MUS - 304, 305, & 315 Course Syllabus
Clarinet Lessons Required
Mr. Daniel Heasley
Email: heasledg@westminster.edu
Time – To be arranged by student with the professor

I. Required Materials:

1. Scale book - Baermann Scales (Division III from the Complete Method) pub. Fischer or Cundy-Bettoney.

2. Method book(s) - All students should own the Rubank Clarinet Method books from Elementary through Advanced Volume II. Those that have not completed study in these books will do so before further exploration of other methods, either the Baermann Complete Method or the Klose Celebrated Method pub. Fischer.


4. Solo repertoire - To be decided upon in collaboration with the instructor. All students will be expected to study the major solos from the PMEA repertoire list.

5. Notebook - A standard spiral bound notebook is fine for keeping track of assignments and taking notes on alternate fingerings, embouchure, articulation, phrasing, air support and finger technique, etc.

II. Course Objectives:

1. To develop the foundation of proper technique in all areas of performance including but not limited to tone production (embouchure & breath support), rhythm (finger technique and interpretation of written rhythms), articulation, phrasing, dynamics, vibrato, and musical interpretation.

2. To give the student knowledge and ability to perform and teach the standard repertoire of the clarinet including but not limited to method books, etudes and solos. In addition, students will learn methods of improvisation.

3. To instill professionalism regarding practice habits, timeliness, personal relationships and respectfulness.

III. Grading:

1. Attendance for all lessons is mandatory. If you are sick or have a legitimate conflict you must notify the instructor in a timely manner prior to your lesson time, phone calls are preferred. Any unexcused absence will result in the lowering of your grade by one letter.
2. Lessons are graded on a scale of 0-4. 4 represents an "A" where the student exhibits superior practice habits, makes considerable progress, performs to an outstanding level of ability (makes very few mistakes, technique is clean, has good intonation and tone, etc.) and has completed the assigned repertoire. 3 represents a "B" where the student exhibits good practice habits, makes acceptable progress, performs to a good level of ability, and has completed the majority of assignments. 2 represents a "C" where the student exhibits average or below average practice habits, makes little progress, performs to a low level of ability, and assigned repertoire is not completed to an acceptable level. 1 represents a "D" where the student exhibits poor practice habits, makes little or no progress, performs poorly, and the assigned repertoire is incomplete. 0 represents an "F" where the student exhibits no habit of practicing, makes no progress, performs extremely poorly, and does not complete any assigned repertoire.

3. There will be a scale test at the end of each semester where each student will be required to play through every scale, scale in thirds, fourths, etc. and arpeggio assigned during the semester. These must be performed with metronome and be completed in a timely manner, ie few starts and stops due to mistakes, tempos too slow etc.

4. Final grade is based on the sum total of the following: 60% of the average of all lesson grades where the scale test counts double, and 40% of the jury grade.

IV. Scale Requirements, Suggested Etudes and Repertoire:

1. **Level I** - Chromatic and all major scales and arpeggios full range to high C second leger line above the staff. Etudes as assigned from Rubank Method Books, Selected Duets Vol. I or any selections from the books listed above in section I.3. Solo repertoire as chosen by the instructor from the handout list of graded solos.

2. **Level II** - Chromatic and all major and minor (natural and harmonic) scales and arpeggios to high E third leger line above the staff. Etudes as assigned from Rubank Method Books, Selected Duets Vol. I or any selections from the books listed above in section I.3. Solo repertoire as chosen by the instructor from the handout list of graded solos.

3. **Level III** - Chromatic, whole tone and all major and minor scales and arpeggios to high G fourth leger line above the staff. Etudes as assigned from the books listed in section I.3 above. Solo repertoire to be chosen by the instructor from the handout list of graded solos.

4. **Level IV** - All scales and arpeggios from previous levels and those assigned from the Baermann Scales book. Etudes as assigned from section I.3 above. Solo repertoire as chosen by the instructor from handout list of graded solos.

5. **Level V** - All scales and arpeggios from previous levels in sixteenth notes at quarter note = 96. Dominant 7, minor 7, and diminished 7 arpeggios. Diminished scales. Scales as assigned in the Baermann Scales book. Etudes as selected from the Rose 32 and/or Rose 40 Vol. I & II. Solo repertoire as chosen from the handout list of graded solos.

6. **Level VI** - All scales and arpeggios from above at quarter note = 126. Etudes as selected from the Rose 32 or 40. Solo repertoire as chosen from the handout list of graded solos.
V. Lesson Format:

Lessons will begin with foundation studies consisting of long tones, scales and arpeggios. Correct embouchure, breath control, finger technique, time (rhythm), phrasing and articulation will all be covered individually during the warm up. Expect this portion to last up to half an hour. The next half hour will be split between etudes, duets and solo pieces. This is a general format and may vary from lesson to lesson.

VI. 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. You should become acquainted with this policy.

VII. 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.