

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

**WEEKLY PROJECTS: Submit on Canvas each Friday by 11:59pm.**

#1. Determine 3 instrument specific method books for each brass instrument (Trumpet, Horn, Trombone/Euph, Tuba) that you would recommend to advancing high school students. (*NOT a band method like Essential Elements, Accent on achievement, etc.*). Write a paragraph for each selection to explain what the book offers and why it made your list. Consult professionals in the field and cite your sources.

#2. Videotape a 15-minute lesson with a new trumpet player. Write a lesson plan that will help the student learn the most essential concepts about playing trumpet in the limited time frame (a list of objectives is fine). Submit with the video clip.

#3. Attend a rehearsal of Symphonic Band (MW 3:30-5:30) or Concert Band (W 7:00-9:00). Sit in with the horn section and take notes. Include: pieces rehearsed, range, challenges, etc. Type and submit- please note the ensemble and date you attended.

#4. How often will you get your school-owned brass instruments cleaned? Where will you get them cleaned? What are the options for cleaning methods, and what do they cost? Will all the instruments get sent at the same time? At what point in the year will you send them? Where will the money come from? Interview at least 2 current teachers and 2 music stores.

#5. Videotape a 15-minute lesson with a new trombone player. Write a lesson plan that will help the student learn the most essential concepts about playing trombone in the limited time frame (a list of objectives is fine). Submit with the video clip.

#6. Write a letter to parents explaining how to rent a school-owned instrument (tuba/baritone). Additionally, draft a “rental agreement” that lists the expectations for student use, terms of the rental (transporting home, maintenance, etc.), and consequences of damage, loss, or theft.

#7. Write a warm up sequence that you will use everyday for your intermediate (3 years experience) brass class. Videotape yourself performing the sequence (min. 5-minutes) and explaining the pedagogy behind your choices.

#8. List 3 models per instrument that you would recommend to parents who are interested in purchasing an instrument for their band student. These should be of quality, but also practical. Choose 1 student model, 1 intermediate model, 1 advanced model. (trumpet, trombone, euphonium, tuba).

Instrument	Level	Price	Rationale
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#9. ESSAY: You have an intermediate brass student that is not progressing despite your best efforts to problem solve with that student during class. What are the steps you will take after discovering the student isn't having any success? (*You should have at least 5 steps*)