

**MUAG 6360.001 Instrumental Pedagogy (Trombone)****Fall 2025**

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**Class Time:** Tuesdays at 4pm in MU112**Office Hours:** By appointment

**Required Texts:** Kleinhammer, Edward. *The Art of Trombone Playing*. Evanston, IL: Summy-Birchard Company, 1963. (Google play, kindle, Amazon)  
Vining, David. *What Every Trombonist Needs to Know About the Body*. Flagstaff, AZ: Mountain Peak Music, 2010. (mountainpeakmusic.com, Amazon)

This course will include an overview of numerous highly recommended texts and methods. The bibliography contained in this syllabus includes many standard texts that serve useful for teachers, scholars, and performers. Though most materials will be provided, students are encouraged to purchase relevant books as they embark on a life-long pursuit of pedagogy.

**Course Objectives:** Acquire the knowledge of pedagogy and literature necessary to teach trombone to primary, secondary, and post-secondary students. Performance health, modern technologies, and coping with performance anxiety will be stressed, where appropriate. Upon completion of this course, students will have the knowledge and skill to build a successful applied studio.

**Attendance Policy:** Attendance is mandatory. Each unexcused absence will result in the lowering of the final grade by one letter grade. Being late twice constitutes one absence.

**Evaluation:** Evaluation will be based on five criteria. Grades will be calculated as follows:

- 20% Class Participation
- 20% Teaching Videos
- 20% Lesson Observations
- 10% Midterm Daily Routine Assignment
- 30% Final Assignment

All grades will be based on a 100-point scale (90-100 for an A, 80-89 for a B, 70-79 for a C, etc.).

**Midterm Assignment:** A warm-up/daily maintenance routine you develop using pedagogical concepts discussed in class. This will be prepared in a Word or PDF document and ready to use in a masterclass for advanced high school-professional students. Due date: **October 14.**

**Lesson Observation:** Attend and observe two applied lessons taught by members of the UNT brass faculty. Please ask permission with plenty of notice. A one-page reaction for each lesson, reporting your insights and commenting on the pedagogy techniques observed, including lesson organization, repertoire and teaching strategies is **due October 21.**

**Teaching Videos:** Two 20-minute lessons are required, one taught to a novice (this can be a music major who has never played your instrument before or a family member) and one taught to a trombone major. Both lessons must be video recorded and link sent by e-mail. Keep in mind that some teaching positions require a video of your teaching, so dress accordingly and use good recording equipment. **Due November 18.**

**Final Assignment:** The final assignment will consist of materials you will need in applying for a trombone instructor position: Curriculum Vitae, Cover Letter, Teaching Philosophy and Syllabus for applied trombone lessons. The Syllabus will also include a suggested method of study listing pedagogy materials by level. The final assignment will be submitted by **December 2**.

**Bibliography:** Many of the lectures and class meetings will be based on the following books, major professional journals and online resources.

Colgrass, Michael. *My Lessons with Kumi*. Moab, UT: Real People Press, 2000.  
 Farkas, Philip. *The Art of Brass Playing*. Rochester, NY: Wind Music Inc., 1989.  
 Farkas, Philip. *The Art of Musicianship*. Bloomington, IN: Musical Publications, 1976.  
 Frederiksen, Brian. *Arnold Jacobs: Song and Wind*. Windsong Press Ltd, 1996.  
 Greene, Don. *Performance Success*. New York, NY: Routledge, 2002.  
 Guion, David. *A History of the Trombone*. MD: Scarecrow Press, 2010.  
 \*Kelsky, Karen. *The Professor Is In*. NY: Three Rivers Press, 2015. <https://discover.library.unt.edu/catalog/b6831887>.  
 \*\*Kleinhammer, Edward. *The Art of Trombone Playing*. Evanston, IL: Summy-Birchard Company, 1963.  
 \*Klickstein, Gerald. *The Musician's Way*. Oxford University Press, 2009.  
 McGill, David. *Sound in Motion: A Performer's Guide to Greater Expression*. Bloomington, IN: Indiana University Press, 2007.  
 Rudd, Wiff. *Side by Side: Building and Sustaining an Effective Community in the Music Studio*. Woodway, TX: WR Enterprises, 2020.  
 Various. *The Brass Player's Cookbook: Creative Recipes for a Successful Performance*. Galesville, MD: Meredith Music Publications, 2006.  
 Vining. *The Breathing Book*. Flagstaff, AZ: Mountain Peak Music, 2009.  
 \*\*Vining, David. *What Every Trombonist Needs to Know About the Body*. Flagstaff, AZ: Mountain Peak Music, 2010.  
 Werner, Kenny. *Effortless Mastery*. Jamey Aebersold Jazz, 1996.

