



*Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society

FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Department of Performing and Fine Arts

1. LOCATOR INFORMATION

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| Semester: | Fall 2009 |
| Course Number and Name: | Musi 179 Applied Saxophone |
| Semester Credit Hours: | 1 Hour |
| Time Class Meets: | TBA Rosenthal Bldg. #117 |
| Instructor's Name: | Mr. Timothy W. Chambers |
| Office Hours: | Will be posted. (See Office Door) |
| Office Location: | Rosenthal #117 |
| Office Telephone: | 672-1446 |
| Email address: | TCHAMBERS@UNCFSU.EDU |

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

A sequence of courses focusing on diagnoses and recommendations for proper woodwind playing habits, with emphasis on embouchure development, tonal studies, scales, arpeggios, solo material and etudes. Four year sequence.

3. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203

4. TEXTBOOK

The student will be required to purchase Saxophone method books and solo material assigned by the instructor after the first lesson. The student must have a notebook for lessons. The instructor will give all assignments necessary for the student to accomplish by the end of the semester. A metronome is recommended for practicing.

5. STUDENT LEARNING OUTCOMES

1. The learner will be able to perform concert repertoire at an appropriate university level of execution in both the classical and jazz idioms,

2. The learner will be able to demonstrate knowledge of the repertoire of solo music for the instrument - specific repertoire assigned depends on the performance level of the student;

3. The learner will be familiar with requirements commonly made of professional performers on the instrument.

FRESHMAN LEVEL: Major scales and arpeggios to six accidentals, over the standard range of the instrument, slurred or tongued, in eighth notes at quarter = 132., 6 etudes from stand etude books to be chosen in consultation with instructor. 3 repertory pieces, to be chosen in consultation with instructor, at the Freshman level of difficulty.

11. GENERAL REQUIREMENTS

- Students will survey various rationales for the inclusion of music in the public school curriculum and develop a sound argument for music as a basic public school subject. This argument will become students' music education philosophy and should be submitted in a two-page typed paper.

-Students must prepare typed lesson plans following one of the formats discussed in class. Each plan should include new concepts to be taught, behavioral objectives, materials needed, teaching strategies, and student activities.

-Students will demonstrate understanding of learning theories, teaching techniques, and use of music materials by presenting prepared music lessons in class for instructor and peer evaluation.

-Students will develop a comprehensive unit of study/curriculum guide for a specific grade level including a descriptive listing of current teaching resources/materials found in magazines, catalogs, journals, internet websites, etc.

-Students will become familiar with the current curricular trends in teaching elementary music by reading current journal articles and writing reviews and submitted in a two-page typed paper.

-Examinations will consist of a multiple-choice section; a section requiring brief responses (three-

four sentences) to questions of statements; and two mini-essays of two or three paragraphs.

Students will gain 2 hours of field experiences during this course.

-Students will maintain a journal during this course to reflect and use as a chance for developing teaching strategies and ideas.

-Additionally, students must have a textbook and soprano recorder; participate in class discussions and other activities; and complete assignments and examinations as scheduled.

11. EVALUATION CRITERIA

The following will be used to determine your grade for this course.

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|-----------------------------------|-----|
| Preparation of Weekly Assignments | 60% |
| Participation in Student Recital | 20% |
| Performance Jury Examination | 40% |

Fayetteville State University Grading Scale-

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|----------|---|
| 92-100 | A |
| 83-91 | B |
| 73-82 | C |
| 64-72 | D |
| Below 63 | F |

ATTENDANCE

Students are to be punctual and consistent with class attendance and be present for the duration of the class. Class begins at a schedule time, if a student is not present when the roll is called they will be marked absent. Students arriving within the first five minutes of class may request a tardy mark; any student late twenty minutes after class has started, without valid excuse, will be mark unexcused absence. The final grade will be lowered one letter

STRATEGIES

This course will involve lectures, demonstrations, performance assignments student recitals and jury.

