Tuba Euphonium Repertoire
MVB4640

I. Course Information
Fall 2024
Meeting Time/Day: To be arranged.
Location: MUB 307

Instructor
Dr. Danielle VanTuinen: dvantuinen@ufl.edu
Office Location: Music Building 307
Office Hours: By Appointment

Course Description
The purpose of this course is to familiarize the student with techniques and literature for the tuba and the euphonium through performance practice and documented history of the instruments. The repertoire studied will include methods and etudes, orchestral, solo, wind band, and chamber music.

Course Objectives
At the conclusion of this course, students will be able to demonstrate:
1. An increased knowledge of tuba and euphonium repertoire in relation to the musical timeline
2. An increased understanding of major developments in tuba euphonium history and repertoire
3. A confident and professional style of performing and public speaking

Learning Outcomes
1. Develop an understanding of original works, transcriptions, and arrangements for tuba and euphonium in solo and ensemble settings, with a focused lens on discovering BIPOC, LGBTQ+ and female identifying composers.
2. Research and learn historical aspects of tuba euphonium repertoire and be able to apply the knowledge in context of their practice.
3. Learn how to take ideas from conception to application and evolution through in class presentations about specific genres of tuba and euphonium repertoire.

Course Projects and Requirements
Students will explore solo repertoire and prepare and perform band and orchestral excerpts. Additionally, students will research, write about, and perform repertoire for the tuba and euphonium. Area of study will include:
- History of the tuba and euphonium instruments
- Solo repertoire
- Orchestral repertoire
- Solos with band and orchestra
- Quintet repertoire
- Quartet repertoire
- Early jazz repertoire

II. Assignments

Project No.	Project Description
Project No. 1	1. Update your personal solo rep list. Organize in 3 different ways, using the following categories: a. Organize by date of composition/publication. b. Organized by genre. c. Organize by grade – determine a grade level for each solo piece – refer to Tuba Source Book 2. Research ITEA website, "Programs" area. We will discuss this assignment in class. - Submit a personal recent recital program for publication on the ITEA website
Project No. 2	Research and create a solo rep list for tuba and euphonium with the following categories of repertoire. 1. For undergraduate college students 2. For high school students. Include at least 2 BIPOC/LGBTQIA+/ Female identifying composer or published within the past 10 years for each category. - Renaissance or Baroque transcriptions (3 works of varying difficulty) - Classical transcriptions (3 works of varying difficulty) - Romantic transcriptions (3 works of varying difficulty) - Concerti (3 works of varying difficulty) - Sonatas (3 works of varying difficulty)
Project No. 3	Research and create a solo rep list for tuba and euphonium with the following categories of repertoire. 1. For undergraduate college students 2. For high school students. Include at least 2 BIPOC/LGBTQIA+/ Female identifying composer or published within the past 10 years for each category. - Unaccompanied works (3 works of varying difficulty, one with extended techniques) - Solo works with extended technique (3 works of varying difficulty) - New works written in the past 5 years (3 works of varying difficulty) - Solo works with pre-recorded or electronic accompaniment (3 works of varying difficulty)
Project No. 4	History Presentation in Studio Class Create a 10–15-minute power point presentation about one aspect of tuba/ euphonium history. Be creative and interesting, include pictures and sound samples. Include one BIPOC/LGBTQIA+/Female identifying performer, composer in your presentation. Present in Class.
Project No. 5	Excerpt or Competition Recording - Professional video/audio record 3 excerpts – from the "A" list – orchestral or band - OR record Falcone Competition repertoire.

Project No. 6	Choose 2 orchestral excerpts for tuba from the A, B, or C list (located in the canvas module) - Discuss the challenges that each excerpt will present for someone just starting to learn the excerpt. - What does the excerpt demonstrate in context of the audition list? - Write one exercise to accompany each excerpt. The exercise should help solve the potential facilitation or technical issue that you have defines.
Project No. 7	Write a Diversity, Equity, Inclusion statement for your teaching file (applying for jobs)
Project No. 8	Mock audition of orchestral or band rep.