\*On reserve in Willis library

\*\*Required Purchase

Other Suggested Texts:

Coyle, Daniel. *The Talent Code*. NY: Bantam Dell, 2009.  
 Gallway, Timothy. *The Inner Game of Tennis*. Random House, 1974.  
 Green, Barry. *The Inner Game of Music*. Pan Books, 1987.  
 Hofacre, Marta. *Teaching Collegiate Trombone*. <https://www.trombone.net/wp-content/uploads/2016/01/hofacre.pdf>  
 Kleinhammer, Edward and Doug Yeo. *Mastering the Trombone*. Hayword, WI: EMK Publications, 2000.

## Course Content

Date	Assignment (Complete in Advance)
<b>August 26 (Class No. 1) Posture</b> <ul style="list-style-type: none"> <li>Go over Syllabus, Class Procedures</li> <li>Historical Pedagogy Guion p. 55-60</li> <li>Beginning Posture – Vining Ch. 2-5, Intro to Alexander video</li> <li>Assignment for Class No. 2</li> </ul>	Guion Methods and Texts (PDF in module 1)
<b>September 2 (Class No. 2) Breathing</b> <ul style="list-style-type: none"> <li>Vining Ch. 6</li> </ul>	Study: 1. Bouyant Airflow (handout)

<ul style="list-style-type: none"> <li>• diaphragm breathing video</li> <li>• Discussion of Breathing Approaches</li> <li>• Pedagogical Exercises and Methods Flow Studies, Remington, Edwards, Vining, Schlossberg; Pedagogical Devices (Inspirex, pinwheel, paper, candle)</li> <li>• Assignment for Class No. 3</li> </ul>	2. Ch. 2 Kleinhammer <i>Art of Trombone</i> 3. Optional: <a href="https://trombonetools.com/breathing/">https://trombonetools.com/breathing/</a> Practice: Vining: Ch. 1 (intro) and 7 (breathing) Exploration 1, 4 and 5
<b>Sept 9 (Class No. 3) Embouchure</b> <ul style="list-style-type: none"> <li>• Discussion of Embouchure Handouts</li> <li>• Embouchure Problems and Injury Online Resources (Farkas pics)</li> <li>• Mouthpiece Pressure</li> <li>• Pedagogical Exercises and Methods (Caruso, Arban, Schlossberg, Bordogni, Pencil)</li> <li>• Assignment for Class 4</li> </ul>	Study: 1. Kleinhammer Ch. 3 2. <a href="https://wilktone.com/?page_id=5679">https://wilktone.com/?page_id=5679</a> 3. Jacobs – p. 122-126 (handout) Practice: Vining Ch. 8 and Exploration 6 and 8
<b>Sept 16 (Class No. 4) Sound Production</b> <ul style="list-style-type: none"> <li>• Discussion of Sound Production/acoustics</li> <li>• Mouthpiece Buzzing</li> <li>• Producing First Sounds</li> <li>• Tone (Schlossberg, Kleinhammer ex, Flow Studies, Caruso)</li> <li>• Assignment for Class 5</li> </ul>	Study: 1. Kleinhammer Ch. 4 2. Acoustics PDF Practice: Vining Ch. 4 and Exploration 1 and 3
<b>Sept 23 (Class No. 5) Articulation</b> <ul style="list-style-type: none"> <li>• Discussion of Articulation, MRI video</li> <li>• Multiple Tonguing</li> <li>• Pedagogical Exercises and Methods (Arban, Edwards ex., Vining, Marsteller)</li> <li>• Assignment for Class 6</li> </ul>	Study: 1. Kleinhammer Ch. 9 2. <a href="https://trombonetools.com/articulation/">https://trombonetools.com/articulation/</a> 3. Jacobs p. 126-130 (pdf) Practice: Vining Exploration 7 (review p. 71-75)
<b>Sept 30 (Class No. 6) Legato</b> <ul style="list-style-type: none"> <li>• Discussion of Legato/Slurring</li> <li>• Pedagogical Exercises and Methods: pinwheel, smear and air trombone, inspirex (Fink, Rochut, Conconne, Edwards, Vining)</li> <li>• Assignment for Class 7</li> </ul>	Study: 1. Markey videos: <a href="https://www.youtube.com/watch?v=AkRUgL9kFBE">https://www.youtube.com/watch?v=AkRUgL9kFBE</a> and <a href="https://www.youtube.com/watch?v=Y5PwiNrxWal">https://www.youtube.com/watch?v=Y5PwiNrxWal</a> 2. Taking the Mystery out of Legato pdf Practice: Ch. 10 Kleinhammer exercise Vining Exploration 2
<b>October 7 (Class No. 7) Daily Routine</b> <ul style="list-style-type: none"> <li>• The Warm Up</li> <li>• Daily Routine</li> <li>• How to Practice</li> <li>• Handouts in Module (sample warmups)</li> <li>• Methods: Vining Daily Routines, Marsteller, Schlossberg, Arbans/Edwards</li> <li>• Assignment for Class 8</li> </ul>	Study: 1. Paul Pollard: <a href="https://www.youtube.com/watch?v=bxwhuu_VkA4">https://www.youtube.com/watch?v=bxwhuu_VkA4</a> 2. Brass Cookbook p. 11, 38 (pdf) 3. Jacobs p. 155 (bottom)-159 (pdf) Practice: Illes and Frink p. 50, p. 25 (pdf) Kleinhammer Ch. 11

