



Course Syllabus: Applied Lessons - Instrumental

Lamar D. College of Fine Arts

AMUS 144X-444X

Spring 2023

Contact Information

Instructor: Dr. Luke Ellard

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Textbook & Instructional Materials

You should expect to purchase repertoire and method books during the semester as recommended by the instructor. Students may purchase music at any music store of their choice. Suggestions for places to purchase music include Penders (located in Denton), or online websites, such as www.sheetmusicplus.com and www.jwpepper.com. Photocopies will be prohibited. This is the equivalent of purchasing a textbook for a class.

- Complete Method for Clarinet by Carl Baermann
- Melodious and Progressive Studies Book 1 ed. by David Hite

Equipment Checklist:

- Instrument in working order
- Several reeds
- Lesson binder
- Assigned method books and repertoire (originals – photocopies are prohibited)
- Metronome/Tuner

Course Description

Private lessons (clarinet).

Course Objectives/Learning Outcomes/Course Competencies

Upon successful completion of the course, student will:

1. Demonstrate the ability to understand and apply basic technical skills related to instrumental area or voice by
 - a. Demonstrating proper technique in assigned technical exercises;
 - b. Demonstrating proper technique in assigned musical repertoire.
2. Display appropriate interpretation skills in the preparation and performance of assigned musical repertoire by:
 - a. Displaying the ability to memorize assigned repertoire, as applicable;
 - b. Integrating concepts related to musical style and interpretation in the preparation and performance of assigned musical repertoire, as applicable.

Student Handbook

Refer to: [Student Handbook-2021-22](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Grading/Assessment

Students enrolled in applied lessons will be graded on the following criteria:

1. The student's weekly attendance and preparation. *Daily, sufficient, and intelligent practice is expected.* A grade will be assigned for each lesson and then averaged together at the end of the semester.
2. Optional attendance at Dr. Dunbar's weekly studio class (Fridays at 3pm).
3. At least one performance at weekly Wednesday Recital Attendance. This must be a solo with piano unless prior approval has been made by the professor.
4. A final jury performance at the end of the semester.
 - Literature should be chosen in consultation with the teacher and should be of an appropriate level, commensurate with the abilities of the student.

- Literature chosen for the performance could be a movement of a larger work.
 - Literature must be performed with piano, unless otherwise approved.
6. Given the individualized nature of applied study and the varying difficulty of repertoire, it is difficult to quantify certain aspects such as the number of solos a student should learn and perform each semester; however, as a generalization, studying only one or two solos a semester would likely be considered insufficient.

**Students may be excused from the final performance jury if, 1) they have performed a half or full student degree recital during the semester of which the jury is for, and/or, 2) if the student has given a formal, public recital performance affiliated with the university during the semester of which the jury is for. What constitutes a formal, public recital performance remains at the discretion of the professor.*

***If the above criteria are not met, the student's grade will be lowered.*

1. A lesson will be given the grade of A if:

You are prepared to the highest of your ability. You are playing the assigned material technically very well and have given thought to the artistic interpretation of the assignment. You exhibit an understanding of the material and repeated material from the prior lesson shows substantial improvement.

2. A lesson will be given the grade of B if:

You are somewhat prepared, but still have clear technical issues that need improvement. You show signs of artistic interpretation. Assignments are incomplete or not prepared to the best of your ability. Repeated material from the prior lesson shows some improvement.

3. A lesson will be given the grade of C if:

It is not clear as to whether you adequately prepared for your lesson. You cannot perform multiple assignments and/or appear to be sight-reading portions of your music. Your playing lacks technical fluidity and includes major problems with notes, rhythms, or tempo. Repeated material from the prior lesson shows little improvement.

4. A lesson will be given the grade of D if:

You have not prepared for your lesson. Assignments were either not completed or completed at a level much less than your capability. Repeated material from the prior lesson shows no improvement.

5. A lesson will be given the grade of F if:

You have an unexcused absence, or you attend but do not bring your assignments, instrument, or equipment, and can therefore not complete the lesson. No practice occurred during the prior week.

*A student's lesson grade may be lowered due to tardiness. This is at the professor's discretion.

