

# The University of Wisconsin-Stevens Point

## Department of Music–Fall 2017

---

### APPLIED FLUTE & FLUTE STUDIO SYLLABUS

Music 167-467, 567-767

---

1-4 Credit Hours, Lesson Times TBD

Flute Studio: Mondays 4:00PM-5:00PM, NFAC 201

---

**Dr. Danielle Breisach**

**Associate Lecturer of Flute**

**E-Mail:** [Danielle.Breisach@uwsp.edu](mailto:Danielle.Breisach@uwsp.edu)

**Office:** NFAC 307

**Office Phone:** (715) 346-2538

**Cell Phone:** (517) 231-3897

**Office Hours:** by appointment on Tuesday-Thursday only–**please e-mail 24 hours in advance**

**Response Time:** I will attempt to respond to student e-mails within 24 hours. If you do not received a response from me within this timeframe, please check in with me.

### **Course Description & Objectives**

The purpose of this course is to provide individual and group instruction to students to enrich their applicable knowledge of all aspects of flute playing such as tone, technique, literature, pedagogy, history of the instrument, and musical interpretation in practice and performance.

- Students will gain this breadth of knowledge through the study of fundamental exercises, etudes, solo, ensemble, and orchestral studies.
- Students will learn how to establish and utilize effective practice and performance strategies.
- Students will develop their ability to evaluate and refine their abilities as teachers, performers, and critical thinkers of music as they relate to the flute.

### **Course Materials**

1. A flute in good working order–have your flute serviced once a year by a professional technician
2. A metronome/tuner
3. A notebook or binder with loose-leaf lined paper
4. A staff paper notebook or loose-leaf staff paper in your binder
5. A pencil
6. A recording device for practice sessions, lessons, and other events as needed
7. Originals of all repertoire used in lessons–TBD within the first few weeks of classes\*

\*Copies are acceptable on a short-term basis while materials are on order.

### **Course Requirements**

Students will be assessed in lessons, studio class and additional performances based on their personal development. At the beginning of each semester, the student(s) and the instructor will set short-term and long-term goals and assignments in the form of text readings, musical repertoire and other projects that will aid the student(s) in their personal and musical growth.

## Lesson Requirements

Students will come to lessons with all materials, including tone and technical exercises, etudes and solo pieces, prepared to the best of their ability. Students will utilize e-mail, My Music Staff, or a practice journal to track their practice sessions and ask questions. Students will organize and complete practice time appropriate for their program of study and assigned materials. Students are required to observe and take notes in two peer lessons each semester. Students are responsible for obtaining copies of their peer's lesson materials 24 hours before the lesson they are observing. Students will complete a typed summary and assessment of the lesson to be turned in as part of their final grade. A sign-up sheet will be available for peer lesson observations.

## Practice Time

Dedicated, thoughtful practice time is essential to your progress. Ultimately, it is more about the quality of your practice than the length of your practice. Schedule and attend your practice sessions as you would schedule and attend any other class. To combat fatigue and auto-pilot practice, split your practice sessions into one morning and one afternoon/evening session. Students will track their practice date, time, and topics in a journal or on My Music Staff. Journal checks will happen weekly for the first month in lessons, and then monthly afterwards.

**Music Performance:** a minimum of two 45-minute practice sessions each day

\*If you are considering moving into a performance track for graduate study, you should increase this to a minimum of two 60-minute practice sessions daily.

**Music Performance:** a minimum of two 90 minute/four 45 minute sessions daily

\*Increase this time to a minimum of four hours daily when preparing for graduate auditions.

**Music Minors and Non-Majors:** a minimum of two 30-minute sessions each day

\*Music Minors and Non-Majors wanting to audition for Major status should increase this time to a total of two hours daily.

## Studio Requirements

All students registered for Applied Flute lessons will also attend weekly studio class. Classes may include group tone and technique classes, presentations on special topics, masterclasses, guest artists and student performance opportunities. All students are required to perform a solo piece in one studio class and a chamber ensemble piece in a second. Performance majors are required to perform solo in two studio classes (not the same piece). Additional opportunities may be made available for studio class performance. All students are required to give a verbal introduction to their piece.

**Students in their final semester of applied study will give a 10 to 15 minute presentation prior to their studio class performance. This oral presentation will satisfy the Communication in the Major requirement for the General Education Program.** The learning objectives for the Communication in the Major requirement are:

- Apply discipline-specific standards of oral communication to compose an articulate, grammatically correct, and organized presentation with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience
- Critique their own and others' oral presentations to provide effective and useful feedback to improve their communication
- This requirement is to be completed in the last semester of MUS 267 for Bachelor of Arts in Music, MUS 367 for Bachelor of Music in Music Literature, and MUS 467 for Bachelor of Music in Applied Flute.

