

Fall 2017
Sam Houston State University Study of Brasses
Class location: MUSI 0205
Course line #83662 (MUSI 2166-02) MWF 8am-8:50am
Course line #83660 (MUSI 2166-01) MWF 9am-9:50am

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Office hours on Monday by appointment. (across from Music Main Office)

Course description/objective

The purpose of Brass Techniques is to prepare students to successfully teach trumpet, horn, trombone, euphonium, and tuba in a group setting at a variety of levels, from beginning to advanced high school. Each semester, students will develop proficiency on two of the aforementioned instruments, learning one instrument each half of the semester. Students will be able to demonstrate and teach good basic breathing, embouchures, articulation, holding the instrument, instrument maintenance, and troubleshoot on their instruments. Additionally, students will learn the basic historical background of the instruments, the overtone series, acoustics and tuning tendencies, fingering and alternate fingering for the instruments, and reinforce transposition. Students will gain an awareness of solo and chamber brass literature, brass pedagogy and exercises, and basic instrument repair.

If you have struggles, questions, or concerns, please address them as they arise with Dr. Pepping or others who could help. *Don't wait!*

PUT IN YOUR CALENDAR: This class will **not** use the times during finals week this semester.

Required text/supplies:

1. Brass techniques 3-ring binder
2. Access to Blackboard and a printer: (This course has no required textbook, but materials to be read and put in the binder will be available on Blackboard or distributed in class.)¹
3. Instruments (generally to be checked out from the school). Students are financially responsible for the rental instruments. When the instruments are not in use, they must be kept **ONLY** in assigned lockers, *especially* those instruments which are being shared.
4. Maintenance tools specific for instrument each student plays. (Note: People sharing 1 instrument may share maintenance tools for that instrument.)
 - a. ALL: brass or instrument-specific mouthpiece brush
 - b. ALL: a wipe-down cloth that won't scratch the instrument
 - c. TROMBONE: small travel-size spray bottle (can be purchased for \$1 at Walmart) and Trombotine (SHSU has a supply to use, don't buy the Trombotine.)
 - d. ALL EXCEPT TROMBONE: valve oil (Al Cass or any clear valve oil). Rotary oil is required for the horns.

¹ **Recommended texts:** 1. Bailey, Miles, Siebert, Stanley & Stein. *Teaching Brass: A Resource Manual* (2nd ed.) McGraw-Hill College, 2006. 2. Bachelder, Norman and Norman J Hunt. *Guide to Teaching Brass*. McGraw-Hill College, 2001.

Attendance Policy: As this is a lab class, there is a **very strong emphasis** on participation/attendance. After 4 absences, each absence counts as a 3% reduction in a student's final grade. Being late twice is counted as 1 absence. 9 absences, regardless of reason, will result in an automatic F in the class. Attendance is posted weekly on Blackboard.

If you miss a day with a graded activity, you need the absence to be excused in order to make up the grade. Regardless, *the absence will still count towards your total absences*. Absences due to university business require that each individual student present an original excuse from the appropriate official before an absence is to be deemed excused. Health and FMLA-related absences require documentation from a doctor or the appropriate university office.

Instrumental practice expectations: Perhaps more than any other instrument family, brass instruments require daily practice to develop and maintain the musculature of an embouchure. To be successful, students need to play their instruments for a minimum of 15 minutes each day. 20-45 minutes is likely the amount of practice required, at least at the beginning of learning one of these instruments. At the beginning, this is probably best broken into 5 minute chunks with rest, especially for high brass instruments, due to muscle fatigue. We will play in class on most class days, and hopefully that will help you not need to practice so much outside of class on those days.

Listening expectations: Since the best way to learn how an instrument is supposed to sound, students have weekly listening assignments where they will listen to professional players, always given in the Blackboard discussion board. Unless otherwise instructed, students should check Blackboard for listening assignments

Course requirements /Grading

(Note: Grades are available on Blackboard throughout the semester.)

Daily assignments, preparation, and participation (15%)

1. Students should come to each class with all materials, including the binder and requisite instrument & accessories. The binder takes the place of a textbook in class.
2. Playing: Evaluation of playing will be based performance in class and progress on class assignments. As every student is not starting from the same place of experience, progress will be heavily considered in evaluation as pertains to sound.
3. Students will be evaluated on their understanding and ability to teach brass instruments through practice teaching, quizzes and written assignments.

Examinations (playing 30%, written 25%): Four written exams and four playing exams (two on each instrument) will be given throughout the semester to assess the wide range of skills taught.

Listening quizzes (5%): Because it is difficult to create, teach, and know representative brass sounds without hearing them performed at a professional level, listening is imperative! Students will have listening quizzes throughout the semester in which they will identify the featured instrument/ensemble and the featured artist.

Binder quizzes (10%) Binder quizzes will happen 2 ways:

- 1) A timed quizzes for which students can use their binders. (To use binders for binder quizzes, they need to be specific for brass class, keeping up with the items that should be in them. Items do not all need to be typed for binder quizzes as they do for when students turn in

binders at the end of the course.)

