

# MUSI - 143 - Beginning Woodwind Instruments

Revised Curriculum Office Use Only

19-20 Revised Curriculum Use Only

## COURSE OUTLINE OF RECORD

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### VIII. General Course Information

**Subject:\***

MUSI

**Course Number:\*** 143

**Descriptive Title:\*** Beginning Woodwind Instruments

**Course Disciplines:\***

Music

**Division:**

Fine Arts

**Department:\***

Music

**Catalog Description:\***

This course for the beginning musician introduces basic skills and techniques for playing a woodwind instrument. Students select from flute, clarinet, saxophone, oboe, or bassoon. Music reading, tone production, breath control, technique, musicianship and instrument care are emphasized. Students must provide their own instrument.

### **Conditions of Enrollment:**

**Prerequisite:**

**Co-requisite:**

**Recommended  
Preparation:**

**Enrollment  
Limitation:**

**Limitation:**

**Course Length:**  Full Term

**Hours Lecture (per week):** 2

**Hours Laboratory (per week):** 1

**Outside Study Hours:\*** 4

**Total Hours:\*** 54

**Course Units:\*** 2

**Grading Method:** Letter Grade only

**Credit Status:** Credit, degree applicable

**Transfer CSU:**  Yes  
 No

**Effective Date:** Prior to July 1992

**Transfer UC:**  Yes  
 No

**Effective Date:** Prior to July 1992

**General Education  
ECC:**

**Term:**

**Other:**

**CSU GE:**

**Term:**

**Other:**

**IGETC:**

**Term:**

**Other:**

**IX. Outcomes and Objectives**

**A. Student Learning Outcomes SLOs** (The course student learning outcomes are listed below.)

**Student Learning Outcomes:**

**SLO #1 Proper Techniques**

Upon completion of the course, students will be able to demonstrate basic elements of proper woodwind instrument playing techniques in a given piece of woodwind music.

**SLO #2 Pitches and Rhythms**

Upon completion of the course, students will be able to demonstrate basic ability to execute correct pitches and rhythms of a given piece of woodwind music.

**SLO #3 Terminology and Symbols**

Upon completion of the course, students will be able to demonstrate the ability to correctly interpret terminology and symbols for articulation and dynamics, and perform them in a given piece of woodwind music.

**B. Course Objectives (The major learning objectives for this course are listed below.)**

**Course Objectives:**

1. Identify and integrate principles of proper woodwind playing including correct posture, instrument position, embouchure, breath support, and reed selection.
2. Demonstrate elements of proper woodwind playing techniques including tone production, instrument tuning, intonation, articulation, basic and alternate fingerings.
3. Demonstrate rhythm and pitch accuracy, dynamics, and phrasing.
4. Define and correctly respond to terminology and symbols for tempi, form, and musical expression.
5. Prepare and perform short instrumental exercises, solos, and duets.
6. Integrate principles of proper woodwind playing and playing techniques in a performance.

**X. Outline of Subject Matter**

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

**Example:**

**I. Main Topic (3 hours, lecture)**

**A. Sub topics**

**B. Sub topics**

**1. Super sub topic**

**2. Super sub topic**

**Major Topics:** **I. Woodwind Instrument (3 hours, lab)**

1. Assembly
2. Disassembly
3. Care
4. Maintenance
5. Playing position
6. Embouchure

**II. Tone production (6 hours, lecture)**

1. Reed selection
2. Breath control

**III. (8 hours, lecture)**

A. Pitch Notation

1. Treble clef
2. Bass clef

B. Rhythm Notation

1. Note values
2. Rest values

**IV. Fingering (6 hours, lecture)**

1. Standard fingerings
2. Alternate fingerings
3. Chromatic fingerings

**V. Intonation and tuning (4 hours, lecture)**

A. Intonation

1. Effects instrument condition
2. Effects from embouchure
3. Effects from fingering choices
4. Effects from dynamic levels
5. Effects from climate conditions

B. Tuning

1. Instrument adjustments
2. Embouchure adjustments

**VI. Articulation (6 hours, lecture)**

Total Laboratory 18  
Hours:

Total Hours: 54

## **XI. Primary Method of Evaluation and Sample Assignments**

### **A. Primary Method of Evaluation (choose one):**

Primary Method of Evaluation  3) Skills demonstration

### **B. Typical Assignment Using Primary Method of Evaluation**

Typical Assignment Using Primary Method of Evaluation: Play a chromatic scale one octave ascending and descending using appropriate alternate and chromatic fingerings.

### **C. College-level Critical Thinking Assignments**

Critical Thinking Assignment 1: In the key of F Major concert, play a scale in thirds ascending and descending, alternating two notes staccato with two notes slurred.

Critical Thinking Assignment 2: Play an exercise using proper articulation, dynamics, and phrasing paying special attention to the intonation adjustments required by dynamic changes.

### **D. Other Typical Assessment and Evaluation Methods**

Other Evaluation Methods:  Class Performance  Performance Exams

If Other:

## **XII. Instructional Methods**

*Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.*

Instructional Methods:  Demonstration  Discussion  Group Activities  Guest Speakers  Lab  Lecture  
 Multimedia presentations

If other: Internet Presentation/Resources

### XIII. Work Outside of Class

Work Outside of Class

Problem solving activity

Skill practice

If Other:

### XIV. Texts and Materials

**A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

**Up-To-Date Representative Textbooks:** Robert Sheldon. Sound Innovations For Concert Band, Books 1 & 2. Alfred Music Publishing Co., Inc, 2010. Discipline Standard

**B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Alternative Textbooks:

**C. Required Supplementary Readings**

Required Supplementary Readings:

**D. Other Required Materials**

**Other Required Materials:** Music instrument and accessories to be provided by the student.

Some large school instruments may be available by previous arrangement with the instructor.

### XV. Conditions of Enrollment

**A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite

Category

Requisite course:

**Requisite and Matching skill(s):**  
**Bold the requisite skill. List the corresponding course objective under each skill(s).**

**B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Requisite and Matching skill(s):**  
**Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable**

**C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite course:**

**Requisite and Matching skill(s):**  
**Bold the requisite skill. List the corresponding course objective under each skill(s).**

**D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite:**

**Requisite and Matching skill(s):**  
**Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable**

**E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

**STEP 2:** Click  Save All Changes.

**STEP 3:** Launch proposal by clicking  in the top left corner of this page.

**STEP 4:** Click on the  at the top of the Proposal Toolbox to submit proposal for review.

**STEP 5:** When the "Your Decision" box appears, click Approve and "Make My Decision" to move the proposal forward in the process.

**Course Created by:** James Mack and L. Hiigel

**Date:** 09/01/1984

**Board Approval Date:**

**Last Board Approval  
Date:**

**Last Reviewed and/or  
Revised by:** Dane Teter

**Date:** 9/29/2019

**Are these revisions  
minor or major?**  minor  
 major

**Acalog Course Type:**

**TOP Code:**

**CIP Code:**

**SAM Code:**

**SOC Code:**

**Transfer Status:**

**Basic Skills:**

**UC Approval Date:**

**CSU Approval Date:**

**TCFEC Approval Date:**

**IGETC Approval Date:**

**CSU GE Approval  
Date:**