

**Middle Tennessee State University**  
**School of Music**  
**SPRING 2016**  
**ADVANCED WOODWIND PEDAGOGY**  
MUPD 4140 (005)

We meet once a week TBD for the semester in addition to attending the flute portion of Wwd. Methods.  
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Advanced Woodwind Pedagogy is a 2 credit course open to all flute or woodwind majors/minors. Attendance is required.

**Course Materials:**

3-Ring Notebook

Various articles from the instructor - TBD

**On Reserve (in my office):**

Hahn, Richard. *Practical Hints On Playing the Flute.*

Harrison, Howard. *How to Play the Flute.*

Kujala, Walfred. *The Flutists Progress.*

NFA - *The Flutist's Handbook: A Pedagogy Anthology.*

Nyfenger, Thomas. *Music and the Flute.*

Soldan & Mellersh. *Illustrated Flute Playing.*

Stokes & Condon. *Illustrated Method for Flute.*

Wye, T. *Proper Flute Playing.*

**Course Objectives (Learning Outcomes):**

(1) To cover the basic concepts and techniques which are fundamental to teaching and learning how to play the flute--directed toward beginning students.

**\*\*\*\* Students in this course will be expected to be responsible for and to synthesize all course objectives and requirements.**

**Requirements:**

(1) Notebook - Each student will be required to keep a notebook which includes detailed information outlining each topic discussed. All handouts, fingering charts, articles and repertoire lists will be included as a valuable part of the notebook.

(2) Assignments (papers, projects) – Each assignment is detailed in the syllabus.

(3) Teaching Summaries – Weekly teaching summaries will be kept on private students you will be teaching this semester from the woodwind methods class (2 lessons each). You will recruit your own students from the woodwinds 2 course or others approved by the instructor. You will be observed teaching lessons to your private students. It is your responsibility to arrange this with the student and your instructor.

(4) Lesson Observations

(5) Master class Presentation – You will choose a flute related topic (embouchure, articulation, hand/body position, technique, etc.) and present to the studio class on a date agreed upon by you and the instructor. Your presentation should be 20-30 minutes.

**Grade:** The Flute Pedagogy grade will be based on a combination of five areas: notebook, assignments, teaching summaries, lesson observations and class presentation.

**Class 1:** Discussion of the Teaching Triad and the various factors that make up the interchange between a teacher and student. Attention to Area 1. Fundamental Technique and Mechanical Skills; Area 2. Intellectual Skills and Acquired Knowledge; and Area 3. Attitudes and Behaviors. Discuss your private students (where to find them, form, observation).

**Assignment 1:** Demonstrate an understanding of the Teaching Triad through a discussion of three previous teachers (private or band directors) you have studied with, focusing on their strengths and weaknesses in each of these areas (max. 5 pages total).

**Class 2:** Discuss and turn in assignment 1.

**Assignment 2:** Write a 3-5 page paper discussing, comparing and contrasting the methods and concepts used for teaching embouchure found in the following books:

Floyd, Kujala  
Nyfenger, Wye

**Class 3:** Discuss embouchure and turn in assignment 2.

**Assignment 3:** Write a 2-3 page paper describing how you would organize a beginning lesson, include how you would teach embouchure to a beginning student.

**Class 4:** Discuss specific embouchure problems and solutions. Turn in assignment 3.

**Assignment 4:** Compile an annotated Bibliography of Flute Methods and Tutors including the following information:

a- Complete bibliographic reference.

b-Information covering the scope and presentation of materials in the text.

c-General summary of materials found in table of contents.

d-General judgement of who would benefit from this book.

e- How it would be best used.

Floyd, Hahn, Harrison, Kujala, NFA, Nyfenger, Soldan & Mellersh, Stokes & Condon, Wye

**Class 5:** Turn in and discuss assignment 4.

**Assignment 5:** Complete 15 method book review forms pertaining to elementary, junior high, and high school materials for flutists. The method book review forms are explicit in stating what information is to be recorded. The method books are available to check out from me. Each student may choose any of the methods to review, totaling 15 (the Method Book Review Form is included in the syllabus).

**Class 6:** Discussion of assignment 5 and explain teacher evaluations.

**Assignment 6:** Observe 3 private lessons of faculty members.

a-Before the lesson discuss with the student his/her goals for the lesson.

b-Observe lesson quietly, taking notes on what is happening. ex.-approval, instruction, modeling, conversation, disapproval, etc.

c-Make your own evaluation of the teaching- learning experience.

d- Fill out teaching evaluation form (in syllabus) and write up each observation (1 page each).

**Class 7:** Discuss and turn in lesson observation forms and summaries.

**Assignment 7:** No assignment

**Class 8:** Discuss setting up a teaching studio. Handouts on flute literature-methods, solos, duos, flute choirs, etc.

**Assignment 8:** Create an outline for setting up your teaching studio.

**Class 9:** Turn in teaching studio outline. Discuss getting a teaching job.

**Assignment 9:** Complete a resume and cover letter to be sent to prospective employers.

**Class 10:** Discuss and turn in resume and cover letter.

**Final Project Assignment given out-- due finals week.**

**Class 11:** Discuss final project.

**Class 12:** Hand in teaching summaries, and notebook (including all articles, completed projects, etc.)..

**\*\*\*Finals Week: Take Woodwinds 2 Final. Pedagogy Final Project due. Notebooks due.**

#### TENNESSEE LOTTERY SCHOLARSHIP

To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class may negatively impact TELS eligibility.

Dropping a class after 14 days may also impact eligibility. You must have approval from the Financial Aid Office before you withdraw from or stop attending this class, if this will result in an enrollment status of less than full time.

**Reasonable Accommodations for Students with Disabilities:** If you have a disability that may require assistance of accommodations, or if you have any questions related to any accommodation for testing, not taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with any questions about such services.

"This course fully or partially meets the following N-CATE Standards for Music Education Endorsements in (Vocal/General Music K-12 and/or Instrumental Music K-12)."

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MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.