- 2) Notes from the previous lecture will be collected for a grade. These need not be typed at this point, but they should be legible and thorough.

Semester/course binder (15%): The semester/course binder is the artifact students will take from the class into the classroom as teachers. Each student will maintain a course binder with handouts, notes, & other course materials. The binder will be collected at the end of the last day of class.

1. There will be a list on Blackboard of items required in the binder as the semester goes on. Second-semester students may use but ADD TO their binder from the previous semester. They need to have a full index that makes it possible to see where everything is. Ultimately the grade for these students is still based on having the required information from this semester.
2. Every student needs to take *and* type his or her **own** notes.
 - A. Every lecture should have notes that get their own page. These need to be typed but should be written on their own page during the lecture. This can be outlines/webs/?? of the lecture or a “hit list” of 10-ish facts that you found particularly worthy or remembering. This should be something easy to read, not tiny fonts that will be difficult to read while you are on the podium student teaching.
3. The five sections of the binder should be **General, Trumpet, Horn, Trombone, Euphonium/Tuba**. The binder, at the end of the semester, needs to have a typed index. Failure to include a typed index will result in a 30% deduction in the binder grade.
4. Listening log: You have access to a Google spreadsheet with everything that you will be assigned over the semester here. (This is linked on Blackboard.)
You may copy and make comments in the comment section of your spreadsheet. If you want to type your comments or make edits to the spreadsheet, you will need to save your own copy to your own Google drive.

***If you are taking this course for the 2nd semester after successfully completing a previous semester, you may use your binder from the previous semester. Instructions on how to do this are on Blackboard. Regardless of whether you choose to format your binder like this semester or last semester, you should supplement your binder with handouts, notes, and materials from the other semester.

Special notes

1. Phones must be in the silent mode and put away, out of sight, during class, unless otherwise specified. Should any phone ring or should any student text or engage in social media in the classroom inappropriately, the entire class will have a **pop** quiz.¹
2. Coming and going is not permitted in the class.
3. Most students do fantastically in this class! The two errors people make that result in failing Study of Brasses are (a) not showing up often enough and (b) turning in (or not turning in) a hastily-done binder.

¹ Put your phone in “DND” and “airplane mode” unless we do something online.

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UNIVERSITY STATEMENTS

ACADEMIC DISHONESTY: The Faculty Handbook states that the University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

RULES OF CONDUCT: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus, impedes the mission of the university. Please turn off or mute cell phones and/or pagers before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each other at inappropriate times, wearing inappropriate clothing or engaging in any other form of distraction action in accordance with university policy.

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or of the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

Americans with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities, located in the Lee Drain North Annex (next to the Farrington Building) and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with SSD.

Projected schedule for Fall 2017**Day 1, W, 8/23**

Lecture: Welcome/Syllabus, Collect info, Go over note taking, Topic 1

Homework (HW): Read topic 1, PQ1 on Blackboard. Due August 28, 7:00am.

Day 2, F, 8/25

Lecture: Topic 1 questions, Build overtone series, Instrument assignments

Listening: Listen to Listening Quiz 1 music together

Homework:

- Read topic 2
- PQ 2 on Blackboard, due M, August 28, 7:00am
- Read topic 3
- PQ 3 on Blackboard, due W, August 30, 7:00am
- Get instrument-specific supplies, due F, September 1
- LQ 1 is Friday, September 1

Day 3, M, 8/28

Lecture: Chapter 2, Breathing exercises! (Wear something you can move in.)

Homework:

- Re-read topic 3
- Read topic 5
- PQ 5 due on W, 9/6, 7:00am

Day 4, W, 8/30

Activity/Lecture: Get instruments, take out of cases, put together, hold, oil valves/lubricate slides, make first sounds as time allows

Homework: Quiz on Monday, 9/4, where you will teach someone to take out, put together, and hold your in-class instrument in 90 seconds or less. You will do this in groups of 2.

Day 5, F, 9/1

LQ1 at beginning of class (names of artists and solo instrument or featured ensemble)

Due in class: instrument-specific supplies

Lecture: Daily/maintenance oiling valves, lubricating slides

Activity: Teach each other to take out, put together, and hold instruments

Play: Tunes 1 packet

Homework:

PE 1 is Friday, 9/8 in class time. You will sign up for an exam time on Monday.

LQ 2 is Friday, 9/15

“PQ: How to hold the” is due at 7am on Monday, 9/4 on Blackboard.

Day 6, M, 9/4

Lecture: Topic 3

Activity: Practice, playing and putting together stuff

Quiz: During class time, teach someone to take out, put together, and hold your in-class instrument in 90 seconds or less. We will do this in the little locker room while the rest of the class practices.

