# Course Information

# INDIVIDUAL LESSONS FLUTE – MP 181-01

# CRN: 43935

# Spring term, 1 April – 16 Jun 2019

## Instructor Information and Availability

Name: Abigail Sperling (DMA)

Phone: 541-609-7001

Email: [Sperlia@linnbenton.edu](mailto:Sperlia@linnbenton.edu)

Office hours: Thursdays 11:30–12:30, and by appointment

Location: South Santiam Hall, 217B

## Course Information

Course name: Individual lessons, flute

Section number: MP 181-01

CRN: 43935

Scheduled time/days: Thursdays, TBD

Number of credits: 1

Classroom(s): South Santiam Hall, 217B

### Prerequisites:

None required

## 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. 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.

## Course Materials

Course materials depend on student playing level and whether they are planning to major/minor in music. For major/minor requirements, please see below. For all others, lessons are tailored to each student and are flexible.

Please bring any material we are using to each lesson, including tuner, metronome, pencil, scores, blank notebook, etc.

# 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: You should be prepared and on-time for your lesson each week. For music majors you must practice a minimum of 2 hours per day every week. For music minors you need to practice a minimum of 1 hour a day every week. Major/minor students will need to participate in one studio class per term, which will be organized with Oregon State University.

Students are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

Instructor: Instructor will be on-time and prepared for the lesson each week.

### Guidelines for communication

### Your instructor is available via email, phone call, and text. Any changes to the lesson time or course expectations will be communicated via email; students are asked to check LBCC their email daily.

## Attendance/Tardiness Policy

Missed lessons due to illness or emergency need to be communicated no less than 6 hours before your scheduled lesson time. Missed lessons without communicatio 6 hours or more in advance will not be made up.

## Testing

Students enrolled as majors/minors are required to take a short performance exam at the end of the term, called a jury. Two juries per year will be focused on technical/musical exercises, which are confirmed in your lessons, and outlined below. Other juries focus on upcoming auditions, outside performances, and learning new repertoire. **Spring term juries are** **Monday, June 10th between 3–5.** Your instructor will help you sign up for a time.

# Jury requirements for Music Majors (the repertoire will be split between two juries):

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| Year 1  1. Scales: All Taffanel & Gaubert EJ4, slurred      1. Scales and Arpeggios from Moyse’s *Daily Exercises*  * The Chromatic Scales (A and E only) * The Arpeggiated Chords (C) * Major Scales in Thirds (E only)  1. Two studies of your choice from Moyse’s *24 Little Melodic Studies* (to be decided in concert with your teacher) 2. Two studies from n.1 – n.6 in Andersen’s Op 15­­ (only one will be heard in the exam but you are expected to prepare both) 3. Orchestral Excerpts: (choose three to play in the exam)  * Bach: Aria – Aus Liebe * Mozart: The Magic Flute * Dvorak: Symphony n.8 * Dvorak: Symphony n.9 * Bizet: Entr'acte from Carmen |

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| Year 2  1. Scales: Taffanel & Gaubert EJ4 with the first 30 articulations from Debost’s “Scale Game” (available via photocopy) 2. Scales and Arpeggios from Moyse’s *Daily Exercises*  * The Chromatic Scales (A and E only) * The Arpeggiated Chords (C) * Major and Minor Scales in Thirds (E and F only)  1. Two studies of your choice from Moyse’s *24 Little Melodic Studies* (please discuss with your teacher) 2. Two studies from between n.7 – n.12 from Andersen’s Op 15 (only one will be heard in the exam but you are expected to prepare both) 3. Orchestral Excerpts: (choose three to play in the exam)  * Debussy: l'apres midi d’un Faun * Brahms: Symphony n. 1 * Tchaikovsky: Nutcracker suite * Rossini: William Tell * Ravel: Bolero |

# For Music Minors (the repertoire will be split between two juries):

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| Year 1  1. Scales: Taffanel & Gaubert EJ4, slurred 2. The Chromatic Scales (A and E only) from Moyse's *Daily Exercises* 3. Two studies of your choice from Moyse’s *24 Little Melodic Studies* (please discuss with your teacher) 4. Choose one study from between n.1 – n.6 from Andersen’s Op 15 |

