

Tuba Euphonium Pedagogy and Lit

MUL4442

I. Course Information

Fall 2023

Meeting Time/Day: To be arranged.

Location: MUB 307

Instructor

Dr. Danielle VanTuinen: dvantuinen@ufl.edu

Office Location: Music Building 307

Office Hours: By Appointment

TA: Morgan Skelley: mskelley@ufl.edu

Course Description

This course is designed to provide students with an overview of and hands-on experience regarding issues pertaining to teaching methods and techniques. In addition to the exploration of different pedagogical approaches, the students will learn the standard repertoire for both the tuba and euphonium from the beginning levels through collegiate. Topics will include.

- Develop excellence in teaching.
- Compare and analyze teaching methods and techniques.
- Understand learning style profiles.
- Understand your role as an educator in a Social Change Ecosystem.
- Develop a teaching philosophy.
- Increase knowledge of tuba and euphonium repertoire in relation to the musical timeline.
- Develop an increased understanding of major developments in tuba euphonium history and repertoire.
- Develop a confident and professional style of performing and public speaking.

Learning Outcomes

- Demonstrate pedagogical techniques.
- Develop a personal teaching style.
- Develop concepts and activities for teaching Diversity, Equity, and Inclusion in context of your teaching position.
- Demonstrate proper technique and develop techniques to effectively improve and fix low brass students' overall skills.
- Know multiple methods of brass pedagogy and apply concepts to teaching.
- Develop an understanding of original works, transcriptions, and arrangements for tuba and euphonium in a solo and ensemble setting.
- Learn and research historical aspects of tuba euphonium repertoire and be able to apply the knowledge.

Required Texts

- Also Sprach Arnold Jacobs – Compiled by Bruce Nelson
- The Brass Players Cookbook – ed. Kenneth Amis

Recommended Texts

- Marginalized Voices in Music Education – ed. Brent C. Talbot
- The Cambridge Companion to Brass Instruments – Trevor Herbert & John Wallace
- The Tuba Family – Clifford Bevan
- Mr. Tuba – Harvey Phillips
- Berlioz' Orchestration Treatise: A Translation and Commentary – H. MacDonald
- Music Landscapes in Color: Conversations with Black American Composers – W. Banfield
- Speak No Evil: Talking Race as an African American in Music Education – J. McCall
- The Tuba Source Book
- The Euphonium Source Book

In addition to the required texts, students are responsible for researching and reading books, articles, scholarly publication, and other materials that pertain to the topic being discussed.

Each Week will include:

- Readings
- Discussions of reading and application
- Watching pedagogy videos
- Project presentation or teaching demonstrations

II. Weekly Schedule

Week	Description	Due
Week 1	Course Introduction and Projects Discussion: What is pedagogy? What is teaching and learning? Read for Week 2: Chapter 1 – The Whole Musician & Chapter 1 – Also Sprach	
Week 2	Learning Style Profiles In-Class Discussion of Readings	Project No. 1
Week 3	Embouchure Part 1 Read and Discuss – Seeing Race Again (Crenshaw)	
Week 4	Embouchure Part 2	Project No. 2
Week 5	Embouchure Part 3	

	Read and Discuss – Speak No Evil: Talking Race as an African American in Music Education (pp. 13-26)	
Week 6	Breathing	Project No. 3
Week 7	Articulation Language Influence on Brass Performance Read and Discuss: A Female Band Director’s Career in a Culture of Masculinity	
Week 8	Common Problems and Suggested Remedies	
Week 9	Performance Success Body Mapping Read and Discuss: Can’t I Sing with the Girls – A Transgender Music Educator’s Journey	
Week 10	Etudes, Method Books, Doubling	Project No. 4
Week 11	Equipment Teach in Class	
Week 12	Interview Techniques	
Week 13		Project No. 5
Week 14	Presentation of your research in class	
Week 15	Presentation of your research in class	

III. Assignments

Projects

Project Number	Description
Project No. 1 – Due Week 2	Brass Player’s Cookbook. Select and evaluate (in writing) three chapters from <i>The Brass Player’s Cookbook</i> after personally implementing suggested recipes for performance. Discuss the author’s ideas, communication skills, and whether the concept proved to be helpful/valuable. Orally present/demonstrate one reading to the class. 50 pts.
Project No. 2 – Due Week 4	Present a pedagogy topic of choice in class, masterclass style (15 min). Create a handout or use PowerPoint and present in an engaging and participatory manner based on your research topic. Possible topics include but are not limited to breathing, improving one’s practice, developing and improving musicianship, learning to improvise, peak performance, the value of chamber music, embouchure, health and wellness, articulation, developing tone, or a topic of your choice. Your teaching will be recorded for you and your professor’s assessment. 100 pts.
Project No. 3 – Due Week 6	Write a personal teaching philosophy statement. 50 pts.
Project No. 4 – Due Week 10	Power Lesson Video: Create a professional 5-minute video to demonstrate/teach and concept on your instrument. This is a video that could be published on YouTube. <ol style="list-style-type: none"> 1. Choose a topic of focus.

	<ol style="list-style-type: none"> 2. Create a clan space to video. 3. Introduce the concept. 4. Demonstrate the concept. 5. Review the concept. 6. Present a closing statement in the form of inspiration. 7. Use movie editing to create a professional intro and outro screen. <p>50 pts.</p>
Project No. 5 – Due Week 13 and 14	<p>Final: Research Paper and Presentation – Choice of Topic</p> <ul style="list-style-type: none"> • 8–10-page paper on a pedagogical topic of choice. Double-spaced, formatted, footnotes where applicable – present information, in the form of properly-cited resources, including quotations or score excerpts where appropriate. • Analyze and compare information, giving some insight into its content and pedagogical value. • Critically evaluate information, offering insight into the uses and relative merits of different materials. • Include concepts and application of diversity, equity, inclusion within your selected topic. <p>100 pts</p>

IV. Grading

Description	Points
Participation	100 pts
Project No. 1	50 pts
Project No. 2	100 pts
Project No. 3	50 pts
Project No. 4	50 pts
Project No. 5	100 pts
Attendance	50 pts
	Total Points
	500 pts

Percent	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+

V. University Policies

More information on UF grades and grading policies is here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: Student Honor Pledge

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University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code ([https:// sccr.dso.ufl.edu/process/student-conduct-code/](https://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Health and Wellness:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Academic Resources:

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>