I. Course Description and Outcomes:
   During lessons we will address topics such as: Saxophone performance, repertoire, general musicianship, and music pedagogy. Students will increase their technical facility, develop personal ideas about musical expression, and overcome performance issues such as performance anxiety. A great deal of attention will be paid toward the development of the student’s ear through regular critical listening of recordings and live performances.

II. Course Requirements
   **Attendance:**
   As lessons are a one on one learning situation and grading is performance based, regular attendance is crucial. Excused absences will be granted in the case of severe illness and emergency, but must be made up. Missed lessons due to illness must be accompanied by a doctor’s excuse. Scheduling of makeup lessons is the responsibility of the student. Unexcused absences will not be made up and the student will receive a failing grade for the missed lesson. Please arrive promptly so we may have the maximum possible time together.

III. Philosophy
   My hope is that you all will leave Westminster with not only a better understanding of the saxophone and music performance, but you will also be able to clearly communicate your ideas to your future students. The long-term goal is to give you the tools you need to teach yourself and your students and make informed artistic decisions. As music is an aural art form, a major emphasis will be placed on developing the ear towards the finer points of timbre, articulation, and phrasing and how everything comes together to make an emotionally impactful performance. This will be achieved through a great deal of critical listening in the lesson.

IV. Required Materials
   In addition to the materials listed below, students will also be required to obtain solo saxophone literature which will be determined at the first lesson.
   - Tuner and Metronome (Korg TM-40 is a nice option that features both)
   - Helpful Apps are Tempo Advance, iReal Pro, and Cleartune
   - *Daily Studies for the saxophone* by Trent Kynaston
   - *Modern Reading Text in 4/4* by Louis Bellson
   - *The Art of Saxophone Playing* by Larry Teal
   - *Selected duets for Saxophone Vol. 1 and 2* - Rubank
   - *Basie-Nestico Lead sax book*
   - Binder with notebook and staff paper so you may take notes throughout each lesson and keep track of weekly goals.
V. **Academic Integrity** – This policy is readily available in the First year guide (pg. 159) as well as the Student Handbook (pg. 22) and on the Westminster College web-site [http://www.westminster.edu/student/student_handbook.cfm](http://www.westminster.edu/student/student_handbook.cfm)
Please become acquainted with this policy.

VI. **Students with Disabilities** - Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information.

VII. **Grading:**

The lesson grade at the close of the semester will be calculated as follows:

- **60%** - Studio
- **30%** - Jury
- **10%** - Masterclass

You will find the most musical success and gratification if you plan 2 to 3 hours of daily practice into your schedule. It is also most helpful if you spend at least 45 minutes daily on a scale routine. Specific goals will be given weekly regarding repertoire and etudes. The student’s ability to achieve these goals as demonstrated through performance and consistent work ethic will form the basis of the weekly grade.

Students studying as minors should plan on practicing between 30 minutes and an hour daily, totaling about six hours per week.

The quality of preparation will be determined as follows:

- **A** Lessons are well prepared with good practice habits evident which demonstrate careful attention to new concepts. If you practice less than the required you can’t receive an A.
- **B** Interested and eager to improve, but not learning the concepts. Practice habits need work and habitual mistakes are regularly marring performances.
- **C** Not prepared for lessons and not showing consistent growth. This grade shows that I have real concerns about your progress.
- **D** Often not prepared and lessons are missed.

Studio Grades are earned weekly and calculated as follows:

- **40%** - Scales
- **30%** - Solo literature preparation
- **15%** - Etudes/jazz
- **15%** - Saxophone notebook/practice journal
Grading Scale:

(%) 93 – 100 = A, 90 – 92 = A-, 84 – 89 = B, 80 – 83 = B-, 73 – 89 = C, 70 – 73 = C-, 64 – 69 = D, 60 – 63 = D-, 59 and below = F

A. Performances: Each student will perform with piano accompaniment four times throughout the semester: twice in combined masterclass, once in colloquium, and once for the saxophone studio recital. For these performances, each student must choose from at least two different pieces. Performance majors: At least one of these performances must be from memory to receive an A in lessons.

B. Scale Requirements: Students will perform a scale and a variety of patterns in one new key each week. The scale will be graded as shown below, while the patterns will be pass/fail. Grades will be given according to the tempo each scale is performed at 100% accuracy.

\[
\begin{align*}
A &= \text{Base tempo} \pm 20 \text{ bpm or more} \\
A &= \text{Base Tempo} \\
B &= \text{Base Tempo} - 10 \text{ bpm} \\
C &= \text{Base Tempo} - 20 \text{ bpm} \\
D &= \text{Base Tempo} - 30 \text{ bpm} \\
F &= \text{Base Tempo} - 40 \text{ or more bpm}
\end{align*}
\]

First Semester – Base Tempo is Quarter Note = 120, in 8ths
Second Semester – Base Tempo is Quarter Note = 80, in 16ths
Third Semester – Base Tempo is Quarter Note = 100, in 16ths
Fourth Semester and beyond – Base Tempo is Quarter Note = 120, in 16ths

C. Saxophone/Practice Notebook: This notebook or binder will be submitted at the last lesson of the semester. Percentages listed at the beginning of each requirement will total the notebook grade. In order to serve as a pedagogical reference and a record of one’s own development, the notebook should include the following:

1. 15% From the beginning of the semester, a one-page discussion that outlines musical and saxophone oriented goals for the semester.
2. 40% Weekly notes from your lessons regarding pedagogy and practice techniques
3. 30% One week of a practice journal summarizing goals, accomplishments, and timing of each practice section.
4. 15% At the end of the semester, a one-page discussion that outlines accomplishments and regrets from the semester that references your goals set at the beginning of the semester.
5. Students are encouraged discuss any questions about the binder that might arise throughout the semester with the professor.