COURSE INFORMATION
1.5-hour weekly class, TBD
Location: MB 561

INSTRUCTOR INFORMATION
Dr. Bobbi Thompson
Email: bthomp24@uwo.ca
Office: MB 561
Phone: 519-661-2111 ext. 85367
Office Hours: by appointment

PREREQUISITES
It is the student’s responsibility to ensure that course prerequisites have been completed successfully or special permission from the Dean has been obtained. 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.

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 with an emphasis on practical application during the semester. Students will regularly read critical texts and be prepared to discuss major themes in class. Two projects will require students to create annotated bibliographies of literature and pedagogical resources. Other projects include: constructing a historical timeline; designing thematic recitals with program notes; observing masterclass teaching; preparing a clinic handout; and, teaching a masterclass lesson and reflecting on the teaching process.

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
*On reserve in Music Library
**Available online through Western Libraries


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 a historic overview of important works for the saxophone in a number of forms – concertos, sonatas, solos, unaccompanied, and small chamber works. Link prominent composers to important performers and describe the performers’ connections and musical influences on the repertoire.
- Design thematic recital presentations that mindfully build and engage audiences. Provide well-researched and edited program notes for these recitals.
- Describe and prescribe certain saxophone method books for different levels and types of learners.
- Create clinic materials for future work with students at public schools and/or universities.
- 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 sample teaching, 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 35%
- Annotated Entries 25%
  - 15 solo entries
  - 10 chamber music entries
- Historical Timeline 20%
- Design (2) thematic recital presentations with program notes 20%

Pedagogy (50% of total course mark)
- Attendance, Participation, Reading Assignments 35%
- Annotated Entries 25%
  - 15 Classical methods
  - 10 Jazz methods
- Masterclass observations (5) 10%
- Clinic worksheet 15%
- Masterclass teaching project and reflection 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%

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
1) September 11: Course introduction and overview
2) September 18: Adolph Sax, Invention, and Development
3) September 25: Historical Overview
4) October 2: Nineteenth Century and Influential Soloists
5) October 16: Early Twentieth Century and Repertoire
6) October 23: Concert Saxophone and Saxophone Quartet Development
7) October 30: Contemporary Saxophone Overview
8) November 6: Cultural Status and Professional Careers
9) November 13: Pre-University and University Repertoire Lists/RCM Syllabus
10) November 20: Aesthetics of Contemporary Saxophone Repertoire
11) November 27: Recital Programming and Writing Program Notes
12) December 4: Overview of the Saxophone in Jazz Music

Term 2
1) January 8: Anatomy and Vibration
2) January 15: Tongue Position, Reed Fan, and Embouchure
3) January 22: Voicing, Resonance, and Breath Support
4) January 29: Articulation, Sound, Intonation, and Power Lines
5) February 5: Practicing and Exercises
6) February 12: Performing Strategies
7) February 26: Pedagogy of Larry Teal
8) March 5: Pedagogy of Michael Hester
9) March 12: Pedagogy of Frederick Hemke
10) March 19: Pedagogy of Eugene Rousseau
11) March 26: Pedagogy of Donald Sinta
12) April 2: Pedagogy Summary
ACCOMODATION FOR MEDICAL ILLNESS
Western’s Policy on Accommodation for Medical Illness can be found under “Rights and Responsibilities” at:

http://www.uwo.ca/univsec/academic_policies/index.html

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 be reasonably expected to meet their academic responsibilities. Documentation shall be submitted as soon as possible to Dr. Catherine Nolan, Associate Dean (Graduate) – Music.

Academic accommodation for work representing less than 10% of the student’s overall grade in the course will not require documentation.

SCHOLASTIC OFFENCE
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:

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

MENTAL HEALTH
Students that are in emotional/mental distress should refer to Mental Health @ Western for a complete list of options about how to obtain help at:

http://www.uwo.ca/uwocom/mentalhealth/