

# Tuba Euphonium Pedagogy

## MUL4442

### I. Course Information

Spring 2026

Meeting Time/Day: Friday (9:35-10:25)

Location: MUB 142

#### Instructor

Dr. Danielle VanTuinen: [dvantuinen@ufl.edu](mailto:dvantuinen@ufl.edu)

Office Location: Music Building 307

Office Hours: Friday (11:45-10:35)

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#### Course Description

This course is designed to provide students with an overview of and hands-on experience regarding issues pertaining to teaching methods and techniques. In addition to the exploration of different pedagogical approaches, the students will learn the standard repertoire for both the tuba and euphonium from the beginning levels through collegiate. Topics will include.

- Develop excellence in teaching.
- Compare and analyze teaching methods and techniques.
- Understand learning style profiles.
- Understand your role as an educator in a Social Change Ecosystem.
- Develop a teaching philosophy.
- Increase knowledge of tuba and euphonium repertoire in relation to the musical timeline.
- Develop an increased understanding of major developments in tuba euphonium history and repertoire.
- Develop a confident and professional style of performing and public speaking.

#### Learning Outcomes

- Demonstrate pedagogical techniques.
- Develop a personal teaching style.
- Develop concepts and activities for teaching Diversity, Equity, and Inclusion in context of your teaching position.
- Demonstrate proper technique and develop techniques to effectively improve and fix low brass students' overall skills.
- Know multiple methods of brass pedagogy and apply concepts to teaching.

- Develop an understanding of original works, transcriptions, and arrangements for tuba and euphonium in a solo and ensemble setting.
- Learn and research historical aspects of tuba euphonium repertoire and be able to apply the knowledge.

### Required Texts

- The Brass Players Cookbook – ed. Kenneth Amis
- A Practical Guide to Studio Teaching in Higher Education - Scott Watson and Jerry Young
- Intelligent Music Teaching - Robert Duke
- Musical Performance: Learning Theory and Pedagogy - Daniel Kohut
- Body Mapping - David Vining

### Recommended Texts

- Marginalized Voices in Music Education – ed. Brent C. Talbot
- The Cambridge Companion to Brass Instruments – Trevor Herbert & John Wallace
- The Tuba Family – Clifford Bevan
- Mr. Tuba – Harvey Phillips
- Berlioz' Orchestration Treatise: A Translation and Commentary – H. MacDonald
- Music Landscapes in Color: Conversations with Black American Composers – W. Banfield
- Speak No Evil: Talking Race as an African American in Music Education – J. McCall
- The Tuba Source Book
- The Euphonium Source Book
- Also Sprach Arnold Jacobs – Compiled by Bruce Nelson (Recommended)

In addition to the required texts, students are responsible for researching and reading books, articles, scholarly publication, and other materials that pertain to the topic being discussed.

Each Week will include:

- Readings
- Discussions of reading and application
- Watching pedagogy videos
- Project presentation or teaching demonstrations

### Attendance Policy

Attendance in all classes is required. 10 pts. from the attendance grade will be deducted for each absence. If the total number of absences exceeds 5, an additional 10 points will be deducted from the total points available for the class.

## II. Weekly Schedule

Week	Description	Due
<b>Week 1</b>	Course Introduction and Projects Discussion: What is pedagogy? What is teaching and learning?  Read for Week 2: Chapter 1 – The Whole Musician & Chapter 1 – Also Sprach	
<b>Week 2</b>	Learning Style Profiles In-Class Discussion of Readings	Project No. 1
<b>Week 3</b>	Embouchure Part 1 – Readings and videos  Read and Discuss – Seeing Race Again (Crenshaw)	
<b>Week 4</b>	Embouchure Part 2 – Readings and Videos	Project No. 2
<b>Week 5</b>	Embouchure Part 3	
<b>Week 6</b>	Breathing – Readings and Videos	Project No. 3
<b>Week 7</b>	Articulation Language Influence on Brass Performance  Read and Discuss: A Female Band Director's Career in a Culture of Masculinity	
<b>Week 8</b>	Range Development	Project No. 4
<b>Week 9</b>	Performance Success Body Mapping	
<b>Week 10</b>	Common Problems and Suggested Remedies	Project No. 5
<b>Week 11</b>	Etudes, Method Books, Lesson planning and assessment	
<b>Week 12</b>	Interview Techniques Doubling	Project No. 6
<b>Week 13</b>	Equipment – Mouthpiece design and function, instruments	Project No. 7
<b>Week 14</b>	Presentation of your research in class	

