
Queens College, City University of New York, Aaron Copland School of Music

Flute Lessons, spring 2013

Music 150, 187, 188, 287, 288, 387, 388

Instructor: Prof. Alice Jones

Office hours: by appointment

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Course description

Each student is entitled to 13 half-hour individual lessons per semester. By the end of 3 years (6 semesters) of lessons, each student should:

- Be able to play chromatic scales, all major and minor scales, and arpeggios (at least 2 octaves, preferably 3) at a steady tempo and without hesitation
- Improve in all the aspects of flute tone production: tone quality, breath control, intonation, flexibility, and dynamic control in all ranges of the instrument
- Be familiar with standard pieces of the solo flute repertoire from all time periods (Baroque, Classical, Romantic, and 20th century)

Each semester, we will work together to make sure that you are on track to meet these (and additional) goals. The exact repertoire covered (solos, etudes) will be determined by each student's individual abilities and existing knowledge of repertoire. Topics covered in lessons will fall in to these general categories: technical work, tone development, etudes, solo repertoire, sight reading.

Required materials

Each student should bring to his/her lesson: a flute in good working condition, lesson notebook, metronome, tuner, scores for all repertoire, pencil, and a positive attitude! In addition, every student needs to purchase the following books (all are available through fluteworld.com):

- Taffanel & Gaubert – *17 Daily Exercises*
- M.A. Reichert – *Daily Exercises, Op. 5*
- Etude books as assigned
- Solo repertoire as assigned – bring complete scores to all lessons

Strongly recommended materials for use at home: a music stand, a recording device for taping lessons and practicing, breath builder, pad cleaning paper

Attendance policy

Each student is expected to arrive on time and ready to play for his/her lesson. Arriving unprepared will result in a reduced grade.

Cancellation/rescheduling policy. Each student may reschedule up to two lessons per term. Cancellations within 3 hours of a scheduled lesson time count as an unexcused absence and will not be made up. Each unexcused absence will result in a loss of 5 points from the final grade.

Extra lessons. At my discretion, I will offer/schedule additional or longer lessons as needed (beyond the allotted 13) for time to work with you and your pianist or for other topics as they arise. These extra lessons are contingent upon you being prepared to play.

Grading policy

Semester grades for are calculated based on the satisfactory completion of the following minimum workload. This is nonnegotiable and required in order to earn an A in the course. If the work is not learned properly, then full points will not be awarded. The grading breakdown is as follows:

<u>Assignment</u>	<u>Points possible</u>
Lessons (13 lessons x 6 points each)	78
Taking notes in lesson: 0.5	
Practice journal recording a full week's worth of practicing: 0.5	
Listening assignments: 0.5	
Etude: 2	
Other assignments for the week (solo , fundamentals, etc.) : 2	
Arriving without any of the following: complete score for all repertoire, metronome, tuner, pencil: -1 each	
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Performances: execution (2 x 6 points each)	
Studio recital	12
Woodwind jury	
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Technical jury	10
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	Total 100

In your lesson you will be expected to play:

- Etudes (6) – to be played at the assigned tempo twice (at two lessons). For bonus points, freshmen and sophomores should memorize the first line of each etude, juniors and seniors the first two.
- Tone development – to be played for intonation, tone quality control, and tone color variety
- Solo repertoire – freshmen are required to learn one solo per semester; sophomores and beyond are required to learn 2 single-movement works or 1 multi-movement work as assigned. Pieces with piano must be performed with the studio pianist. You are expected to rehearse with your pianist weekly. Lessons with your pianist present will be scheduled as needed.

Extra credit options

- Memorize lines from your weekly etude when it is assigned for lesson. Freshmen/sophomores: 1 line; juniors/seniors: 2 lines (+1 point for each etude)

- Attend a solo recital (any instrument) and write a reflection on it (up to 2 pages, typed, double spaced). What did you notice about the choices the performer made (programming, stage presence/set up, musical choices)? What about the performance do you want to incorporate into your own playing? What about the performance do you want to avoid in your own playing and performing? How can you work towards accomplishing these goals? (+5 points)

Grading scale

A+ = 97-100

B+ = 87-89

C+ = 77-79

D+ = 67-69

A = 94-96

B- = 84-86

C= 74-76

D = 60=66

A- = 90-93

B- = 80-83

C- = 70-73

F = below 60

Performances

Students are required to perform two (2) times, with a pianist if the work calls for it. Performances are worth up to 6 points each. Grading will be according the quality of your execution following the searching/work /flow system (see handout).

- Studio recital, Lefrak Hall – Monday, April 29, 12.15p
- Juries – date TBD

Technical juries

All students have been assigned technical exercises that should be incorporated as part of your daily practice routine. At the end of the semester, you will play these assignments for me. Your grade comes not just from accuracy of notes, articulations, etc., but also from the musicality of your execution. Good technical practice is the habit you fall back on in performance, so make sure the time you spend with your daily technical work is concert-worthy!