



**MUS – 162**  
**Flute and Double Reeds Methods**  
**Course Syllabus: Spring 2024**

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## Instructor Information

Instructor:	Prof. Tyler Tashdjian (Tash)
Classroom Location:	Classroom 158
Office Location:	Classroom 158 or Reed Room
Office Hours:	Appointment only
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Preferred Form of Communication:	University email
Communication Response Time:	Within 24 hours

## Course Information

### Course Description

MUS 162 – Flute and Double Reed Methods. Instrumental Methods Class. Designed to provide functional performance abilities as well as beginning and intermediate pedagogy in flute, oboe, and bassoon.

(2023-24 Undergraduate Course Catalog)

### Course Expectations

- Preparation to succeed, demonstrate, understand, participate, and contribute to class culture.
- Participate in discussions, instructional sessions, demonstrations, and performances.
- Practicing and preparation outside of the classroom.
- Take quizzes and exams on the days they are offered and submit assignments on their due dates.
- Professionalism – practice using the language, terminology, behavior, and communication of a future educator you are preparing to become.
  - This includes writing in complete sentences, using the subject line in an email, starting with a salutation, writing the body of the email clearly and concisely using proper grammar, and a proper closing.
- Part of the requirements for this class is to have all listed supplies. The materials for this class are chosen and administered with the ultimate success of the students in mind.

## Student Learning Outcomes (Course Goals)

In this course, students will:

- Understand the sequencing of teaching a woodwind instrument and other musical elements to a beginning band student.
- Know reasonable expectations for a beginning woodwind student.
- Know instrument tuning tendencies and practical solutions for each woodwind instrument.
- Know the inherent technical problems for each woodwind instrument.
- Teach and demonstrate correct posture and hand position for each woodwind instrument.
- Teach and demonstrate correct breathing for a wind instrument.
- Teach and demonstrate correct assembly and maintenance of each woodwind instrument.
- Teach and model the correct embouchure for each woodwind instrument.
- Teach and model a characteristic sound for each woodwind instrument.
- Teach and model correct articulation for each woodwind instrument.
- Teach and demonstrate the correct fingerings for the practical range of the woodwind instruments.
- Be able to diagnose typical problems that may occur while a beginning band student learns a woodwind instrument both visually and aurally.
- Have a working knowledge of how to develop individual musicians past the beginner year.
- Have a working knowledge of brands of instruments, reed brands & strengths, mouthpieces, and other equipment used in a band setting.

## Required Textbook

Dietz, William, *Teaching Woodwinds: A Method and Resource Handbook for Music Educators*, published by Schirmer, 1998.

## Required Course Materials

Appropriate instrument with case (flute and oboe/bassoon), cleaning swab, cork grease, reed soaker, and 2 reeds.

- Oboe/Bassoon reeds must be bought from an approved vendor:
  - Bocal Majority
  - Sprinkle, Wildflower
  - Singin Dog, Charles Double Reeds

Small magnetic locker mirror (enough to see the entire face).

A Virtual (or physical) Notebook that is intended to be used during student teaching.

Access to a video recording device (phone, tablet, etc.).

Note-taking supplies as needed (pencil, highlighter, notebook/tablet/laptop).

## Supplemental Websites

[www.beginningwoodwinds.weebly.com](http://www.beginningwoodwinds.weebly.com)

[www.disdnurturingculture.weebly.com](http://www.disdnurturingculture.weebly.com)

[www.disdbandcurriculum.weebly.com](http://www.disdbandcurriculum.weebly.com)

[www.solidstartbeginningband.weebly.com](http://www.solidstartbeginningband.weebly.com)

[www.makingthemostofyourstudentteaching.weebly.com](http://www.makingthemostofyourstudentteaching.weebly.com)

[www.tmea.org/resources/teaching-resources/music-curriculum](http://www.tmea.org/resources/teaching-resources/music-curriculum)

<https://cml.music.utexas.edu/online-resources/habits-of-musicianship/free-music-downloads>

<https://www.nfaonline.org>

<https://www.idrs.org/?li=1>

<https://bretpimentel.com>

## Course Requirements

### Instructional Methods

This course is meant to teach students how to teach woodwind instruments in a beginner band setting. This is done through performance, a focus on modern pedagogy, and applying it to playing the woodwind instruments. The key elements needed by a new teacher to understand the physical mechanics and pedagogy of teaching and playing each woodwind instrument are learned in this course.

Students will learn the basic facts and the visual/aural diagnostics for each woodwind instrument and be able to apply this knowledge through peer teaching.

