide for Brass Wind Musicians*. Polymnia Press. 2006.
- Philips, Harvey. *The Art of Tuba and Euphonium Playing*. Alfred Publishing. 1994.
- Vining, David. *The Breathing Book*. Mountain Peak Music. 2008.
- Vining, David. *What Every Trombonist Should Know About the Body*. Mountain Peak Music. 2010.
- Whitener, Scott. *A Complete Guide to Brass*. Schirmer Publishing. 2006.