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| Year 2  1. Scales: Taffanel & Gaubert EJ4, slurred 2. Scales and Arpeggios from Moyse’s *Daily Exercises*  * The Chromatic Scales (A and E only) * Major Scales in thirds (E only)  1. Two studies of your choice from Moyse’s *24 Little Melodic Studies* (please discuss with your teacher) 2. Choose one study from between n.7 – n.12 from Andersen’s Op 15 |
| Book List: Technical repertoire: The following books are required for majors/minors and should be purchased as soon as possible.   * Moyse, Marcel, *24 Little Melodic Studies.* * Moyse, Marcel, *De La Sonority.* * Taffanel & Gaubert, *Scale Pattern* (available from your teacher) * Andersen, Joachim. *Etudes* Op. 15/30/33/41 (all are available from IMSLP)   Extended technical repertoire: please discuss with me before ordering   * Debost, Michel, *Gamme Game* (available from your teacher) * Durichen, Christoph (ed), *Test Pieces for Orchestral Auditions for Flute and Piccolo.* * Moyse, Marcel, *Daily Exercises.* * Taffanel & Gaubert, *Daily Exercises.* |

# 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](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call [(541) 917-4789](tel:5419174789).

## Statement of Inclusion

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](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

## 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](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) 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.

## Campus Police/Emergency Resources

You may review emergency services and resources at the LBCC [Public Safety website](https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/public-safety). Campus Safety can be reached using the 'Code 2' button on any campus phone or by dialing x411 on campus or (541) 917-4440 off campus. Dial 911 for off campus emergencies.

Public Safety link for printed syllabus: https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/public-safety

# Campus Resources

## Learning Center

* Youtube: for any and all listening needs, but please be aware that audio, video and performer quality vary widely. Be sure you are using this resource wisely, and recognize to whom you are listening.
* Linfield Library Music Database: the Linfield Library provides you with a wealth of both online and print resources including Oxford Music Online and Naxos. I encourage you to look at the Music Research Databases available online through the Linfield Library.
* Naxos: Naxos Music Library is an online resource featuring solo, chamber, and orchestral music. This is an essential resource for your jury and recital preparation, and to save time with an accompanist.
* IMSLP: The International Music Score Library Project is an online source for sheet music when the copyright has expired. Please note it is free to download and print sheet music, but a subscription is encouraged.

## Library

Music is often available from interlibrary loan from other libraries in the Pacific Northwest. These books are found in the normal library catalogue and can be ordered to LBCC for you to pick-up. Arrival time takes about a week.

# 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.

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:

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| Flute LESSON Grade Descriptors | | |
| GRADE | VALUE % | DESCRIPTION |
| A | 90%100% | Student demonstrates a high level of creative ability, originality and critical thinking.Excellent communication and presentation.Student was on time and prepared for lessons.Tone has improved over the course of the term and is/is becoming clear, focused and flexible.Obvious effort has been made to learn & polish the technical repertoire, noted improvement.Student has a firm understanding of phrasing, harmonies. |
| B | 80%–89% | Work showing good to knowledge and understanding of issues though not necessarily of the finer points.Good communication and presentation.Student was generally timely and prepared.Tone is improving, however progress may be limited or student may be uncertain or unwilling to explore a new tonal direction.Technical weaknesses have improved somewhat over the term.Student has made an effort to explore musicality in their pieces. |
| C | 70%–79% | Adequate communication and presentation.Lessons were missed and/or student did not seem prepared.Tone is more or less the same as at the beginning of the term, student reluctant to explore new ideas.Technical weaknesses are obvious.Student seems unsure of the musical phrases, often emphasizing weak beats/phrases or vice versa. |
| D | 60%–69% | Work lacking breadth, depth and essential content.Poor communication and presentation.No effort was made to treat the lessons seriously, student often unprepared/late in lessons.No effort made to improve tone over the course of the term.No effort made to improve technique.No effort made to explore/improve musicality. |

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| Flute JURY Grade Descriptors | | |
| GRADE | VALUE % | DESCRIPTION |
| A | 90%–100% | Student demonstrates a high level of creative ability, originality and critical thinking.Excellent communication and presentation.Student was on time and prepared for lessons.Tone has improved over the course of the term and is/is becoming clear, focused and flexible.Obvious effort has been made to learn & polish the technical repertoire, noted improvement.Student has a firm understanding of phrase direction, harmonies. |
| B | 80%–89% | Work showing good to knowledge and understanding of issues though not necessarily of the finer points.Good communication and presentation.Student was generally timely and prepared.Tone is improving, however progress may be limited or student may be uncertain or unwilling to explore a new tonal direction.Technical weaknesses have improved somewhat over the term.Student has made an effort to explore musicality in their pieces. |
| C | 70%–79% | Adequate communication and presentation.Lessons were missed and/or student did not seem prepared.Tone is more or less the same as at the beginning of the term, student reluctant to explore new ideas.Technical weaknesses are obvious.Student seems unsure of the musical phrases, often emphasizing weak beats/phrases or vice versa. |
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