Students will be assigned to small chamber ensembles (duets, trios or quartets) which will perform once (as listed above) in studio class each semester. You are required to meet with your chamber members a minimum of 60 minutes each week. Each member is responsible for coaching the ensemble in order to develop teaching skills. One member (rotating) of each ensemble is responsible for submitting a progress report of the ensemble work each week.

Studio class is meant to be a safe and educational environment in which you can gain experience performing and receive valuable feedback. Students should use this opportunity to perform works in progress and prepare for recitals, performance assessments, and other performances. Students will be encouraged to share ideas, become exposed to new repertoire, and give verbal and written feedback on peer performances.

### **Attendance Policy: "To be early is to be on time. To be on time is to be late."**

Students are required to be present and prompt at all lessons, rehearsals, and studio functions throughout the semester. For full credit, 14 lessons must be completed within the semester. Students should arrive a few minutes early to their lesson having already warmed up. One excused absence in lessons and one excused absence in studio class each semester is permitted with proper documentation (e-mail correspondence two weeks prior to absence). The lesson will be rescheduled at a time mutually agreed upon. **Each additional excused absence will lower your final applied lesson grade by five percentage points. An unexcused absence will result in a "0" out of 25 points for that lesson.** There are a total of 350 lesson points. See the attached rubric for the lesson grading scale.

### **"Free Pass"**

Students will also be granted one absence, no questions asked and no prior approval needed, from either a studio class or a lesson. In the event you need to take personal time, students should still send an e-mail notification to Dr. Breisach prior to the lesson. You may not use this "free pass" for a peer lesson. Should you need to take either an excused or unexcused absence from a peer lesson, you will need to schedule an alternate make-up date if you are the observer or notify the student observing your lesson.

Students should swap lesson times with another student if they know in advance of a conflict with their lesson time. Please notify Dr. Breisach, via e-mail, if you swap lesson times with another student. If Dr. Breisach must miss a lesson, the student will be sufficient notice, and the lesson will be rescheduled. An emergency that prohibits you from attending any lesson or studio class will be assessed on a case by case basis. **Above all, please be professional and honest in your communication about any absence.**

### **Attire for Lessons and Studio**

As professionals in training, students are expected to dress up to a business casual dress code for lessons and performances in studio class. If you have questions about what this entails, please ask.

## **Performances**

### **Recitals**

Each semester, students will prepare and perform a studio recital. Performance on this recital is mandatory. There are additional recital requirements for all students pursuing Music Performance, Music Education, Music Literature, and Bachelor of Arts degrees. For more information, please see the student handbook. Minors and non-majors interested in giving a recital should contact Dr. Breisach. All students are encouraged to perform often.

## Capstone

The Capstone Experience in the Major includes the completion of a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline. The Capstone will allow the student to demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond. **For Bachelor of Arts in Music students**, the Capstone will take the form of a 10-15 minute presentation during studio class, given during the final semester of study. The topic of research will be mutually agreed upon between Dr. Breisach and the student. **For Bachelor of Music in Flute Performance students**, the Capstone will take the form of a senior recital during the last year of study. The recital program should reflect a well-balanced selection of composers and pieces and a thoughtful and structured flow. Students giving a recital are required to provide written programs notes, and may be asked for verbal responses regarding information on the pieces they have selected.

## Colloquium/Performance Assignment

All students registered for Applied Flute and Flute Studio are required to either perform in a Colloquium or complete a Performance Assignment each semester they are enrolled. All students who would like to perform on a Colloquium must receive prior approval a minimum of two weeks before the scheduled Colloquium. If interested in completing a performance assignment, please contact Dr. Breisach for the required information and form.

## Performance Assessments

Performance Assessments take place at the end of each semester, during finals week, and are performed for a jury of woodwind faculty members. The purpose of the Assessment, as stated in the student handbook, is to evaluate your progress and determine whether or not you have completed the minimum proficiency required for your level. You are responsible for scheduling your Assessment. If the faculty agree that you have not yet achieved the minimum proficiency as outlined below, you may be placed on probation and receive no greater than a grade of "C" for applied study that semester. You may be placed on probation up to two times, but not in consecutive semesters. Consult the student handbook for further details.

### 100-Level Proficiency

- Memorized Scales/Arpeggios: Chromatic scale and all major scales/arpeggios in extended form, sixteenth notes @ quarter = 72.
- Successful interpretation and performance of 100-Level repertoire including exercises, studies, excerpts and solos (or higher at the discretion of Dr. Breisach). This includes all necessary techniques needed to perform assigned pieces, such as multiple tonguing, vibrato, rhythm/meter, and knowledge of ornamentation, extended techniques, musical terms and pertinent performance practices.

### 200-Level Proficiency (in addition to 100-Level)

- Memorized Scales/Arpeggios: All minor scales/arpeggios in extended form in sixteenth notes. All scales/arpeggios in sixteenths @ quarter = 112.
- Successful interpretation and performance of 200-Level repertoire including exercises, studies, excerpts and solos (or higher at the discretion of Dr. Breisach). This includes all necessary techniques needed to perform assigned pieces, such as multiple tonguing, vibrato, rhythm/meter, and knowledge of ornamentation, extended techniques, musical terms and pertinent performance practices.