<b>Week 15</b>	Presentation of your research in class	Project No. 8
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### III. Assignments Projects

Project Number	Description
Project No. 1 – Due Week 2 (1/23)	Brass Player's Cookbook. Select and evaluate (in writing) three chapters from The Brass Player's Cookbook after personally implementing suggested recipes for performance. Discuss the author's ideas, communication skills, and whether the concept proved to be helpful/valuable. Orally present/demonstrate one reading to the class. 50 pts.
Project No. 2 – Due Week 4 (2/6)	Present a pedagogy topic of choice in class, masterclass style (15 min). Create a handout or use PowerPoint and present in an engaging and participatory manner based on your research topic. Possible topics include but are not limited to breathing, improving one's practice, developing and improving musicianship, learning to improvise, peak performance, the value of chamber music, embouchure, health and wellness, articulation, developing tone, or a topic of your choice. Your teaching will be recorded for you and your professor's assessment. 100 pts.
Project No. 3 – Due Week 6 (2/20)	Write a personal teaching philosophy statement. 50 pts. <a href="https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html">https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html</a>
Project No. 4 – Due week 8 (3/6)	Write a statement on the topic of "Equity in Context of Teaching" -
Project No. 5 – Due Week 10 (3/20)	15- Minute Presentation in studio class (record your presentation). 50 pts <ol style="list-style-type: none"> <li>1. Create handout or a slide presentation</li> <li>2. Choose a topic of focus</li> <li>3. Introduce the concept</li> <li>4. Demonstrate the concept</li> <li>5. Review the concept</li> <li>6. Present a closing statement in the form of inspiration</li> </ol>
Project No. 6 – Due week 12 (4/3)	Teaching observation – observe a non-brass lesson. Share your observations in pedagogy class

Project No. 7 – Due week 13 (4/10)	15-minute in class lesson teaching – observed. 25pts <ol style="list-style-type: none"> <li>1. Invite a euphonium or tuba student to class to teach, with observation and feedback</li> <li>2. Record your teaching session</li> </ol>
Project No. 8 – Due Week 15 (4/22)  *Week 14 and 15 in-class presentations of your paper	Final: Research Paper and Presentation – Choice of Topic. 100 pts <ul style="list-style-type: none"> <li>• 8–10-page paper on a pedagogical topic of choice. Double-spaced, formatted, footnotes where applicable – present information, in the form of properly-cited resources, including quotations or score excerpts where appropriate.</li> <li>• Analyze and compare information, giving some insight into its content and pedagogical value.</li> <li>• Critically evaluate information, offering insight into the uses and relative merits of different materials.</li> <li>• Include concepts and application of diversity, equity, inclusion within your selected topic.</li> </ul> Grad Students: Update and turn in CV

## IV. Grading

Description	Points
Participation	100 pts
Project No. 1	50 pts
Project No. 2	100 pts
Project No. 3	50 pts
Project No. 4	50 pts
Project No. 5	50 pts
Project No. 6	50 pts
Project No. 7	25 pts
Project No. 8	100 pts
Attendance	50 pts

	Total Points
	625

Percent	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D

## V. Required Policies

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting: [Disability Resource Center - Disability \(ufl.edu\)](https://disabilityresourcecenter.ufl.edu/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: [Students - Faculty Evaluations - University of Florida \(ufl.edu\)](https://students-facultyevaluations.ufl.edu/). Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluations results are available to students at [Public Results - Faculty Evaluations - University of Florida \(ufl.edu\)](https://publicresults-facultyevaluations.ufl.edu/).

**University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code: [Student Conduct Code | SCCR \(ufl.edu\)](#)

This code specified a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any concerns, please consult with the instructor or TAs in the class.

**Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](#).

University Police Department: 392-1111 or 911 for emergencies.

**The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at: [Writing Studio – University Writing Program \(ufl.edu\)](#) or in 2215 Turlington Hall for one-on-one consultations and workshops.