EXPANDED COURSE DESCRIPTION
MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 3602 3.0 SECTION M
MUSIC EDUCATION: WOODWIND INSTRUMENTS
FALL 2018 / WINTER 2019

Last Modified Date: 12/14/2018

COURSE CALENDAR DESCRIPTION

Introduces the art of teaching woodwind instruments (flute, oboe clarinet, bassoon and saxophone) in the school system. Appropriate repertoire and pedagogical methods will be explored. Prerequisites: FA/MUSI 2000 6.00 (or FA/MUSI 2201 3.00 and FA/MUSI 2202 3.00) and FA/MUSI 2200 6.00.

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INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Ackerman, Barbara</td>
<td>Sec. M / STDO / W</td>
<td><a href="mailto:barbara1@yorku.ca">barbara1@yorku.ca</a></td>
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SPECIAL FEATURES

1. **Special Features** - This course provides an ongoing workshop approach to teaching woodwind instruments in the school system, by primarily learning to play the flute or alto saxophone. Appropriate repertoire and pedagogical methods will be explored through preparation of assigned material and ensemble performance. Although the main focus will be on the flute and the saxophone, a basic overview of clarinet, oboe, and bassoon will be introduced. Those students who already play flute will be required to learn saxophone, just as those who already play saxophone will learn flute. In the event that a student plays both flute and saxophone, they will then play clarinet. It is important for the student to be a beginner on the instrument they play in the class.

2. **Topics and concepts** - Topics will include a basic overview of all of the woodwind instruments, easy ensemble music for preparation, performance, and coaching. Part of the class time will be devoted to lecture, and the balance of class time will involve learning to play our instruments. As we develop basic skills, we will workshop material by “practice coaching” each other, and this critiquing will be an important part of class participation.

3. **Learning Outcomes with Examples** - Learning objectives include the following: 1) To develop knowledge and skills necessary to teach woodwinds from a beginning to high school level, 2) To attain a basic level of performance on the instrument learned in class, with emphasis on breath control, tone, range, articulation, scales, technique development, and ensemble playing, 3) To know the fundamentals of all the woodwind instruments, 4) To have a basic understanding of historical issues related to the instruments and performance techniques, 5) To have the understanding of and ability to lead and coach ensemble rehearsals, troubleshooting individual playing problems as well as clearly identifying and improving musicianship within a group dynamic, 6) to have a basic knowledge of repertoire, artists and other resources

4. **Graded Assessment**

   Evaluation is based on performance tests, written tests, a final presentation, attendance, and class participation. The following is the numerical breakdown: Attendance, conduct and class participation-(20%), Performance evaluation- this includes ensemble performance (10%), coaching, (10%), and individual playing tests, (10%), Written evaluation, including a written quiz, (15%), and a take
home final exam, (10%), Final Presentation- Each student will conduct a private lesson on the instrument they learned in class, to a beginner student (approx. 15 -20 minutes), demonstrating specific teaching techniques acquired from this class – (25%).

5. Additional Information
Each student should come to class with instruments, textbooks, music, pencil and notebooks. Handouts will be regularly distributed. Some listening may be required and attending concerts featuring woodwind players is highly recommended. As attendance is crucial for this class, missed classes may affect grades. Instruments are not available through the music department, and students are required to have them by the second class.

6. Course Text/ Readings- Teaching Woodwinds, William Dietz, general editor, ensemble music and additional handouts

Academic Policies / Information
The Senate Academic Standards, Curriculum and Pedagogy (ASCP) provides a Student Information Sheet that includes:
• York's Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct

Additional information:
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm
• "20% Rule"
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University