<p><b>Oct 14 (Class No. 8) Intonation, Slide Technique – Daily Routine Midterm Due Today</b>  <b>If time, present their daily routines to the class</b></p> <ul style="list-style-type: none"> <li>• Intonation Edwards Tuning Drone Melodies and lip slur etudes, drones, Vining long tone duets</li> <li>• Alternate Positions and Technique (Kopprasch, Bona, Tyrell, Gallay, Bitsch, Arban, Stevens)</li> <li>• Assignments for Class 10</li> </ul>	<p><b>Midterm Due</b></p> <p>Study:</p> <ol style="list-style-type: none"> <li>1. Kleinhammer Ch. 8, Ch. 12</li> <li>2. Kagarice Article ITA</li> <li>3. Phillips Slide Technique</li> <li>4. <a href="https://trombonetools.com/intonation/">https://trombonetools.com/intonation/</a> plus rest of page</li> </ol> <p>Practice:</p> <p>Vining Ch. 9 and Exploration 9 and 10</p>
<p><b>Oct 21 (Class No. 9) Clefs, Bass Trombone, Equipment – LESSON OBSERVATIONS DUE</b></p> <ul style="list-style-type: none"> <li>• Clefs (Edwards, Blazhevich, Sauer)</li> <li>• Bass Trombone Technique (Sharpe, Vernon, Aharoni, Gillis, Blazhevich, Hinterbichler)</li> <li>• Equipment</li> <li>• Assignment for Class 11</li> </ul>	<p><b>Lesson Observations Due – Present them to class</b></p> <p>Study:</p> <p><a href="https://www.yeodoug.com/resources/faq/faq_text/v Alves.html">https://www.yeodoug.com/resources/faq/faq_text/v Alves.html</a></p>
<p><b>Oct 28 (Class No. 10) Musicality</b></p> <ul style="list-style-type: none"> <li>• Musicianship and Artistry (Bach Cello Suites, Gallay, Pichaureau, Grigoriev)</li> <li>• Assignments for Class 12</li> <li>• <a href="https://bulletproofmusician.com/steven-tenenbom-on-rhythm-phrasing-and-the-life-within-each-note/">https://bulletproofmusician.com/steven-tenenbom-on-rhythm-phrasing-and-the-life-within-each-note/</a></li> </ul>	<p>Study: (Individual Assignments)</p> <ol style="list-style-type: none"> <li>1. Farkas Art of Musicianship Ch. 1 and 2</li> <li>2. Brass Cookbook p. 4, 131-136, 143-145</li> <li>3. McGill p. 28-29, 38-55</li> <li>4. Jacobs p. 137-143</li> <li>5. Klickstein p. 23-34</li> </ol>
<p><b>November 4 (Class No. 11) Psychology – TEACHING VIDEOS DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion of Teaching Videos</li> <li>• Mental Strategies</li> <li>• Performance Anxiety <ul style="list-style-type: none"> <li>◦ Green, Greene, Colgrass, Werner, Bulletproof Musician Site</li> </ul> </li> <li>• Methods for Relaxation <ul style="list-style-type: none"> <li>◦ Yoga, Alexander, Meditation (<a href="http://www.mindful.org/meditation/mindfulness-getting-started/">http://www.mindful.org/meditation/mindfulness-getting-started/</a>)</li> </ul> </li> <li>• Assignments for Class 13</li> </ul>	<p><b>Teaching Videos Due</b></p> <p>Study: (Individual Assignments)</p> <ol style="list-style-type: none"> <li>1. Werner Ch. 5/6</li> <li>2. Werner Ch. 10/11</li> <li>3. Werner Ch. 13</li> <li>4. Colgrass Ch. 1/7</li> <li>5. Greene p. 40-58, 68-79</li> </ol>
<p><b>Nov 11 and 18 (Class No. 12 and 13) College Teaching</b></p> <ul style="list-style-type: none"> <li>• College/Studio Teaching job materials</li> <li>• Cover Letter/CV</li> <li>• Interviews – Preparation, what to expect</li> <li>• Syllabi</li> <li>• Teaching Philosophy</li> </ul>	<p>Study:</p> <ol style="list-style-type: none"> <li>1. ITA Journal College Teaching Interview</li> <li>2. Recruiting PDF</li> <li>3. Kelsky p. 133-164</li> <li>4. Kelsky p. 199-234</li> <li>5. Rudd p. 27-38, 206-209 (I have a copy to loan)</li> <li>6. Hofacre PDF (for your reference)</li> </ol>

A note about Generative AI:

In this course, you are encouraged to use Generative AI (GenAI) tools such as (but not limited to) Claude, ChatGPT, Gemini to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, your

critical thinking or our course materials. If something seems unclear, please seek clarification.

I use GenAI to enhance materials and streamline tasks. I will always disclose how I use GenAI, and I expect the same from you.

In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy.

#### Additional University Policies:

Academic Integrity: <http://facultysuccess.unt.edu/academic-integrity>

Student Behavior: <https://deanofstudents.unt.edu/conduct>

Access to Information: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

ODA statement: [disability.unt.edu](http://disability.unt.edu)

UNT Policy Statement on Diversity: <https://idea.unt.edu/diversity-inclusion>

Financial Aid and Satisfactory Academic Progress: <http://financialaid.unt.edu/sap>

Retention of student records: <http://ferpa.unt.edu/>

Counseling and testing: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

Add/drop policy: <https://registrar.unt.edu/registration/spring-registration-guide>

Student resources: [https://www.unt.edu/sites/default/files/resource\\_sheet.pdf](https://www.unt.edu/sites/default/files/resource_sheet.pdf)

Care Team: <https://studentaffairs.unt.edu/care-team>