

Western University
Don Wright Faculty of Music
MUS9702Y Special Topics: Saxophone Literature and Pedagogy
2020-2021

COURSE INFORMATION

Fall 2020 & Winter 2021

Thursdays, 3:30 p.m.

Location: Online synchronous

PREREQUISITE CHECKING

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

INSTRUCTOR INFORMATION

Dr. Bobbi Thompson, Assistant Professor

Email: bthomp24@uwo.ca

Office: MB 561

Phone: 519-661-2111 ext. 85367

Office Hours: by appointment

COURSE DESCRIPTION

The first semester of this course looks at saxophone repertoire in the context of the instrument's historical development. The second semester is a detailed examination of pedagogical resources, techniques, and diagnostic skills for teaching the saxophone. Students will regularly read critical texts and be prepared to present and discuss major themes in class. Course projects will require students to create annotated bibliographies of literature and pedagogical resources, construct a historical timeline, and design and implement an interview with a professional saxophonist engaged in the teaching profession.

Participation and Attendance Policy:

Students are expected to attend each class meeting and be prepared to discuss the assigned readings. Absences will be excused for:

- official university business that has been approved by the instructor
- death in the student's family
- severe illness of the student or a member of the student's family

All other absences will be considered on a case-by-case basis. There will be no attempt to make up presentations or lessons for unexcused absences.

Extensions on assignments can be negotiated for reasons of personal illness or emergency. To be fair to all students, assignments submitted late (without sufficient reason) will be deducted by 10% of the value of that assignment.

COURSE MATERIALS AND RESOURCES

**Available online through Western Libraries

Bellman, Jonathan. *A Short Guide to Writing about Music*, 2nd ed. New York: Pearson Longman, 2006.

**Cottrell, Stephen. *The Saxophone*. New Haven: Yale University Press, 2012.

Harle, John. *The Saxophone*. London: Faber Music Ltd., 2017.

Hester, Michael. *Saxophone Master Classes*. 2nd ed. Tucson, AZ: Smooth Stone Productions, Inc., 2003.

Ibrahim, Michael. "New Aesthetics in Contemporary Saxophone Music." DMA diss., Manhattan School of Music, 2009. Lulu.

**Ingham, Richard, ed. *The Cambridge Companion to the Saxophone*. Cambridge: Cambridge University Press, 1998.

Nolan, Julia. "Fostering Artistry and Pedagogy: Conversations with Artist-Teachers Frederick Hemke, Eugene Rousseau, and Donald Sinta." PhD diss., The University of British Columbia, 2012. Accessed August 9, 2017. <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0055380>.

Royal Conservatory of Music. *Saxophone Syllabus*. 2014 ed. Toronto: Frederick Harris Music Co., 2014. https://examinations.rcmusic.ca/sites/default/files/files/S40_Saxophone%20Syl_2014_RCM_online_SECURED.pdf.

Scaife, Nigel. "Writing Programme Notes: A Guide for Diploma Candidates." Associated Board of the Royal Schools of Music. Accessed August 11, 2017. <http://us.abrsm.org/resources/writingProgNotesApr05.pdf>.

Teal, Larry. *The Art of Saxophone Playing*. Princeton, NJ: Summy-Birchard Music, 1963.

Wingell, Richard. *Writing about Music: An Introductory Guide*, 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

COURSE OBJECTIVES

As a result of the complete course, students will be able to:

- Engage with and reflect upon critical readings in the areas of saxophone literature and pedagogy
- Outline the historical development of the saxophone
- Create annotated entries that provide an historic overview of important orchestral works including the saxophone
- Link prominent composers to important performers and describe the performers' connections and musical influences on the repertoire
- Describe and prescribe certain saxophone method books for different levels and types of learners
- Discuss and demonstrate common pedagogical methods, diagnostic skills, and pedagogical methods, remedial strategies, and practice materials for beginner to advanced levels of saxophone performance. This will be evaluated through researching teaching books and class discussions.

METHODS OF EVALUATION

Term 1 = 50% Term 2 = 50%

Term 1 + Term 2 = Total Mark out of 100%

Literature (50% of total course mark)

Attendance, Participation, Reading Assignments	50%
Annotated Entries	35%
Historical Timeline	15%

Pedagogy (50% of total course mark)

Attendance, Participation, Reading Assignments	50%
Annotated Entries	35%
Saxophone Instructor Interview	15%

Grading Scale

A	80 – 100 %
B	70 – 79 %
C	60 – 69 %
F	00 – 59 %

Graduate students fail a course if they receive a grade less than 60%

CONTINGENCY PLAN

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

CALENDAR OF TOPICS

A detailed course handout with project due dates and reading assignments will be provided in the first class. Subject to change with notice.