INSTRUCTIONAL MATERIALLS

Etude Books:

Advanced Method – Rubank
Selected Studies – Voxman
48 Famous Stuides – Ferling
Etudes Variees – Mule
28 Etudes – Lacour
Etude Variees – Mule

Solos:

Concert and Contest Collection – Voxman
Benson: Concertino
Bonneau: Caprice en Forme de Valse (unaccompanied)
Bonneau: Concerto
Bozza: Concertino
Creston: Concerto
DiPasquale: Sonata (tenor)
Dubois: Divertissement
Duckworth: Pitt County Excursions (tenor)
Gotkovsky: Concerto
Hartley: Duo
Hartley: Concertino (tenor)
Heiden: Fantasia Concertante
Husa: Elegie et Rondeau
Ibert: Concertino da Camera
Karlins: Music for Tenor Saxophone (tenor)
Larsson: Konsert
Marcello: Concerto in C Minor (soprano)
Martin: Ballade
Moss: Saxpressivo (w/ tape)
Robert: Cadenza
Roush: Nine Muses
Schmitt: Legende
Albright: Sonata
Bassett: Music for Alto Saxophone and Piano; Duo Concertante
Berio: Sequenza IXb (unaccompanied)
Bevelander: Synthecisms No. 3 (w/ tape)
Bolcom: Lilith
Dahl: Concerto
Denisov: Sonata
Desenclos: Prelude, Cadence et Finale
Dubois: Concerto
Feld: Concerto; Elegie, Sonata
Husa: Concerto
von Koch: Concerto
Lennon: Distances Within Me
Maslanka: Sonata
Phillips: Sonic Landscapes (soprano)
Schuller: Concerto
Stockhausen: In Freundschaft
Tomasi: Concerto
Tower: Wings (unaccompanied)
Bach: Cello Suites I-V (unaccompanied)
Bach(Mule): Sonata #6
Benson: Aeolian Song
Bonneau: Suite
Debussy: Syrinx (unaccompanied)
Heiden: Sonata
Heiden: Solo
Hindemith: Sonata
Jacobi: Sonata
Lunde: Sonata
Maurice: Tableaux de Provence
Milhaud: Scaramouche

Schumann(Hemke): Three Romances
Singelee: Adagio et Rondo (tenor)
Tomasi: Ballade; Introduction et danse
Whitney: Introduction & Samba
Anderson: Sonata
Bach(Mule): Sonata #4
Bach: Flute Sonata in a minor (unaccompanied)
Bencriscutto: Serenade (alto w/ band)
Bitsch: Villageoise
Bozza: Aria
Debussy: Saxophone Album
Eccles: Sonata
Fasch: Sonata (bassoon)
Handel(Mule): Sonatas 1, 3, 5, 6, 13
Ibert: Aria, Histoires
Lantier: Sicilienne
Platti: Sonata No. 5
Rachmaninoff: Vocalise
Ravel: Piece en Forme de Habanera (soprano)
Rueff: Chanson et Passepied
Tcherepnine: Sonatine Sportive
Teal: Solos for the Saxophone Player
Telemann: Sonate
Tomasi: Chant Corse
Vivaldi(Rascher): Sonata in G minor
Whitney: Rumba
Wilder: Sonata
Adler: Canto IV (unaccompanied)
Bennett: Sonata (soprano)
Bozza: Improvisation et Caprice (unaccompanied)
Boutry: Divertimento
Creston: Sonata; Rapsodie
Cunningham: Trigon (tenor)
Daneels: Suite (unaccompanied)
Debussy: Rapsodie
Dubois: Sonate
Duckworth: Ballad in Time and Space (tenor)
Eychenne: Sonate
Glazounov: Concerto
Gotkovsky: Brilliance
Hartley: Petite Suite (unaccompanied)
Hartley: Poem (tenor)
Heiden: Diversion
Morosco: Blue Caprice (unaccompanied)
Muczynski: Sonata
Noda: Improvisations I, II, III; Mai; Phoenix (unaccompanied)
Pascal: Sonatine
Persichetti: Parable XI (unaccompanied)
Platti: Sonata
Rorem: Picnic on the Marne
Saint-Saens: Sonata
Schmidt: Sonatina (tenor)
Villa-Lobos: Fantasia (soprano or tenor)
Young, C.R.: Sonata (soprano)
Yuyama: Divertimento (w/ marimba)

12. COURSE OUTLINE (TBA Weekly)

12. TEACHING STRATEGIES This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, computer experiences, singing, and playing classroom instruments. (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.)

13. UNIVERISTY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

14. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.