A - 100-90%

B - 89-80%

C - 79-70%

D - 69-60%

F - 59-0%

Assignments	Points
Lessons (13 Total, 100 points each)	1300
Recital Attendance Performance	200
Final Jury Performance	500
Total	2000

Grade	Points
A	1800 - 2000
B	1600 - 1799
C	1400 - 1599
D	1200 - 1399
F	Less than 1199

Homework

Students will be given individualized music performance assignments for each lesson. Assignments should be prepared to the highest level of your ability.

Exams

At least one performance at weekly Wednesday Recital Attendance. This must be a solo with piano unless prior approval has been made by the professor.

Schedule will be determined by the instructor and student.

Final Exam

A final jury performance at the end of the semester (Date TBD)

- Literature should be chosen in consultation with the teacher and should be of an appropriate level, commensurate with the abilities of the student.
- Literature chosen for the performance could be a movement of a

larger work.

- Literature must be performed with piano, unless otherwise approved.

Important Dates

Last day for term schedule changes: August 22-25, 2022

Deadline to file for graduation: for December, September 26; for May, October 3

Last Day to drop with a grade of "W:" October 24, 2022.

Attendance

Lesson Attendance Policies. *There is a "no-cut" policy for applied instrumental lessons.* Students enrolled in applied lessons are expected to attend all lessons. If a student wishes to cancel a lesson, the teacher may make up the lesson at his/her discretion. Students wishing to cancel a lesson should notify the teacher at least 24 hours in advance (with exceptions of death in the family or serious illness). Insufficiently prepared lessons will not be made up, and a student may be asked to leave. Students will be dropped and given a WF after two unexcused absences.

To avoid missing a lesson, students are allowed and encouraged to trade times with a colleague. This schedule change does not require prior approval from the instructor, but please notify the professor to inform them of the change. In the event the instructor needs to cancel, a make-up lesson will be scheduled.

Instructor Class Policies

To maximize lesson time, students must warm up (instrument, reed, embouchure, fingers, mind and body) prior to the lesson and knock on the studio door at the lesson time. Set up and pack up your instrument in the hallway to allow for maximum lesson time. Please do not knock early, as you may disrupt another student's lesson. Students are encouraged to express what they hope to cover in the lesson and show an eagerness to learn when they walk through the door. Students should bring all appropriate music, instruments and materials to lessons and classes, including their lesson notebook, which will be used to consolidate all lesson-related information and serve as a plan and record of study.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer

semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public

university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady - Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

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Appendix A:

Course Objectives and Student Learning Outcomes:

Specific learning objectives for the course derive from the Texas SBEC Standards/Test Frameworks for [EC-12 Music](#) and the [Pedagogy and Professional Responsibilities Standards \(EC-Grade 12\)](#). This course provides music education students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Demonstrate proficiency through performance of common repertoire and etudes. (SBEC Pedagogy & Professional Responsibilities Standard I, III; SBEC Music Domain IV Competency 009)
2. Discuss the historical relevance of each instrument and where the repertoire they are performing exists in the historical timeline. (SBEC Pedagogy & Professional Responsibilities Standard I; SBEC Music Domain IV Competency 009)
3. Integrate concepts learned in other areas to their performance of the literature. These other areas could include, but are not limited to music theory, music history, aural skills, world history, and music education. (SBEC Pedagogy & Professional Responsibilities Standard II, IV; SBEC Music Domain IV Competency 009)

Domain IV-Music Classroom Performance (Standards I-II, V-VII, IX-X)

Standard I and II Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.		
A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).	Develop	Assessed weekly during applied lessons as well as at the culminating jury performance. See attached jury rubric below.
B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).	Develop	Discussed weekly during applied lessons and demonstrated through healthy performance practice at each lesson and the culminating jury performance. See attached jury rubric below.
C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.	Develop	Discussed at the beginning of each semester when choosing repertoire to perform. Assessed by performing level-appropriate materials at the culminating jury.
D. Understands standard terminology used in communicating about students' musical skills and performances.	Develop	Demonstrated weekly at the applied lesson through conversation with the instructor. Assessed in item III (Practice, Rehearsal, and Performance Reflection) of the jury sheet (see below)

E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.	Develop	Demonstrated weekly at the applied lesson through conversation with the instructor. Assessed in item III (Practice, Rehearsal, and Performance Reflection) of the jury sheet and through the culminating jury performance. See attached jury rubric below.
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TAC 228.30 Alignment

Code	Description
(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	The students are instructed in all aspects of instrument performance and pedagogy. This includes performance demonstration and observation and evaluation of performances.
(7) appropriate relationships, boundaries, and communications between educators and students;	Communication between the teacher and student is addressed through weekly instruction. Each one-on-one interaction between the instructor and student offers insight into ways to communicate effectively with students.

