

Course Syllabus — Applied Flute

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Taught under the following course numbers:

Music 105, 107, 207, 307, 407, 612, 613

Purpose: Our central goal is for you to perform *effectively* at a professional or near-professional level. Music is a competitive field in which comparisons are easily made and your credibility often depends on your ability to perform. Success requires a high degree of personal development (both maturity and self-discipline), plus *genuine* self-confidence based on proven abilities. It also requires a number of specific skills and a considerable depth of knowledge. These include preparation and practice techniques, practical understanding of the flute, and a broad awareness of historical styles and appropriate performance practice (refined musical taste). The perspectives and problem-solving skills acquired here will prove invaluable in every aspect of your professional life.

Flute lessons at the college level are different from high school. You can expect to make more progress in a semester than you previously did in a year and over four years, the improvement can be astonishing. This is all good, but requires both time and a willingness to accept change – the basis of any improvement. Standards and expectations are high and you do get a grade, but that misses the point. Serious practice requires a great deal of time and there is a danger that it can turn into work. Should this happen, speak to your instructor immediately!

General Requirements:

- 1) Weekly Lessons** - Fifteen lessons (50 minutes each) are possible and should be your goal. You are allowed one unexcused absence. After that, each absence will lower your final grade by ½ letter. Each lesson is evaluated using an “Applied Lesson Sheet,” resulting in your weekly lesson grade (0 to 4 on a 4-point scale). A minimum of ten, 50-minute lessons must be completed in order to receive a passing final grade. IN ADDITION:
- 2) Studio Class** - Bring your flute and be prepared to play with or without notice. Again, you are allowed one unexcused absence per semester. More absences will affect your final grade. Content varies from casual conversation to prepared reports and masterclasses.
- 3) Public Performance** - You are expected to perform as a soloist at least once a semester. The preferred format is flute and piano, but other combinations are acceptable if approved in advance.
- 4) Recital Attendance:** Your presence is required at all major flute events. These include Flute Studio Recitals, Qualifying Examinations, Junior and Senior Recitals, Faculty and Guest Flute Recitals, Masterclasses, and other events as announced. If in doubt, ask. You should also attend as many “minor” flute events (student recitals) as possible. These are opportunities to hear new repertoire and new interpretations of familiar pieces. Such opportunities are not to be missed. Your grade will be lowered one letter for missing a major event and will also be lowered if a pattern of non-attendance emerges for “minor” flute events. This rule rarely requires enforcement. Should you find yourself wanting to skip someone else’s flute performance, serious self examination is in order.
- 5) Jury** - This is the equivalent of a final exam and an opportunity to show what you’ve been doing to an educated audience – *who will provide invaluable feedback*. The jury typically consists of a solo, an assigned etude, scales (chosen by the jury) and sightreading appropriate to the level.
As departmental policy, all major scales and arpeggios are expected for MUS 107.
ALL forms of minor scales and arpeggios are expected in MUS 207 and beyond.
Juries can be stressful, but this is not necessary. If you complete lesson assignments and basically “do as you’re told,” you will be prepared and the juries can actually be fun. We have also been experimenting with juried recitals as a replacement for regular juries. These are optional, at your instructor’s discretion.

General Requirements:

MUS 105, Preparatory Applied. This course number is for students whom the audition committee sees as talented and promising, but not quite up to the level expected of an incoming freshman. It is often offered to students with little previous private instruction and represents a chance to catch up quickly. We have had many students who have gone from this to do excellent work in college and professionally. A jury determines whether the student may advance to MUS 107.

MUS 107, first semester freshman. The first step up the ladder. This period is used to address deficiencies and begin focused practice.

MUS 107, second semester freshman. The final jury also serves as a qualifying examination. It is possible to pass the course, but fail the qualifying exam.

MUS 207, first semester sophomore. This should emphasize acquisition of technical proficiency and development of repertoire.

MUS 207, second semester sophomore, a continuation of the above. A substantial public performance is strongly encouraged. Advancement to 363 requires approval of faculty committee (jury or recital).

MUS 307, first semester junior. By this time the student should have a good technical command of the instrument and be able to perform publicly with confidence. Emphasis will be placed on development of repertoire.

MUS 307, second semester junior. This semester focuses primarily on preparation of a substantial public performance. The BM Applied requires successful completion of MUS 305 Junior Recital.

MUS 407, first semester senior. This is the last chance to polish technique and explore repertoire.

MUS 407, second semester senior. The BM Applied requires MUS 405 Senior Recital. This will occupy most of your time and energy. Education majors are encouraged to complete as much of the BM-performance requirements as their schedules and temperament allow.

MUS 612, graduate level applied. A high degree of independence and initiative is expected. All major technical deficiencies should be dealt with during the first semester. Remaining study should focus on repertoire and performance practice.

Grading:

Your final grade is derived from your lesson grades, the check sheet and your jury grade as follows:

Lesson Grades 75%

Jury Grade 25%

Total: 100%

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

0 - 59 points = F

The non-graded requirements (public performance and attendance at lessons, studio class, and flute recitals) will each lower your grade if not met.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or alexis@wcu.edu. You may also visit the office's website: disability.wcu.edu