

**MUSAP 210 BRASS TECHNIQUES**  
University of Washington – 2015-2016 (Winter 2016)

Instructor: Erin Howard

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**OVERVIEW:**

To be a music teacher is to be a jack of all trades. In this course you will learn basic pedagogy for all brass instruments, including but not limited to: parts and assembly, embouchure, hand position, articulation, fingerings, characteristic tone, tuning, and recommended equipment. You will also choose trumpet or trombone as your primary brass instrument of study in order to transfer the pedagogy to practical use and to help you understand the frustrations of brass instruments and their solutions. Emphasis will be heavily on learning how to teach brass instruments as you learn to play. You will also compile a resource binder throughout the course.

**COURSE OBJECTIVES:**

This class has been designed to prepare you to teach any of the brass instruments and understand the skills and challenges of playing one of them. In order to do so, you will:

- Examine basic technique and fingerings of all brass instruments;
- Apply the abovementioned to one specific instrument (trumpet or trombone);
- Practice teaching this material in class, as well as preparing to teach techniques applicable to the ensemble setting;
- Identify successful habits and potential obstacles of brass playing;
- Review and evaluate literature appropriate for use in a variety of settings;
- Construct a resource binder for future use
- Develop playing proficiency on your specified instrument including embouchure, tone, fingerings, and articulation

**GENERAL INFORMATION**

- This is an interactive, experience-based course. Learning can only happen if you are present and prepared for the class meetings. This means that you will be expected to practice in order to develop playing proficiency on your chosen instrument.
- Assignments are due at the beginning of the class meeting on the due date unless otherwise stated. Late assignments will receive a 1-point deduction for each calendar day late beginning at the end of the class period. Absence is not an excuse.
- All written assignments should be typed and checked thoroughly for spelling, grammatical and structural errors. Notated musical materials should be in the neatest of manuscript or generated by a notation program. Assignments not meeting a high standard of presentation will be returned for revision and re-submission.

**ASSIGNMENTS:**

Arranging Project	10 points
Six Week Plan	10 points
Reflections	6 points
Article Reviews	6 points

*\*Other assignments to be announced*

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<b>Week</b>	<b>Topics</b>	<b>Playing:</b>	<b>Homework</b>
<b>1</b> 1/5, 1/8	Warming Up, Horn: Parts & assembly, embouchure, hand position	Scales: Concert Bb, Concert F, Chorale	
<b>2</b> 1/12, 1/15	Horn: History,, Fingering chart, Harmonic series, F Horn vs. Bb Horn	Scales, Chorale, buzzing exercises Articulation studies	
<b>3</b> 1/19, 1/22	Horn: Care & maintenance, rec. equipment/accessories,	scales, chorale, articulation studies cont.'d,	
<b>4</b> 1/26, 1/29	Horn: Quiz (wk. 1-3), Playing demo	Arranging project	
<b>5</b> 2/2, 2/5	Horn: Band literature, solo repertoire, reference recordings	Review, Rhythm studies, slur studies	
<b>6</b> 2/9, WMEA	Euph/Tuba: History, Parts & assembly, embouchure, hand position, fingering chart	Articulation + Slurs, Concert Be scale, Rhythm drills	
<b>7</b> 2/16, 2/19	Euph/Tuba: Playing demo	Chamber groups	
<b>8</b> 2/23, 2/26	Euph/ Tuba: Band literature, solo repertoire, reference recordings, rec. brands	Chamber groups	
<b>9</b> 3/1, 3/4	Common obstacles/solutions for Horn/Euph/Tuba	Chamber groups + rehearse playing test solos	
<b>10</b> 3/8, 3/11	TBD, Final Exam		