TAC 149.1001 Alignment

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objectives #1, 3 Assessed through classroom discussion of appropriate teaching materials and weekly demonstration of performance practices, culminating in the final jury performance of the semester.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objectives #1, 3 Assessed through classroom discussion of teaching practices and weekly demonstration of performance skills, culminating in the final jury performance of the semester.
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	Course Objectives #1, 2 Assessed through weekly instrumental performance culminating in the final jury performance of the semester.
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally	Course Objectives #1, 3

<p>safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.</p>	<p>Assessed through weekly interactions with the instructor of the course and discussed when appropriate during lessons.</p>
<p>(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.</p>	<p>Course Objective #1 Students are instructed through self-assessment of performances and the “Practice, Rehearsal, and Performance Reflection” submitted at the end of the semester. See attached jury sheet below.</p>

Midwestern State University Music Department

Lamar D. Fain College of Fine Arts

Jury and Recital Preview Rubric

Winds, Strings and Percussion

Student _____

Applied Instructor _____ Semester _____

Degree: Performance Education BA Minor

Barrier: Upper Level _____

I. Semester Repertoire, composer (place an * next to prepared jury selections)

II. Semester Technical Exercises and Scales

III. Practice, Rehearsal and Performance Reflection

In addition to completing the information on this sheet, attach a typed reflection detailing what you have learned this semester in regard to practicing, rehearsing in ensemble, working with an accompanist, and performing both as soloist and in ensemble. The suggested length of this reflection is 300-500 words.

Midwestern State University Music Department

Jury Performance Rubric – Winds, Strings, and Percussion

	Superior (A)	Excellent (B)	Good (C)	Fair (D)	Poor (F)	N/A
Musicianship	Highest level of musicianship with well-shaped phrases, observed dynamics, and style	High level musicianship: most phrases well-shaped, dynamics observed, and appropriate styles	Moderate level of musicianship with inconsistent phrasing, dynamics, and style	Limited level of musicianship: limited phrasing, dynamics, and style	Lack of musicianship: little or no observation of phrasing, dynamics, and style	
Collaboration	Student collaborates well with the accompanist throughout the entire performance	Student collaborates well with the accompanist most of the performance	Student collaborates well with the accompanist some of the performance	Student does not collaborate with the accompanist most of the performance	Student does not collaborate with the accompanist	
Tone	Tone is consistently full and clear	Tone is full and clear	Tone is somewhat full and clear	Tone is inconsistent	Tone is poor	
Intonation (with piano, if applicable)	Notes are centered and in tune for all registers	Notes are centered and in tune for most registers	Many notes are centered and in tune for some registers	Many notes are performed with inconsistent intonation	Most notes are performed with inconsistent intonation	
Tempo	Tempo is consistent with indicated markings	Tempo approaches indicated markings	Tempo varies from indicated markings	Tempo varies widely from indicated markings	Tempo does not reflect indicated markings	
Rhythm	Rhythms are accurate	Most rhythms are accurate	Many rhythms are accurate	Many rhythms are incorrect	Most rhythms are incorrect	
Articulation	Articulations are performed as indicated	Most articulations performed as indicated	Many articulations performed as indicated	Many articulations performed inaccurately	Most articulations performed inaccurately	
Note Accuracy	Notes are accurately performed	Most notes are accurately performed	Many notes are accurately performed	Many notes are inaccurately performed	Most notes are inaccurately performed	
Presentation	Highest level of stage presence	High level of stage presence	Moderate level of stage presence	Limited level of stage presence	Lack of stage presence	
Attire	Professional Attire		Moderately Professional Attire	Inappropriate Attire		

Comments:

Grade _____ Faculty Signature _____ Date _____