### Course Topics

- Elements required to teach a young musician.
- How to help a student select an instrument.
- Developing a classroom culture/climate.
- Musical elements that must happen simultaneously.
- Breathing and an efficient use of air.
- Rhythmic counting.
- Embouchure for each woodwind instrument.
- Tone production for each woodwind instrument.
- Parts of the woodwind instrument, assembly, and maintenance.
- Transposition, ranges, and the function of each woodwind instrument in an ensemble.
- Specific technical concerns for each woodwind instrument.
- Aural and visual detection of problems and methods of correction.
- The structure of preparing and teaching a good lesson.
- Brands & models of instruments, reeds, mouthpieces, and other equipment used in a band class.

## Assessments

### Quizzes\*:

Content quizzes will be taken via Google Forms.

- Parts and assembly of the instrument
- Hands and keys of the instrument
- Embouchure
- Take-Home Reading
- Instrument facts
- Common problems and remedies

Weekly playing quizzes for each instrument will be done in class and through video recordings.

- Tone production
- First notes
- Chromatics
- Diatonic exercises
- Finger Ninjas
- Finger Wiggles
- Tetrachords
- Level 1 scales (diatonic and chromatic)
- Lip/Register/Octave slurs

*\*Quizzes will always follow lectures, demonstrations, and student-led teaching done in class.*

### Assignments:

#### Discussion Posts

- Students will participate in online discussions by responding to a given prompt and commenting on 2 of their colleagues.
- This is meant to inspire students to start thinking like an educator rather than a student.

The Virtual Notebook (a physical notebook is acceptable)

- Assemble and maintain a virtual notebook on your chosen device. This is for your reference and use once you are student teaching and for your first job in the classroom.
- Make a folder for each instrumental methods class (Woodwinds, Brass, Strings, Percussion, Vocal).
- Make sub-folders for each specific instrument (Flute, Oboe, Clarinet, Saxophone, Bassoon, etc.).
- Make a folder for all important Music Education courses (Conducting, Pedagogy, etc.)
- Include any handouts from your courses (events you may attend, Google search rabbit holes, etc.) in their respective folders.
  - For this course, you will only be responsible for handouts and materials from this class. Having all your information in one place will help you when you need quick access.

## Peer Teaching

- Students will be required to create a lesson plan and a lesson outline/script to be used during their lesson.
- Students will be assigned a fundamental topic for teaching beginning woodwinds at the beginning of the semester.
- Each student will teach once during the semester.
  - Half the class will use instrument 1 and the other half will use instrument 2.
- Comments for all colleagues will be required for full credit.
  - Using the "Sandwich" method is encouraged (Something liked – Something to be worked on – Another thing liked).
- A guide will be provided to help with the organization.
- It is highly recommended to video record for self-evaluation.

## Instrumental Performances

- Students will apply their skills and knowledge to performing on woodwind instruments.
- Using instrument 1, students will perform a level 1 solo with online accompaniment.
  - This will be a video submission and for full credit must include comments on 2 colleagues.
- Using instrument 2, students will perform an arranged level 1 piece to take part in a practical exercise for rehearsing a beginning band.

## Exams:

- Mid-term – the mid-term exam will cover Instrument 1. Questions will be selected from homework assignments, instrument quizzes, class lectures, and information from the required textbook.
  - The format will be multiple choice and essay questions. It will cover Content, Visual Diagnostics, and Fingerings.
- Final – The final exam will cover Instrument 2. Questions will be selected from homework assignments, instrument quizzes, class lectures, and the required textbooks.
  - The format will be multiple choice and essay questions. It will cover Content, Visual Diagnostics, and Fingerings.

## Grading

Participation – 30%

Assignments – 30%

Quizzes – 25%

Exams – 15%

# Course and University Procedures / Policies

## Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## Attendance Policy

Students may not miss more than 3 classes in the semester. 3 absences may result in failure of the course.

- 2 tardies (10 minutes late) will be the equivalent of 1 absence.
- Students will be responsible for making up any work done in class promptly and getting information from a colleague.

University excused absences: it is the responsibility of the student to obtain the appropriate documentation and present it to the instructor.

Excused absences include:

- Religious holiday
- Military service
- Official university function (with prior approval)
- Illness (with documentation)
- Family emergency
- Pregnancy and parenting under Title IX
- When the university is officially closed

At the instructor's discretion, allowance may be made for a professional audition or an interview. Courtesy dictates notifying the instructor in advance of an absence whenever possible.

## Late Assignments or Work

Students should acknowledge the given due dates whenever possible.

If an assignment is missed, the student will have 1 week to turn in that assignment. Playing quizzes should be done in person and will require setting up an appointment with the instructor for an office hour using their university email.

Students will not be able to make up work once a new instrument section begins.

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Students caught cheating or plagiarizing will receive a "0" for the assignment or exam in question (or specify alternative sanction, such as course failure). Additionally, the incident will be reported to the Dean of Students, who may impose further penalties. The term "cheating" includes, but is not limited to a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers,

preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e) any other act designed to give a student an unfair advantage. The term "plagiarism" includes but is not limited to a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, contact the Office of Student Disability Services at 903-886-5150, 903-886—5835; email [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu); online at [Office of Student Disability Resources and Services](#); or in-person in Room 162 of the Velma K. Waters Library.

