

# Individual Flute Lessons, MP 181, CRN 26910 Syllabus Fall 2020

## General Information

### Instructor Information and Availability

Instructor name: Melanie Sorenson

Phone number: 541-908-0919

E-mail address: [sorensml@linnbenton.edu](mailto:sorensml@linnbenton.edu)

Office hours: Wednesdays 9-11 am, also available by appointment

### Course Information

Course name: Individual Flute Lessons

Section number: 01

CRN: 26910

Scheduled time/days: TBD, email instructor

Number of credits: 1

Classroom(s): [Zoom meeting room ID 3489848776](#)

### Prerequisites:

None

### Course Materials

Required:

- Tonal Energy Tuner and Metronome app
- Access to Soundtrap (contact instructor)
- You will need to purchase sheet music / music books as recommended by the instructor.
- Music stand
- Flute in good working order
- Pencil

### Course-Specific Requirements

Juries

Will be required for Music Majors at the end of each Term. These are to be factored into your grade. (They are optional for non-majors and will not factor into non-majors' grades.) If you are in your second year of lessons, you may choose to perform in a half recital during the spring term in lieu of a jury. See below for information.

### Studio Class

At the discretion of your instructor, studio classes will be held multiple times each term. If studio classes are held by your instructor they are required for music majors and recommended for non-majors. Studio classes are a chance to perform and listen to your colleagues perform, while receiving individual instruction in a masterclass setting.

### Half-Recital

In lieu of a second year spring term jury, you may choose to perform in a half-recital. This type of recital is a formal performance of 25-30 minutes worth of music. Recital repertoire qualifications are set by your instructor. Most of your literature should be solo works, though some duets, trios, etc... are allowable at the discretion of your instructor.

If you have a colleague who is also interested in preparing a half-recital, we recommend you join them and complete a full recital; 25-30 minutes of you performing, 25-30 minutes of them performing. You may then also perform a collaborative piece to close.

A recital hearing, in which you perform all the music of your recital, should be presented to members of the faculty at least 2 weeks prior to the recital. The hearing is a dress rehearsal of your performance consisting of all the components of your recital. It is meant to ensure that your music is thoroughly prepared and you are comfortable performing in a public setting.

### ***Piano Proficiency (Music Majors Only)***

***NASM requirements dictate that all music majors must acquire keyboard competency through the piano proficiency examination. The music faculty at LBCC believe that a basic level of proficiency is needed to function as a working professional musician. This piano proficiency must be completed before you graduate and/or transfer from LBCC.***

***If you have any questions, please see any piano instructor or the head of the music program.***

## **Course Description**

Lessons are 30 minutes (one credit) or one hour (two credits) in length and are taught weekly at a time to be arranged between student and instructor. You will submit an audio recording of your weekly assigned pieces and scales at least 24 hours before your scheduled lesson. This may be via email or Soundtrap. There will be an optional juried exam at the end of the term for non-music majors, which will be for the benefit of performance experience as well as for obtaining additional feedback. If the student chooses not to take the jury, then the final lesson will serve as a replacement. For music majors, the juries are required and will account for 30% of the final grade. Private lessons are catered to the individual's level and goals. They are designed to build technical proficiency, tonal sonority, and increase repertoire while strengthening knowledge of harmony, rhythm, form and music theory.

## **Student Learning Outcomes**

By the end of this course, a student will be able to:

1. Read and play flute repertoire appropriate for their level.
2. Demonstrate and play with correct or improved alignment.
3. Play with correct or improved hand position and fingering technique for a flutist of their level.
4. Apply basic performance techniques appropriate for a flutist of their level.
5. Perform with appropriate level of music expression for a flutist of their level.

## **Class Policies**

### **Behavior and Expectations**

Students are expected to:

- ❖ Attend all lessons. Please see attendance policy below for more details.
- ❖ Practice a minimum of 30 minutes per day for the one-credit class and 60 minutes per day for the two-credit class. A written practice journal may be helpful but is not required.
- ❖ Complete short and long term applied assignments as assigned by the instructor.
- ❖ Attend special events, such as free concerts, assigned by the instructor.
- ❖ Complete listening and/or written assignments as assigned.

The instructor will select and assign repertoire and various technical exercises that are

appropriate to the level and interest of each student. Students should work toward completion of both short and long term assignments and to show visible progress each week.

Students are expected to purchase music in a timely manner. A limited number of books are available at the LBCC bookstore. Others should be purchased by the student from a local bookstore, from the instructor directly, or online. Music Library or borrowed copies may be used for study purposes only, but printed music is recommended. Photocopies and/or library copies may not be used for performances.

Students are asked to give a “heads up” knock on the lesson room door if the previous lesson is not dismissed on time.

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

### **Attendance/Tardiness Policy**

Ten lessons are offered each term. While it is necessary to maintain consistent attendance, it is understood that sometimes health issues or emergency situations simply occur. It is the responsibility of the student to contact the instructor as soon as the student knows he/she will not be able to attend a lesson. Such contact must be made before 8:00am the morning of the lesson. In case of such illness, makeup lessons will be offered to students that give such notice prior to the missed lesson. In the event of the instructor cancelling a lesson or a missed lesson due to a holiday, makeup lessons will be offered by the end of term. The student and instructor will decide on an appropriate time for the makeup lesson. That may be an additional lesson time or add on to their existing lesson time. If the student does not attend the makeup lesson, no further makeup will be offered.