III. Grading

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

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

IV. Suggested Resources

Suggested Text Material	- **Herbert, Trevor and Wallace, John eds. (1997).** *The Cambridge Companion to Brass Instruments.* **Cambridge Companions to Music. Cambridge: Cambridge University Press.** library or canvas. Selected Readings. - **Bevan, Clifford: The Tuba Family, Faber and Baber, 3 Queen Square, London, ©1978.** library or in canvas. Selected Readings. - **Phillips, H. (2012***). Mr. Tuba.* **Indiana University Press. Read "Introduction" by David Baker and also pp.***396-407* - **MacDonald, H. (2004).** *Berlioz's Orchestration Treatise: A Translation and Commentary.* Cambridge University Press. Read pp. 239-241 - **Banfield, W. (2003).** *Musical Landscapes in Color: Conversations with Black American Composers* **Read 2 sections***: A brief History of Cultural Exclusion,* **p. 18-22 and about composer David Baker, p. 54-68** - McCall, J. (2018). *Speak No Evil: Talking Race as an African American in Music Education,* pp. 13-26 - ***The Tuba Source Book – in library or my office*** - ***The Euphonium Source Book – in library or my office*** - Selected readings which will be posted in canvas
Suggested Reference Websites	Repertoire Reference websites • www.iteaonline.org • https://www.composerdiversity.com/spotlights • https://www.newmusicusa.org/projects/the-black-composer-project-2/ • https://wophil.org/african/?doing_wp_cron=1607822313.6847469806671142578125 • https://www.lastrowmusic.com/brass-music-by-women-composers-artists/ • www.yeodoug.com • www.tuba4u.com • www.norlanbewly.com • www.dwerden.com • www.georgepalton.com

IV. Weekly Schedule

Week	Description	Due
Week 1	No Class	
Week 2	In-Class Discussion – Library Resources	Project No. 1

Week 3	In-Class Discussion – The Tuba Family	Reading Due
Week 4	In-Class Discussion – Development of the Instrument	Project No. 2
Week 5	In-Class Discussion – Development of Repertoire, application of transcriptions	
Week 6	Tuba/Euphonium History Presentations	Project No. 3
Week 7	A/B/C Orchestral and Band List	
Week 8	History Presentation	Project No. 4
Week 9	Discussion regarding competition/recording	
Week 10	In-Class Discussion – French and German Influence	Project No. 5
Week 11	In-Class Discussion – Break down of orchestral use of each instrument	
Week 12	In-Class Discussion – Applying for the position	Project No. 6
Week 13	In-Class Discussion	
Week 14	Mock Audition	Project No. 7
Week 15	Thanksgiving	Project No. 8

V. University Policies

More information on UF grades and grading policies is here: https://catalog.ufl.edu/UGRD/academic- regulations/grades-grading-policies/

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu/evals. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

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 (https:// www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the

possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: Student Honor Pledge
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 Conduct Code (https:// sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/ tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: [http://www.counseling.ufl.edu/cwc,](http://www.counseling.ufl.edu/cwc) and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or [http:// www.police.ufl.edu/.](http://www.police.ufl.edu/)

Health and Wellness:
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning- [support@ufl.edu.](mailto:support@ufl.edu) [https://lss.at.ufl.edu/help.shtml.](https://lss.at.ufl.edu/help.shtml)

Academic Resources:
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. [https://www.crc.ufl.edu/.](https://www.crc.ufl.edu/)

Library Support, [http://cms.uflib.ufl.edu/ask.](http://cms.uflib.ufl.edu/ask) Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [https://teachingcenter.ufl.edu/.](https://teachingcenter.ufl.edu/)

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. [https://writing.ufl.edu/writing-studio/.](https://writing.ufl.edu/writing-studio/)

Student Complaints Campus: [https://www.dso.ufl.edu/documents/ UF_Complaints_policy.pdf.](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process