### **Tenets of Common Behavior**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

### **Campus Concealed Carry Statement**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and own a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Under Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Under PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **Tentative Course Calendar (\*indicates Peer Teaching Topics)**

<b>Week</b>	<b>Content</b>	<b>Assessment</b>	<b>Notes</b>
Week 1: <b>JAN 10</b>	Introduction & Syllabus Classroom Culture & Environment Posture & The Breathing Chant* Parts and Assembly of the Flute* Daily Maintenance	Parts and Assembly of the Flute Syllabus Quiz	Read pg. 159-165
<b>JAN 15</b>	<b>MLK Jr. Day = No Class</b>		
Week 2: (1.2) <b>JAN 17</b>	Flute Artists & Recordings Hands and Keys of the Flute* Flute Embouchure* Flute Headjoint Tone Production	Hands and Keys of the Flute	Read pg. 166-178
Week 3: <b>JAN 22</b>	Headjoint & Body Tone Production Headjoint Tunes Hand Placement on the Flute* Flute First Notes*	Embouchure of the Flute Playing Quizzes	Review pg. 183-194
Week 4: <b>JAN 29</b>	Flute Basics* Tetrachord Technique*	Flute Reading Quiz Playing Quizzes	Read pg. 222-240
Week 5: <b>FEB 05</b>	Finger Ninjas & Wiggles Flute Low Notes* Flute Slurs & Harmonics* Chromatics	Tetrachords (Lvl. 1) Playing Quizzes	Review pg. 194-222 as needed
Week 6: <b>FEB 12</b>	Flute Long Tones High Octave Fingerings with Names*	Lvl. 1 Diatonic Scales Playing Quizzes	Review pg. 194-222 as needed
Week 7: <b>FEB 19</b>	Preparing & Teaching a Lvl.1 Solo Vibrato*	2-Oct Chromatic Scale Level 1 Solos	Read pg. 178-181 Read pg. 182-183
Week 8: <b>FEB 26</b>	Flute Wrap-up Flute Models, Equipment, and Selection Mid-term review	Fingerings Visual Diagnostics Flute Content Notebook check (1/2)	Fill out and use the given study guides
<b>FEB 29</b>	Bye Flute, Hello Oboe and Bassoon		
Week 9: <b>MAR 04</b>	Classroom Set-up Review Parts and Assembly of Double Reeds* Daily Maintenance	Parts and Assembly of Double Reeds	Read pg. 243-248 Read pg. 3-11
<b>MAR 11 – 15</b>	<b>Spring Break = No Classes</b>		
Week 10: <b>MAR 18</b>	2x Reeds Artists & Recordings Hands and Keys of Double Reeds*	Hands and Keys of Double Reeds	Read pg. 248-258, 300-310 Read pg. 12-26

	Double Reed Embouchure* Double Reed REED Tone Production		
Week 11: <b>MAR 25</b>	Reed & Body Tone Production Reed Remington Hand Placement on Double Reeds* Double Reed First Notes*	Hands and Keys of Double Reeds	Read pg. 259-270 Read pg. 68-74
Week 12: <b>APR 01</b>	Double Reed Basics* Tetrachord Technique* Oboe & Bassoon Split Classes	Double Reed Reading Quiz Playing Quizzes	Read pg. 271-287, 287-299 Review pg. 271-287 as needed Read pg. 27-64, 81-87 Review pg. 27-64 as needed
Week 13: <b>APR 08</b>	Finger Ninjas & Wiggles Double Reed Low Notes* Double Reed Slurs & Octaves* Chromatics	Tetrachords (Lvl. 1) Playing Quizzes	Review pg. 271-287 as needed Review pg. 27-64 as needed
Week 14: <b>APR 15</b>	Double Reed Long Tones High Octave Fingerings*	Lvl. 1 Diatonic Scales Playing Quizzes	Review pg. 271-287 as needed Review pg. 27-64 as needed
Week 15: <b>APR 29</b>	Preparing & Rehearsing Beginner Band Vibrato* Double Reed Wrap-up Double Reed Models, Equipment, and Selection Final review	2-Oct Chromatic Scale Notebook check (2/2)	Read pg. 319-338 Read pg. 65-67, 74-81
Final Exam Dates:	<b>MWF 8 AM</b> – Monday, May 6, 2024 @ 8 AM – 10 AM <b>MWF 11 AM</b> – Wednesday, May 8, 2024 @ 10:30 AM – 12:30 AM	Fingerings Visual Diagnostics Double Reed Content	Fill out and use the given study guides