

**Music 1770**  
**Woodwind Study 1**  
**School of Music-University of Utah**  
**Fall 2020**

<b>Professors:</b>	Tiffany Sedgley and Henry Caceres
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<b>Meetings:</b>	Monday and Wednesday 7:30-8:20 A.M., DGH Room 270 and 272
<b>Credit Hours:</b>	1
<b>Description:</b>	<p>Woodwind Study 1 is an overview of the woodwind family that focuses on the common elements of woodwind instruments.</p> <p>Topics include: acoustical principles related to woodwind playing, sound production, player adaptability, articulation, instrument maintenance, intonation tendencies, and the roles of woodwind instruments in various performing ensembles. From this foundation, performance and pedagogical skills for the clarinet and flute are learned. Emphasis is placed on the pedagogical aspects of woodwind playing.</p> <p>Half of the class will be with Tiffany Sedgley on flute and the other half with Henry Caceres on clarinet. Instruments and instructors will be switched in the middle of the semester.</p> <p><b>At the end of the course students will have gained sufficient knowledge of the pedagogical aspect of the clarinet and flute to be able to teach these instruments successfully in the public schools.</b></p>
<b>Textbooks:</b>	<p><i>Guide to Teaching Woodwinds</i>. Westphal, F. (1995). Dubuque Iowa: Brown. ISBN: 0-697-04392-4.</p> <p><i>Rubank Elementary Method</i> for clarinet and flute.</p> <p>Standard of Excellence Book 1 for Flute—Bruce Pearson</p>
<b>Materials:</b>	<p>Clarinet: Two number 2.5 Rico clarinet reeds. One small container to soak reeds in.</p> <p>Flute: cleaning cloth.</p>
<b>Grading:</b>	<p>94-100%=A</p> <p>90-93%= A-</p> <p>87-89%= B+</p>

84-86%= B  
80-83%= B-  
77-79%= C+  
74-76%= C  
70-73%= C-  
67-69%= D+  
60-66%= D  
59% or less= Failing

There is a lab associated with this class and participation is expected and is part of your grade. Dr. Jared Rawlings is in charge of the lab and will let us know at the end of the semester if your participation has not been acceptable. Participation will also be factored into each half of the flute and clarinet sections of the class.

Yamaha Corporation has provided your instruments at no charge to you. These instruments must be returned at the end of each section in the same condition that you received them. If this does not happen you will not be given a grade for the class until the situation is remedied.

## Clarinet

**Session 1:** August 24th—October 14th

**Session 2:** October 19th—December 2nd

**It is important that you attend and be on time for each class. Attendance and punctuality will be factored into your grade. Attendance will be taken at 7:30 each and every class period.** Your letter grade will be docked by 1/3 a point (i.e. A to A-, B+ to B, etc.) for every 2 absences or tardies. Absences MAY be excused if discussed with the teacher IN ADVANCE. Emergencies will be determined on a case by case basis. If you miss class for any reason, it is your responsibility (not the instructor's) to obtain the notes/materials from class (some recommendations are to get the notes from a fellow student or ask someone to video record the class for you). Do NOT email or call the instructor saying anything like unto "I was gone from class. What did I miss?"

**Written assignment: Due Sept. 18th or Nov. 20th.** Your assignment must be typed. This assignment is 20% of your grade for clarinet.

1. List the appropriate steps in clarinet assembly, embouchure formation and hand position.
2. List 10 common faults for clarinet and give solutions for each.
3. List all members of the clarinet family and explain how to transpose them from their written pitch to concert pitch.

**Tests: Written tests are October. 14th or Dec. 2nd. Playing tests are October 16th or Dec. 4th.** Each portion of the test is 40% of your grade.

The following material will be covered during this course (dates TBD in class):

- Introduction to course, review syllabus, assign instruments. Reading assignment for clarinet is Westphal, pp. 7-10. In addition all of Chapter 3 is to be read immediately.
- Overview of the clarinet family: written and sounding ranges for various age groups (p. 52).
- Assembly (p. 53).
- Positions (pp.57, 61).
- Embouchure formation (p. 68).
- Tonguing, (p.79).
- Basic care and maintenance (p. 107).
- Basic tuning procedures (p. 72-73).
- Common problems with tone production (p. 77).
- Common problems with technique (p. 84).
- Mouthpieces, reeds and instrument brands. Possible causes of squeaking. Styles of articulation (p. 79)
- Basic alternate fingerings (p. 85)
- Other members of the clarinet family and their transpositions (p. 100)
- Important things to remember when starting clarinet. Review for tests.

## Flute

**Session 1:** August 24th—October 14th

**Session 2:** October 19th—December 2nd

### **Course Objectives:**

Identify and develop pedagogical teaching techniques applicable to beginning flute players. Students will understand fundamental concepts of flute playing including the harmonic series, breathing techniques, posture, embouchure and basic performance techniques (tonguing, slurring, tone quality, and articulation styles).

Develop the ability to identify basic pedagogical problems associated with beginning flute students.

Develop basic fundamental performance skills for the flute using assigned exercises and supplementary materials.

Develop a basic knowledge of current pedagogical literature.

### **Participation, Assignments and Tests:**

**\*Participation:** (30% of grade). Participation in each class is mandatory. There will be a 10 point quiz at the beginning of each class meeting. Quiz topics are taken from assigned readings and in class lectures. If you are late or not in class, you will not receive these points. Attendance

and punctuality are very important. Absences MAY be excused if discussed with the teacher IN ADVANCE. Emergencies will be determined on a case by case basis.

**\*Written Assignment:** (20% of grade). This assignment must be typed. Please be very detailed in your information. I want this to be an assignment you will use in your future teaching careers.

1. Describe the procedures for embouchure formation and hand position.
2. List 10 common faults in beginning flute playing and give solutions for each.

**\*Due:** Session 1—September 23rd

Session 2—November 25th

**\*Assigned Reading:** Required reading will be assigned at the end of each class session in preparation for the next class.

**\*In Class Teaching:** Students will be required to teach the class when called upon. This will help students learn to diagnose and fix issues as if in a classroom setting.

### **Tests:**

Written test: (25% of grade)

Session 1—October 14th

Session 2—December 2nd

Playing test: (25% of grade)

Session 1—October 14th

Session 2—December 2nd

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

### **Veterans Center**

If you are a **student veteran**, I want you to know that the U of U has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if

you need any additional support in this class for any reason.

### **LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of U has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### **Faculty and Student Rights and Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

### **University Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal

Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Student, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).