



Syllabus:

MUSI 4191 Pedagogy of the Major Performing Area Spring 2021

Study of the Pedagogy of the Major Performing Area is designed to provide an opportunity for upper division undergraduate trumpet majors to gain a basic knowledge of resources and pedagogical approaches used in trumpet teaching at various levels, and to develop a familiarity with appropriate repertoire.

Students select specific pedagogical topics on which they prepare written projects and make presentations in class. In addition, a paper presenting the student's personal perspective on various aspects of playing and teaching the trumpet will be submitted at the end of the semester.

COURSE GOAL

To provide an opportunity for upper division undergraduate trumpet majors to gain a basic knowledge to develop an understanding of historical, methodical, and pedagogical approaches used in teaching trumpet.

COURSE OBJECTIVES

- * Become familiar with trumpet instructional materials and teaching methodologies.
- * Develop an awareness of pedagogical practices through observing and describing the teaching of experienced professionals.
- * Develop a knowledge base to serve as a foundation for increased understanding of brass teaching practices and performance.
- * Prepare a document expressing your present understanding of the fundamental elements of trumpet performance and teaching based on one's area of research.

LEARNING OUTCOMES

- Develop specific skills, competencies, and points of view needed by music professionals
- Develop creative capacities in music performance
- Gain a broader understanding and appreciation of appropriate musical idioms

COURSE DESCRIPTION

This course is intended to help prepare trumpet students to successfully teach the trumpet to intermediate and advanced students. Emphasis is on gaining knowledge about important brass teaching methodologies, and developing a familiarity with pedagogical literature, teaching repertoire, and appropriate resources for a greater understanding of the trumpet.

REQUIREMENTS

It is expected that students will complete written projects, make presentations to the class, and compile notebooks on a selected topics in the following areas:

GRADING PROCEDURES

At the beginning of the semester class will meet and discuss your interests and decide upon the projects you will research. A minimum of five reports will be assigned in association with the topics listed below; one major, final assignment will be assigned on a topic below not yet chosen. The grade you earn will be a reflection of the quality and comprehensiveness of your projects/presentations and your final trumpet pedagogy document. There is no final exam, and the final pedagogy document is due at the scheduled examination time.

TOPICS OF STUDY

Students should select specific topics of interest. Examples of possible project topic ideas and/or suggestions include:

Historical examples of trumpet pedagogy, e.g., Altenburg treatise [1795], Harper, Sr. [1835], Dauverné [1857], Arban [1864], Saint-Jacome [1870], etc.

The harmonic series

Tuning systems/temperaments

Intonation tendencies, problems and solutions

Etude materials, graded by difficulty or technical content

Examination of various "schools" of playing (e.g. Reinhardt, Caruso, Stamp, Cichowicz, Maggio, Gordon, etc.)

Observation of experienced trumpet teachers (reflective reports)

Warmups and daily routines

Embouchure formation theories

Special topics (e.g. vibrato, transposition, articulation, etc.)

Psychological approaches for successful performance

Dento-facial features/problems relating to trumpet performance

Medical issues related to trumpet or brass performance

Performance anxiety issues and solutions

Stress concerns

UNIVERSITY COURSE WITHDRAWAL POLICY

The last day to drop or totally withdraw from regular session courses and the University is **April 30, 2021**. Withdrawal grades will be indicated with W.

ACADEMIC HONESTY

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. In essence, the willingness to cheat undermines our purpose at the university.

Plagiarism is, quite simply, turning in someone else's language, paragraphs, ideas, or writing for credit without adequately documenting your sources. Plagiarism includes letting your parents write your essay (even small portions) or turning in an essay from high school for credit in this class. To read more, check out the [Center for Academic Integrity](#).

Syllabus Addenda: Click on the "CV and Syllabus" tab on our Blackboard site for more detailed information on:

Wearing of Face Coverings

Student Disability Services/ADA Compliance

Title IX

Student Absence for Observance of Religious Holy Day

Incomplete Grade Policy

Student Conduct Policies/Academic Honor Code

Weekly Assignment Outline

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Week	Class Topics	Assignment	Activity-Due date	Grade
Week 1	Intro. to my Pedagogy notebooks Altenburg Treatise	Summary of Altenburg treatise	3rd wk.	
Week 2	Historical/Arban Method			
Week 3	Tuning Systems/Temperament	Summary of Just vs. Equal Temperament	5 th wk	
Week 4	Acoustics/Mechanics of Trpt.			
Week 5	Pedagogical aspects of Recital Rep			
Week 6	Pedagogical aspects of Recital Rep	Coincide with Sr. Project	9 th week	
Week 7	Methods/Schools of Trpt Ped			
Week 8	Methods/Schools of Trpt Ped.	Paper comparing various method books	11 th week	
Week 9	Methods/Schools--Comparison			
Week 10	Various Etude Books	Paper comparing many etude books	13 th week	
Week 11	Various Etude Books			
Week 12	Etudes--Comparison			
Week 13	Dento-facial aspects of playing	Physical aspects of playing/perform.	15 th week	
Week 14	Performance Anxiety issues			
Week 15				