## Grading

### Grading Criteria

Your instructor will determine your lesson/jury grade based on your participation, enthusiasm, effort, and progress, using the following general guidelines in addition to the syllabus guidelines:

<b>Flute LESSON Grade Descriptors</b>		
<b>G R A D E</b>	<b>VALUE %</b>	<b>DESCRIPTION</b>
A	90%–100%	<ul style="list-style-type: none"> <li>• Student demonstrates a high level of creative ability, originality and critical thinking.</li> <li>• Excellent communication and presentation.</li> <li>• Student was on time and prepared for lessons.</li> <li>• Tone has improved over the course of the term and is/is becoming clear, focused and flexible.</li> <li>• Obvious effort has been made to learn &amp; polish the technical repertoire, noted improvement.</li> <li>• Student has a firm understanding of phrasing, harmonies.</li> </ul>
B	80%–89%	<ul style="list-style-type: none"> <li>• Work showing good knowledge and understanding of issues, though not necessarily of the finer points.</li> <li>• Good communication and presentation.</li> <li>• Student was generally timely and prepared.</li> <li>• Tone is improving, however progress may be limited or student may be uncertain or unwilling to explore a new tonal direction.</li> <li>• Technical weaknesses have improved somewhat over the term.</li> <li>• Student has made an effort to explore musicality in their pieces.</li> </ul>
C	70%–79%	<ul style="list-style-type: none"> <li>• Adequate communication and presentation.</li> <li>• Lessons were missed and/or student did not seem prepared.</li> <li>• Tone is more or less the same as at the beginning of the term, student reluctant to explore new ideas.</li> <li>• Technical weaknesses are obvious.</li> <li>• Student seems unsure of the musical phrases, often emphasizing weak beats/phrases or vice versa.</li> </ul>
D	60%–69%	<ul style="list-style-type: none"> <li>• Work lacking breadth, depth and essential content.</li> <li>• Poor communication and presentation.</li> <li>• No effort was made to treat the lessons seriously, student often unprepared/late in lessons.</li> <li>• No effort made to improve tone over the course of the term.</li> <li>• No effort made to improve technique.</li> <li>• No effort made to explore/improve musicality.</li> </ul>

## **College Policies**

### **LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### **Disability and Access Statement**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

### **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

### ***Statement of Diverse Repertoire and Practice***

***The LBCC Music Program is committed to providing an excellent education that honors both the traditional canon and music from populations who have been typically underrepresented. We are committed to presenting music to our students from diverse voices throughout their time at LBCC.***

### **Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

## **Public Safety/Campus Security/Emergency Resources:**

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

## **Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

## **JURY ETIQUETTE**

Juries are required for Music Majors. If you are a music major, you must perform a jury in your major instrument and piano if you are taking that concurrently as a private lesson.

Music majors, we ask that you perform two pieces in your major instrument. There may be other requirements in addition to the two pieces that need to be met. Please see your instructor for more information (see below). Your instructor will help you choose two appropriate works. If piano is your non-major instrument (and you are taking individual lessons on it), you will perform a separate jury on piano in addition to the two works on your major instrument.

For these juries we ask that you:

- ❖ When indicated by your instructor, practice with your collaborative pianist or partner well in advance of the jury to achieve a comfortable and solid performance. Your partner must have the music by the end of week 7.
  - If you do not rehearse with your collaborative accompanist, you may not be allowed to participate in the jury.
  
- ❖ Please fill out 4 copies of the Jury form and return these to your instructor prior to the jury.

- ❖ Present at least two copies of the pieces you will be performing to the jury panel.
- ❖ Please arrive 10 minutes early to your jury as it is important to maintain the schedule.
- ❖ You are expected to introduce yourself and announce the title and composer. Be prepared to share the time period and translation (if applicable) of your pieces.
- ❖ We would prefer you perform memorized. Accompanists and soloists must use separate copies of the music.
- ❖ We ask you to dress nicely for the jury. Whatever you would wear for a formal solo performance in front of your peers, teachers, and colleagues would be appropriate. Consult your instructor for details.
- ❖ In consultation with your instructor, follow the jury performance standards listed below:

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### **Flute Jury Performance Standards**

In addition to your two pieces for juries (one of which may be an etude), you must also perform:

#### 100 level

Fall: All Major scales, 2 octaves. Major arpeggios, full range

Winter: Minor scales (all forms), 2 octaves through 3 sharps and 3 flats.

Spring: All minor scales (all forms), 2 octaves. Major Scales, 2 octaves ascending and descending twice in one breath at quarter note = 100.

#### 200 level

Fall: All dominant seventh arpeggios, full range

Winter: All fully-diminished seventh arpeggios, full range. Chromatic scales in groups of 3's, 4's, and 5's at quarter note =120

Spring: Thirds in 6 keys. Major scales, 2 octaves ascending and descending twice in one breath at quarter note =120