### **300-Level Proficiency (in addition to 100- and 200-Level)**

- Memorized Scales/Arpeggios: Both whole-tone scales and all augmented and diminished triads in extended form in sixteenth notes. All scales/arpeggios in sixteenths @ quarter = 144.
- Successful interpretation and performance of 300-Level repertoire including exercises, studies, excerpts and solos (or higher at the discretion of Dr. Breisach). This includes all necessary techniques needed to perform assigned pieces, such as multiple tonguing, vibrato, rhythm/meter, and knowledge of ornamentation, extended techniques, musical terms and pertinent performance practices.

### **400-Level Proficiency (in addition to the 100-, 200-, and 300-Level)**

- Memorized Scales and Arpeggios: All modal scales in extended form in sixteenth notes. All scales and arpeggios in sixteenths @ quarter = 160
- Successful interpretation and performance of 400-Level repertoire including exercises, studies, excerpts and solos (or higher at the discretion of Dr. Breisach). This includes all necessary techniques needed to perform assigned pieces, such as multiple tonguing, vibrato, rhythm/meter, and knowledge of ornamentation, extended techniques, musical terms and pertinent performance practices.

### **Repertoire Reports/Program Notes**

Students giving performances of solo or chamber works must submit a one-page, front and back, typed paper on the composer(s) and piece(s). The paper should be organized into a logical sequence and sources should be cited with footnotes/endnotes and a bibliography. Students should include information about the composer, piece, historical context/period, style, and any other interesting information. Students giving a recital are required to format this information into program notes, which will be due before or at the recital preview hearing.

### **Concert Attendance**

Members of the flute studio are required to attend all flute recitals and events by faculty, studio members, and guest artists at UWSP, the Wisconsin Flute Festival, Colloquium each Wednesday at 4:00PM, and an additional 15 performances of the student's choosing. Students are required to include a program and brief 1-3 paragraph summary of each Colloquium and additional performance they attend. Programs and summaries should be included in the Lesson Portfolio. A list of required performances and events will be handed out at the beginning of the semester. Students will be notified no less than two weeks prior to any additional required events.

### **Lesson Portfolio**

Lesson portfolios, worth 10% of the final grade, will provide students with an organized record of their body of work in applied lessons and studio class. Portfolios will be reviewed during the seventh week and collected on the Monday before finals week. Portfolios will be graded and returned to students during finals week. Portfolios will be graded on content, quality, and organization. Portfolios should be organized in a three ring binder with tabbed dividers in the following categories and order:

1. Syllabus
2. Half Semester, Semester, and Yearly Goals
3. Practice Journal (an entry for each day you practice)
4. Repertoire Reports/Program Notes
5. Chamber Rehearsal Progress Reports (12)
6. Peer Lesson Reviews (2)
7. Colloquium Programs & Paragraph Summaries
8. Recital/Concert Programs & Paragraph Summaries (15)
9. Reading Assignment Outline (Book TBA)
10. Misc. Handouts and Other Materials

## **Misc. Requirements**

1. Become a member of the National Flute Association ([www.nfaonline.org](http://www.nfaonline.org))
2. Subscribe to Flute Talk (we will submit a studio subscription)
3. Attend the Wisconsin Flute Festival (March 10, 2017)

## **Attitude & Self Care**

A positive attitude is essential. Your attitude will rub off on others—might as well make it a good one! Additionally, your attitude directly contributes to your progress and success. Be engaged and curious, come to lessons and studio with questions, and be conscientious of and helpful towards others. Give it your all—your 200%. Take responsibility for your actions and honor your commitments. Try not to keep others waiting for you, but let them know when you're running late. Be open to suggestions and ask lots of questions. Work out, eat healthy, and get adequate sleep. Healthy people are happy people!

## **Semester Grading Scale**

## **Weight Breakdown**

A	100-93	A-	92-90	Weekly Lesson (40%)
B+	89-87	B	86-83	Weekly Studio (15%)
B-	82-80	C+	79-77	Performance Assessment (25%)
C	76-73	C-	72-70	Colloquium Performance/Performance Assignment (10%)
D+	69-67	D	66-63	Lesson Portfolio (10%)
D-	62-60	F	59-0	

As a studio, it is important that we support an atmosphere healthy to the growth and development of ourself and our peers. Pursuing a professional career in the arts requires a high degree of vulnerability, and it is my priority to provide you with an atmosphere in which you feel safe to make mistakes and ask questions. Your success depends on this, and I do not take this responsibility lightly. Additionally, it is necessary for me to let you know that I am supportive of people of diverse backgrounds, religious beliefs, sexual orientations, and learning styles. I would encourage you to speak with me if you ever have any concerns or questions.

---

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Community Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>