Flute Lesson Syllabus 2014-15

MUS 1-2-3-4 40; MUS 245, 345, 445, 545
Instructor: Dr. Suzanne Snizek
email: ssnizek@uvic.ca

Welcome to the Uvic Flute Studio! I am looking forward to working with each of you.

Process You will need to sign up for a placement audition slot. Sign up sheets are posted on the ensemble bulletin board located at the base of the stairs. This audition will take place during the first week of classes and will help to place all students in their large (Wind Symphony, Concert Band and Orchestra) and small chamber ensembles. The audition materials have been posted on the school website and are also currently posted on my office door.
Please also sign up for a lesson slot for first term. This sign up sheet will be posted on or by my office door by the first week of classes. You will similarly choose a new lesson slot for second term during the first week of that term. My teaching schedule will fluctuate occasionally to accommodate my performance and travel schedule. Lessons are 50 minutes in length. All students are expected to be punctual, ‘warmed up’ and fully prepared for each lesson. Please be sure to bring a notebook to each lesson to keep track of your assignments.

Attendance policy
1. Lessons cancelled because of a documented illness (i.e., those with a doctor’s note) will be rescheduled at a mutually convenient time.
2. An unexcused missed lesson will not be made up.
3. If you know in advance that you will need to reschedule a lesson (for any reason), please arrange this directly with another willing student, and then inform me, in an email to ssnizek@uvic.ca, of the change in advance. If you need to miss a lesson because of illness, please email me with as much advance notice as possible at the above address. Generally, I require 24 hrs. advance notice in order to reschedule a lesson.

Master Class meets weekly on Wednesdays at 1:30. This class is crucial to your development as a flutist. All flute students are expected to attend all master classes. There will be rotating performance dates for each student for each term; this list, including planned repertoire, will be posted (outside my office door) at the beginning of each term. Participation, attitude, attentiveness and preparedness will be the determining factors in the assessment of your work in master class.
First term master class this year will focus on solo repertoire, while the second term will be focused on repertoire written for flute with one instrument (other than piano).

**Jury** There is one end of year jury performance of 15 minutes duration for all performance majors and 10 minutes for all non-performance majors. There may be sight reading as part of the jury for performance majors. A jury exam performance missed for any reason (other than a genuine emergency) cannot be rescheduled.

**Private lesson mark will be determined as follows:**

**One third of mark:**
1. Weekly private lesson (including the assigned readings/summaries) and
2. Weekly master class

This part of your mark assesses your degree of musical preparedness, as well as your attitude, attendance and punctuality (for performance majors this includes IPS attendance and participation).

**One third of mark:**
1. Quality of your performances in Tuesday and Friday noon hours, annual Studio recital; and for performance majors, your IPS performances and
2. A technical exam (administered in second week of classes in January during your regular private lesson time). All students except fourth year undergraduates and graduate students will be assessed in a technical exam which closely resembles the RCM Grade 10 technical exam. Fluency, accuracy, speed, tonal beauty and homogeneity will be assessed. Details TBA.

**One third of mark:** End of year jury or graduating recital

In every category listed above, a student’s attitude towards learning, consistency of effort, (weekly preparation), openness to trying new approaches/concepts, and degree of improvement are all important factors in your overall mark.

*Be sure to consult*
[http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/Grad.html](http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/Grad.html) for extremely important specific information on marks and the following link for information regarding UVic policy on academic integrity:
[http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html](http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html)

**Readings and summaries** Three short written reflections on required readings (between 400-600 words) will be required as part of this course. You may read your assigned readings in any order that works best for you.
The first is due on 1 October; the second will be due 19 January, and the last will be due by March 19. To save paper, please submit your summary to ssnizek@uvic.ca by email (word doc) attachment. Late assignments will not be accepted.

This assignment is designed to heighten your awareness of the larger context of performing and to expand your thinking about various important issues in performance. I would like each student to ‘digest’ and directly apply the practical information contained in these texts to their own playing. To that end, I would like the written assignments to focus on what was personally most useful to you as a player and how you actually applied the information in your practice and/or performance experiences.