Term 1

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|-----------------|---|
| 1) September 10 | Course introduction and overview |
| 2) September 17 | Adolph Sax, Invention, and Development |
| 3) September 24 | Historical Overview |
| 4) October 1 | Nineteenth Century and Influential Soloists |
| 5) October 8 | Early Twentieth Century and Repertoire |
| 6) October 15 | Concert Saxophone and Saxophone Quartet Development |
| 7) October 22 | Contemporary Saxophone Overview |
| 8) October 29 | Cultural Status and Professional Careers |
| 9) November 12 | Pre-University and University Repertoire Lists/RCM Syllabus |
| 10) November 19 | Aesthetics of Contemporary Saxophone Repertoire |
| 11) November 26 | Recital Programming and Writing Program Notes |
| 12) December 3 | Overview of the Saxophone in Jazz Music |

Term 2

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|----------------|--|
| 1) January 7 | Anatomy and Vibration |
| 2) January 14 | Tongue Position, Reed Fan, and Embouchure |
| 3) January 21 | Voicing, Resonance, and Breath Support |
| 4) January 28 | Articulation, Sound, Intonation, and Power Lines |
| 5) February 4 | Practicing and Exercises |
| 6) February 11 | Performing Strategies |
| 7) February 25 | Pedagogy of Larry Teal |
| 8) March 4 | Pedagogy of Jean-Marie Londeix |
| 9) March 11 | Pedagogy of Frederick Hemke |
| 10) March 18 | Pedagogy of Eugene Rousseau |
| 11) March 25 | Pedagogy of Donald Sinta |
| 12) April 1 | Pedagogy Summary |

ATTENDANCE

The university's policy on attendance may be found at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf

Attendance at all online synchronous classes is required. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration. For the purpose of online courses, attendance may also

be interpreted as either “is absent too frequently from” or “has not engaged sufficiently in.”

ACADEMIC CONSIDERATION FOR MISSING WORK

In cases where students are unable to submit work due to medical illness or compassionate grounds, if appropriate supporting documentation is submitted to the Associate Dean’s (Graduate Studies) office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If an appropriate supporting document is not submitted to the appropriate office, then the missed assignments will receive a grade of zero.

ACCOMODATION FOR ILLNESS

Please read the lesson make-up policy in this document under Achieving the Objectives, Regular Lesson Attendance. Western’s *Policy on Accommodation for Illness* and the *Procedures for Student Absences* can be found under “Rights and Responsibilities” at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

The Graduate Program in Music recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by physical or mental illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The Graduate Program in Music further recognizes that physical or mental illness situations are deeply personal, and respects the need for privacy and confidentiality in these matters. In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean (Graduate Studies), not to the course instructor.

Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

HEALTH AND WELLNESS

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at:

https://www.health.uwo.ca/mental_health/resources.html

ACCOMODATION FOR STUDENTS WITH DISABILITIES

The University accommodates students with disabilities, subject to not compromising the academic integrity of the course or program. Students with disabilities work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation of psychological and cognitive testing. Support Services for graduate students with disabilities can be found here:

<https://grad.uwo.ca/administration/regulations/14.html>

RELIGIOUS ACCOMMODATION

When scheduling of course requirements conflicts with religious holidays that require absence from the University or that prohibit or require certain activities on the part of the student, the student will not be penalized for absence because of religious reasons. If a suitable arrangement involving a graduate course cannot be worked out between the student and instructor involved, they should consult the Associate Dean (Graduate Studies). Further information can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

USE OF ELECTRONIC DEVICES

The use of electronic recording devices is encouraged during lessons and performance class ***with the express consent of the instructor***. At no time should a student record a lesson or performance class without the knowledge and permission of the instructor and their peers. Recordings are intended for the

express purpose of individual, post-performance study and should not be distributed or posted by any means, electronic or otherwise.

NOTICE OF RECORDING

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

ONLINE ETIQUETTE

Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- “Arrive” to class on time
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Unless invited by your instructor, do not share your screen in the meeting
- Be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable

The course instructor will act as a moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, select the blue “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
- Kindly remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Kindly remember to select the “raise hand” function again to lower your hand, mute your mic and turn off your video camera after speaking (unless directed otherwise).

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.
- Be professional and scholarly in all online postings. Use proper grammar and spelling. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious offenses may be subject to disciplinary measures under the Code of Student Conduct.

PROTECTION OF ONLINE CONTENT

The instructor of this course owns the intellectual property of all lectures and lecture materials. Even when such lectures and lecture materials are posted online, students are not to post lectures or lecture materials to any other websites or platforms or use the lecture recording or materials for any other purpose without the instructor’s consent. No student is permitted to record either live lectures or recorded lectures.

IMPORTANT DATES 2020-2021

First Term

September 8	Graduate Orientation
September 9	Classes begin
September 15	Deadline for submission of summer term grades for continuing students
October 12	Thanksgiving (no classes)
November 2-8	Fall Reading Week
December 9	Last day of classes
December 11-22	Exams, if applicable
December 21	Deadline for submission of winter grades for graduating students

Second Term

January 4	Second-term classes begin
January 15	Deadline for submission of fall term grades for continuing students
February 15	Family Day
February 15-19	Spring Reading Week (no classes)

April 2	Good Friday (no classes)
April 5	Last day of classes
April 8-30	Exams, if applicable
April 30	Deadline for submission of winter term grades for graduating students
May 14	Deadline for submission of winter term grades for continuing students