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| “Technique is not music. Music is the thousandth of a millisecond between one note and another; how you get from one to the other-that’s where the music is.” **Isaac Stern** |  | Fall 2017 |
| SaxophoneSyllabus |  | Instructor: David HastingsE-Mail: dhasting@uwsp.eduPhone: 715-346-4046Office: NFAC 302AOffice Hours: By appointment |
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| OverviewOur work together for this semester will be based on our planning and goal-setting session at the beginning of the semester.Goals• To set up a logical goal-oriented plan for your semester’s work.• To commit to daily accurate work through effective practicing.• To perform frequently.• To successfully improve as a saxophone artist.Activities1. Solo weekly 45 minutes lessons
2. Saxophone Quartet/Quintet/*SaxophonePoint*
3. Studio Class

GradingAfter the semester has been completed, your final grade will be based on 3 Scale Proficiency Exams (30%), Study and Performance Tally (20%), my assessment of your work (20%), your Performance Assessment (25%), and Recital/Colloquium attendance (5%).Each student will perform regularly. In addition to required Studio Class performances, each student will participate in regular solo performances using the Performance Tally process. Each student will be allotted one unprepared scheduled lesson. Additional unprepared lessons will be graded accordingly. Missed lesson times without 24 hours of notice will result in an “F” for that lesson.  |  | MaterialsMetronomeAssigned Methods and RepertoireNecessary RecordingsA Practice SpaceNotebookDatebookRecording Device |

# Dispositional Objectives

1. In our class community and in your private practice, observing and working with your mistakes with an objective attitude is a vital part of the process in mastering any skill.
2. Reducing any skill to its most simple part is the key to effective practice.
3. Practice time is for focused task-oriented work and performance time is for the doing of each task.
4. Asking questions, making observations, and discovering solutions inside and outside of class supports successful learning.
5. Being on time, present and engaged for every class is mandatory for successful learning.

# Attendance and Professionalism

University Policy states: *Attend all your classes regularly. We do not have a system of permitted “cuts”.* For further details on attendance: <http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>.

Based on University Policy, I expect all students to be in every class. Treating every lesson, rehearsal, and session in a professional manner is expected:

* Plan to be on time for every lesson, rehearsal, and session prepared to participate fully.
* Prepare conscientiously for each lesson, rehearsal, and session
* Communicate professionally concerning illness or any class issue.
* Be considerate of your class colleagues.

Consider your hour lesson time to be your time that I have set aside for the two of us to work together. Please treat this time with the utmost focus and priority as you would for every other class. Rescheduled lessons are only at my discretion and only will be considered due to extreme and unavoidable reasons, such as a serious illness.

Consider your group lesson or any rehearsal as a professional. Please treat this time with the utmost focus and priority as you would for every other class.

Regular attendance and engaged participation in lessons, rehearsals, and extra sessions will result in a rewarding experience and successful learning opportunity for everyone.

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Community Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: http://www.uwsp.edu/dos/Pages/Academic- Misconduct.aspx

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don’t do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the “Student Academic Standards and Disciplinary Procedures” section of the Community Rights and Responsibilities document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: http://www.uwsp.edu/dos/Documents/CommunityRights.pdf.

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: http://www.uwsp.edu/dos/Pages/ADA.aspx.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center at the beginning of the course and then contact me. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: http://www.uwsp.edu/disability/Pages/default.aspx.

# Classroom Environment

In support of a successful learning experience for all students in our class, it is vital for our classroom environment to be safe and encouraging.

*Dispositional Objective I* states: “In our class community and your private practice, observing and working with your mistakes with a loving and objective attitude is a vital part of the process of mastering any skill.” Once we are able to treat our mistakes without any immediate (or delayed) negative self-criticism or emotional reaction, it is magical how change can take place and how learning becomes immediately successful. To “love” our mistakes means to adopt an attitude or disposition that allows us to objectively observe each error as we practice. Fearing our mistakes causes us to miss what needs to be corrected and practiced. As we react and self-criticize during our practice session, our mind is not on the tasks at hand and we become distracted and ineffectual with our work. Therefore, in our classroom environment it is my goal to make it comfortable for you to make mistakes without fear of ridicule or judgment by me or any member of the class or me as your coach and teacher. This will nurture everyone’s goal to adopt an in-the-moment fearless mindset when practicing.

On another level but also in support of our mindset in practice and in performance, we as individual and diverse people need to feel comfortable and supported in our class environment. To that end, it is important that you all know that I am an ally supportive of LGBTQ individuals and that this class is a safe zone for LGBTQ people.

Additionally, it is important that we pay attention to the diverse ways in which we all learn. If at any time you have any questions regarding your learning style or if you perceive any challenges regarding your learning ability, please see me after class or contact me through e-mail so we can discuss and together find the best path to facilitate your learning.

