



# **FRENCH HORN STUDIO SYLLABUS**

**2010-2011**

**Instructor: Mr. Kieron C. Irvine**

## **Mission Statement**

The purpose of this class is to teach the most important aspects of French Horn performance and literature. With consistent practice and correct playing habits, the student will be able to become a proficient performer. “Keep Playing” it’s the only way to get it.

## **Emphasis in Lessons will be placed on the following:**

- 1.) Breathing
- 2.) Embouchure Placement
- 3.) Tone
- 4.) Intonation
- 5.) Tonguing (Single, Double, Triple Tonguing, Articulation)
- 6.) Flexibility (Lip Slurs, Range)
- 7.) Fingering
- 8.) Phrasing
- 9.) Performing in different styles
- 10.) Endurance
- 11.) Listening and Analyzing
- 12.) Literature
- 13.) Sight Reading

## **The following books are required for lessons:**

### **Beginners:**

- Essential Elements Book I
- Standers of Excellences Book I

### **Intermediate/ Advanced:**

- Concone - Lyrical Studies
- Kopprasch- 60 Exercises
- Farkas- The Art of French Horn Playing
- Clarke - Technical Studies
- Carmelo Barranco- Scale Studies not just for French Horn

## **Additional Information (Only assigned to particular students by instructor)**

- [hornexcerpts.org](http://hornexcerpts.org) ( This website has printable orchestral excerpts along with several well known recordings)

Other books and solo literature will be assigned according to the level and progress of the student.

### **Course Materials:**

1. Instrument
2. Instrument accessories (i.e. mutes, cleaning kit, etc...)
3. Pencil and music folder

### **Course Requirements**

1. All rehearsals and performances are mandatory. This includes after school rehearsals in preparation for performances (work scheduling and extra-curricular activity conflicts will not be acceptable reasons to miss rehearsals).
2. Prepare music through a rigorous daily practice schedule.

### **Grading Procedures**

Students will be graded by:

1. Quality of class and homework assignments.
2. Evidence of a consistent daily practice schedule.
3. Class attendance and promptness. Any absence must be supported by a note from home signed by a parent or legal guardian. Tardiness without a pass will affect the student's grade. Three unexcused tardy equal one unexcused absence. Five unexcused absences result in the failure of the course.
4. Rehearsal protocol
5. Class participation
6. Preparation for and quality of performances.
7. See attached grading rubric for further explanation.

### **Dress requirements for performances**

Students will not be allowed to perform and will receive a failing grade for the performance if they are not in the correct performance attire as indicated below.

Male – black tailored suit (no saggy cuffs), white collared shirt, long matching black tie, black bow tie, black socks, and black shine-able dress shoes.

Female – black full-flowing dress culottes or black long skirt with white collared blouse, flesh tone stockings and black dress shoes. No cleavage, midriff, bare shoulders or pants/pant suits allowed. All jewelry worn for performance must be modest and conservative. For additional information, please seek advice from the designated female advisor.

## **Performance numerical Breakdown of Rubric**

20% Tone Quality  
20% Rhythm/Tempo  
20% Rudiments/Technical Accuracy  
20% Interpretation/Expression  
20% Scales (all Major, and all forms of Minor)

*Attendance and Behavior will affect the overall grade.*

### **Attendance**

Unexcused absences and tardy will affect the student's overall grade as listed in the rubric and community handbook. All performances and performance rehearsals are mandatory.

### **Behavior**

Every five demerits will reduce a student's performance grade by one letter (i.e. Performance grade =B+, student receives 10 demerits for the advisory, student's grade for the advisory = D+).

Demerits will be issued for but not limited to the following infractions:

Unauthorized talking/conversations  
Eating food or chewing gum  
Being disruptive to class

Demerits may be removed by completing extra-credit at the discretion of the director.

## *Student Information Sheet*

Name:

Grade:

Instrument:

Department:

Address:

Number (Home or Cell):

Parents or Guardians Name:

Parents or Guardians Number (Work or Cell):

I have received and read the Trumpet/ French Horn Studio Syllabus and I agree to meet all course requirements and objectives as listed in the syllabus.

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STUDENT'S SIGNATURE DATE

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PARENT'S SIGNATURE DATE

Please return this signed form to the teacher.

# **Duke Ellington School of the Arts**

## **French Horn Studio**

**Instructor: Mr. Kieron C. Irvine**

**E-mail: [irvine\\_kieron@yahoo.com](mailto:irvine_kieron@yahoo.com)**

**Phone: (301)538-1757**

### **Mission Statement**

The purpose of this class is to teach the most important aspects of French Horn performance and literature. With consistent practice and correct playing habits, the student will be able to become a proficient performer. “Keep Playing” it’s the only way to get it.

### **Curriculum**

A syllabus will be provided to each student. This syllabus will indicate all necessary equipment needed for class.

