



SCHOOL OF  
**Music**

**MUS – 162 – 01/02E**  
**Flute and Double Reed Methods**  
**Course Syllabus: Spring 2025**

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## Instructor Information

Instructor:	Prof. Tyler Tashdjian (Tash)
Classroom Location:	Classroom 156
Office Location:	Classroom 156 or Reed Room
Office Hours:	Appointment only
Office Phone:	(903) 886-5303
University E-mail:	Tyler.Tashdjian@tamuc.edu
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 and beginning and intermediate pedagogy in flute, oboe, and bassoon.

(2024-25 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 their offered days and submit assignments on their due dates.
- Professionalism – practice using the language, terminology, behavior, and communication of the 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 an appropriate 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 student's ultimate success in mind.

## Student Learning Outcomes

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 efficient 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 developing individual musicians past the beginner year.
- Have a working knowledge of brands of instruments, reed brands & strengths, double reed makers, mouthpieces, instrument methods books, and other equipment used in a band setting.

## Required Textbook

There will not be a required purchase of a textbook. Students will maintain the files given by the instructor.

*#tashmethods, A modern way to teach beginning woodwinds.* This course packet is created by the instructor for East Texas A&M University students. All students will be required to maintain and add to the packet throughout the course as a personal method to the pedagogy of that woodwind instrument.

## Recommended Textbook

Wilson, Hamilton, Dubois, Andrus, Mann, Levinsky; *Teaching Woodwinds: A Guide for Students and Teachers*, Second Edition. Published by Mountain Peak Music.

PDF or Hardcopy are acceptable.

Link for purchase: <https://www.mountainpeakmusic.com/teaching-woodwinds-3/>

- Includes a companion website.

## Recommended Course Materials

An appropriate instrument with a case (flute and oboe/bassoon), cleaning swab, cork grease, reed soaker cup, and two reeds.

- Oboe/Bassoon reeds must be bought from an approved vendor:
  - Bocal Majority
  - Sprinkle, Wildflower (oboe)
  - Singin Dog, Charles Double Reeds (bassoon)
  - Prof Tash with two weeks' notice

- If students do not use a personal instrument, they will use the provided instrument through the Yamaha program or ETAMU School of Music.

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

A Virtual (or physical) Notebook 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).

## Some Supplemental Websites (more through D2L postings)

[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://nafme.org/publications-resources/>

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

<https://www.nfaonline.org>

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

<https://clarinet.org>

<https://cassgb.org>

<https://bretpimentel.com>

<https://teachfortexas.org>

<https://orchestrationonline.com/category/orchestration-tips/>

<https://andrewhuqill.com/OrchestraManual/index.html>

<https://www.wfg.woodwind.org/index.html>

## Course Requirements

This course is meant to teach students how to teach woodwind instruments in a beginner band setting. This is done through performance, focusing on modern pedagogy, and applying it to playing the woodwind instruments. A new teacher needs to understand the physical mechanics and pedagogy of teaching and playing each woodwind instrument, which 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.

## Assessments

### Quizzes\*:

Content quizzes will be taken via D2L.

- Parts and assembly of the instrument
- Hands and keys of the instrument
- Breathing with a wind instrument
- Embouchure and articulation
- Instrumental pedagogy
- Classroom culture
- Common problems and remedies

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

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

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

### Assignments:

#### Instrument Family Tree

- Students will create a family tree tracing their primary instrumental lineage through their teachers.
- This is meant to create a visual for their future classroom and inspire the students by having them see the names of the artists that have led to them.

#### 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 instrument (Flute, Oboe, Clarinet, Saxophone, Bassoon, etc.).
- Make a folder for all critical 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 and labeled will help when you need quick access.

### Paired Peer Teaching

- Students will be assigned a fundamental topic for teaching beginning woodwinds at the beginning of the semester.
- Students will choose a co-band director and create a lesson plan and outline/script for their lesson together.
- Each student pair 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 (Something liked—Something to be worked on—Another thing liked) is encouraged.
- A guide will be provided to help with the organization.
- It is highly recommended that video recording be used 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 two colleagues.
- Using Instrument 2, students will perform an arranged level 1 piece as part of 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 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 textbook.
  - The format will be multiple choice and essay questions. It will cover content, visual diagnostics, and fingerings.

## Grading

Participation (to include attendance) – 25%

Assignments – 25%

Quizzes – 25%

Exams – 25%

# 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 equal 1 absence.
- Students will be responsible for promptly making up any work done in the missed class and getting information from a colleague.

For university-excused absences, the student must 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 has one week to turn it in. Playing quizzes should be done in person, and an appointment with the instructor for an office hour using their university email is required.

Students cannot make up work once a new instrument section begins.

## Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their academic 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 them, working individually or in groups. Students should not have another person/entity write any substantive portion of an assignment, hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT, Ask AI, Liner, MIA, etc.

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow the use of such software entirely for particular assignments or the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **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. 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 have a Texas License to Carry a Handgun. Qualified law enforcement officers or those otherwise authorized to carry a concealed handgun in Texas are also permitted to do so. Under Penal Code (PC) 46.035 and East Texas A&M 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 (it will change)

<b>Weeks</b>	<b>General Content</b>
Week 1: <b>JAN 13</b>	Introduction; Daily Teaching Elements; Breathing Chant; Instrument Parts; Classroom culture and environment
Week 2: <b>JAN 20</b> <i>No Class JAN 20</i>	Instrument Assembly, Hands & Keys; Position and Posture; the double reed and its parts; Reed Rotation; Maintenance; Embouchure; Articulation; Reed Remington
Week 3: <b>JAN 27</b>	Artists and Recordings; Tone Production; Hand Placement; First Notes
Week 4: <b>FEB 03</b>	Finger Ninjas and Wiggles; Tetrachords
Week 5: <b>FEB 10</b>	Instrument Basics; Octave Slurs; Low Notes
Week 6: <b>FEB 17</b>	Level 1 Scales; Chromatic Scales; Level 1 Solos
Week 7: <b>FEB 24</b>	Visual Diagnostics; High octave fingerings; Vibrato
Week 8: <b>MAR 03</b> <b><i>SPRING BREAK</i></b> <b><i>MAR 10-14</i></b>	Review and Wrap-up; Exams; Instrument supplies and recommendations for beginner woodwinds <i>-Instrument Switch-</i>
Week 9: <b>MAR 17</b>	Review Daily Teaching Elements; Breathing Chant; Instrument Parts, Assembly, Hands & Keys
Week 10: <b>MAR 24</b>	Position and Posture; Headjoint Tunes; Maintenance; Embouchure; Articulation
Week 11: <b>MAR 31</b>	Artists and Recordings; Tone Production; Hand Placement; First Notes
Week 12: <b>APR 07</b>	Instrument Basics Finger Ninjas and Wiggles; Tetrachords; Low Notes
Week 13: <b>APR 14</b>	High octave fingerings; Octave Slurs; Level 1 Scales; Chromatic Scales
Week 14: <b>APR 21</b>	Vibrato; Visual Diagnostics; Harmonics; Band music selection
Week 15: <b>APR 28</b>	Beginning Band practical exercise
Final Exam	<b>8AM</b> = Tuesday, May 06 @ 8AM-10AM <b>930AM</b> = Thursday, May 08 @ 8AM-10AM