Homework: Required to be able to take PE1—team up with a classmate from this section. Outside of class, help each other with your PE1 exam material. E-mail ajp028@shsu.edu with the topic “lesson 1.” Write 2 sentences:

- 1) 1 explaining something you said that helped the other person OR something you said that didn't help at all
- 2) 1 explaining something the other person said that helped you OR something they said that didn't help at all

Day 7, W 9/6

Lecture: Topic 5 & Braces

Playing: PE 1 Friday, Tunes 1

Day 8, F, 9/8

Playing Exam 1

Due: E-mail assignment from day 6

HW: LQ 2 next Friday

Day 9, M, 9/11

Written Exam 1: This is over everything we've done in class to this point. The questions from the practice quizzes are likely to show up here, although perhaps in a different format.

Day 10, W, 9/13

Lecture: Instrument parts

Playing: Warm ups, Tunes 2

Day 11, F, 9/15

LQ2 at beginning of class (names of artists and solo instrument or featured ensemble)

Lecture: Braces, Issues with articulation

Playing: WUs, Tunes 2

HW: Practice, LQ 3 next Friday

Day 12, M, 9/18

Lecture: Embouchure issues, tonguing issues

Playing: TBD

HW: Practice, Read “The 4 P's”

Day 13, W, 9/20

Lecture: The 4 P's, probably a pop quiz on them @the beginning of class

Playing: TBD

HW: Practice, *PE2 is F*, 9/29

Day 14, F, 9/22

LQ3

Lecture: Help each other

Playing: TBD

Homework: Required to be able to take PE2—team up with a classmate from this section. Outside of

class, help each other with your PE2 exam material. E-mail ajp028@shsu.edu with the topic “lesson 2.” Write 2 sentences:

- 1) 1 explaining something you said that helped the other person OR something you said that didn't help at all
- 2) 1 explaining something the other person said that helped you OR something they said that didn't help at all

Day 15, M, 9/25

Lecture: Troubleshooting

Practice: teaching each other to hold instruments

Playing: TBD

Day 16, W, 9/27

Lecture: Review 7 positions and fingerings

Playing: TBD, Get ready for PE2

Day 17, F, 9/29

PE2. Lesson 2 e-mail assignment due.

HW: LQ4 on 10/6

NO INSTRUMENTS Day 18-20

Day 18, M, 10/2

No instruments!

Amanda Pepping, Trumpet presentation.

Day 19, W, 10/4

No instruments (but maybe 1 tuba player, we'll see.)

Bob Daniel, tuba presentation

Day 20, F, 10/6

LQ4

WE2

HW: LQ 5 is next Friday

Day 21, M, 10/9

New instruments

Playing: Tunes 1

Day 22, W, 10/11

Lecture: Transposition 1

Playing: Tunes 1

HW: Transposition 1 assignment, due next class

Day 23, F, 10/13

LQ 5

Lecture: Transposition 2

Playing: Tunes 1

HW: Transposition 2 assignment, due next class; LQ 6 next Friday

Day 24, M, 10/16

Lecture: Transposition 3

Playing: Tunes 1, PE 3 material assigned

HW: Transposition 3 assignment, due next class;

Read topic 4 (mouthpieces)

PQ 4 due 7am on W, 10/18

Day 25, W, 10/18

Lecture: Topic 4, mouthpieces

Playing: Tunes 1, TBD

Homework: Required to be able to take PE3—team up with a classmate from this section. Outside of class, help each other with your PE3 exam material. E-mail ajp028@shsu.edu with the topic “lesson 3 2.” Write 2 sentences:

- 1) 1 explaining something you said that helped the other person OR something you said that didn't help at all
- 2) 1 explaining something the other person said that helped you OR something they said that didn't help at all

Day 26, F, 10/20

LQ6 (last one of the semester!)

Lecture: more mouthpiece stuff

Playing: Tunes 1, TBD

Day 27, M, 10/23

Possible how-to-hold quiz (like day 6)

Play a lot for Wednesday's exam

Sign up for exam time

Day 28, W, 10/25

PE 3

Day 29, F, 10/27

Trombonists only need instruments.

Ben Osborne, trombone lecture

Day 30, M, 10/30—TBD

Day 31, W, 11/1

Lecture: Review for WE3

Playing: Assign PE4 music, TBD

Day 32, F, 11/3

WE 3

Day 33 M, 11/6

Lecture: Go over exam, discuss embouchure issues

Playing: TBD

Day 34-36 W, F, M, 11/8-13

Lecture: Brass instrument history

Playing: TBD

Day 37 & 38, W, F, 11/15 & 11/17

Lecture: Brass ensembles

Playing: TBD

Day 39, M, 11/20

PE4

Day 40, M, 11/27

Binders Due!!!!!!!

Clean instruments (note: wear something that you can move and potentially get a little dirty)

Day 41, W, 11/29

WE 4 review

Binders returned

Day 42, F, 12/1

WE 4

We do not meet during finals week! If you ask, you will be directed to the syllabus!