**Please include in your summaries three specific examples of how you have applied suggestions/information, sourced directly from the text, to your own practice as a musician.**

The required readings for 2014-15 are listed below. I encourage you to purchase these items rather than borrowing them; they will be items you will (hopefully!) return to throughout your musical careers.

For first year students:
1. *The Inner Game of Music* by Barry Green or *The Mastery of Music: Ten Pathways to True Artistry* by Barry Green
2. *The Art of Wind Playing* by Arthur Weisburg
3. *Playing (Less) Hurt* by Janet Horvath

For second year students:
1. *The Creativity Habit* by Twyla Tharp or *Kincaidiana* by John Krell
2. *The Proper Flutist* by Trevor Wye
3. *Casals and the Art of Interpretation* by David Blum

For third and fourth year students:
1. *Body Mapping for Flutists* by Lea Parsons
2. *The Notation is Not the Music* by Barthold Kuijken OR *Casals and the Art of Interpretation* by David Blum
3. *Making your Creative Mark: Nine Keys to Achieving your Artistic Goals* by Eric Maisel OR *Mastering Creative Anxiety* by Eric Maisel

**Practice** I suggest daily practice be proportioned as follows:
- 25% tone
- 25% technique
- 25% etude/s
- 25% repertoire

Wherever possible, try to get in two hours in the morning and two in the afternoon (or early evening), and be sure to take frequent breaks to help prevent injury and to foster healthy bodily awareness.
Even (especially!) when you are in the midst of preparing recitals this is an excellent way to practice. Attending concerts, performing, listening to recordings, reading relevant texts and physical exercise/stretching (yoga is excellent, as is swimming!) are very important activities. These should constitute a regular part of your ‘out of the practice room’ practice. Students will also be expected to attend their professor’s and fellow flutist’s recitals and concerts. This year at UVic I will be presenting a solo recital on 28 September at 230 in PTY (with pianist Bruce Vogt) and will be performing a terrific work by Ginastera with the LSQ on the Faculty chamber music concert on 1 November at 8 pm. I will also be performing (on 10 January) Samuel Barber’s Capricorn Concerto for flute, trumpet and oboe. Please note that I will be away occasionally for out of town performances, adjudication, master classes and lectures and so will occasionally need to reschedule lessons accordingly. Thank you, in advance, for your flexibility.

**Materials** I will be making individually tailored recommendations for all students. Students will be expected to purchase music as determined by the instructor. Every undergraduate will prepare a weekly etude, in addition to technical work and repertoire. Graduate students will, in addition, generally be expected to complete works more quickly. We will strive to cover all genres (‘early’ music, classical, Romantic/French salon, 20th C and beyond) and fill in any gaps in repertoire. If a student has a very strong background in one area, there will be greater emphasis given to the others. Piccolo, Alto and Bass study are all strongly encouraged as well.

**Studio policy**
1. I do not photocopy any music or lend any music (parts, scores or recordings) from my personal library to students. As with any academic course, all students are required to secure their own materials. If financially necessary, you may instead borrow available materials from the Macpherson library. We have a fairly comprehensive existing collection. I can also request the library purchase new items if they do not happen to have new repertoire we need. However, it is important to develop your own music library.

2. Performances represent the work we do together in the studio, as well as your own individual practice. Therefore, when I feel a work is ready to be performed, I will suggest a concert venue to you (usually, Tuesday and Friday music concerts). This will happen after I have first heard the material successfully and confidently presented in a polished manner in the studio, and as it is to be presented publicly: in its entirety and with all collaborative musicians. Performance permission slips will not be signed in anticipation of a student’s later work. Please plan accordingly. I will have
performance permission slips, at the ready, in my studio.

3. Please make sure that you check with me before scheduling a solo recital. Please note that according to current wind section requirements, all graduating recitals need to be presented before 15 March. My schedule fluctuates throughout the year according to my concert schedule and other commitments, but I will make every effort to be present at your recital(s).

I am looking forward to a very productive and enjoyable ‘musical journey’ with all of you! Please join me in extending a warm welcome to our new students!