

Ball State University

Flute Pedagogy Syllabus (MUSPE 420/520)

Spring 2026

Instructor: Dr. Mihoko Watanabe

Office: MIB 208

Office hour: By Appointment

Contact: By Phone 285-5412 or by email watanabe@bsu.edu

Course Meeting: MI 229 (except for 3/13 in MI 152)

Course Description

This course explores the foundations and practices of flute pedagogy. Students develop technical, musical, and professional teaching skills while integrating wellness and mindful practice. Undergraduate students design a **6-semester high school flute curriculum**; graduate students design a **4-year undergraduate college flute curriculum**. Assignments include teaching observations, video teaching, recital and performance preparation, and studio management skills.

Student Learning Objectives

By the end of the semester, students will:

1. Demonstrate reflective teaching practices through observation and video recordings.
2. Design progressive flute curricula appropriate for high school (UG) or college (Grad) students.
3. Apply wellness, mindfulness, and body awareness in teaching and performance.
4. Prepare professional materials, including recital programs and performance resumes.
5. Understand studio management and professional skills required for a teaching career.

Required Book

Toff, Nancy. "The Flute Book: A Complete Guide for Students and Performers, Third Edition."

New York: Oxford University Press, 2012. ISBN 13: 9780195373080

Grading Overview & Assignment Categories

Category	Components	Percentage
1. Weekly Preparation & Participation	Attendance, engagement, peer feedback, in-class exercises	20%
2. Teaching Observation Reports	3 applied lessons; 1–2-page reflection each	15%
3. Curriculum Design Assignment	<ul style="list-style-type: none"> • UG: 6-semester HS curriculum • Grad: 4-year College curriculum 	20%
4. Health, Wellness & Mindfulness Assignment	Reflection and applied strategies	10%
5. Recital Program & Performance Resume	Draft & revision	10%
6. Video Teaching Presentations	3 submissions demonstrating teaching skills	20%
7. Studio Management & Professional Skills	Draft policies, scheduling, communication	5%
8. Final Compiled Course File / Portfolio	Complete portfolio of all assignments	5%

Submission Notes:

- All assignments must be submitted via Canvas.
- Assignments are Undergraduate vs Graduate differentiated (see Curriculum Design Expectations).

Curriculum Design Expectations

Level	Scope	Required Areas
Undergraduate	6-semester HS curriculum	Etudes, Scales, Unaccompanied pieces, Flute & Piano repertoire, Semester sequencing, Pedagogical notes, Wellness integration
Graduate	4-year College curriculum	Etudes (advanced), Scales (all), Unaccompanied pieces (intermediate–advanced), Flute & Piano repertoire, Semester sequencing, Pedagogical notes, Professional prep, Wellness integration

Teaching Observation Requirements

- **3 applied lessons** across the semester
- Each observation includes objectives, teaching strategies, student engagement, and reflective notes
- **Due:** Week 13

Video Teaching

- **3 submissions** demonstrating teaching skills and progression
- Includes technical explanation, lesson clarity, reflection, and pedagogical rationale
- **Due:** Weeks 12–14

Health/Wellness & Studio Management

- **Health/Wellness Assignment:** Reflection on posture, breathing, and mindful teaching (**Due Week 5**)
- **Studio Management Assignment:** Policies, scheduling, communication, and professional scenario role-play (**Due Week 14**)

Weekly Schedule & Assignments (Undergrad vs Graduate)

The instructor reserves the right to adjust topics and activities as the class progresses.

Week	Date	Topic / Focus	Readings	In-Class Focus	Assignments / Deadlines
1	1/9	Introduction & Choosing an Instrument	Intro, Ch.2, Ch.3	Course overview, instrument selection, care & maintenance	Identify applied lessons for 3 Teaching Observations : review handouts
2	1/16	No Class (Asynchronous)	Ch.1, Ch.4	–	Reflection: Instrument care & history (1 page) – due Week 3; optionally observe Observation #1
3	1/23	Flute Family & Technical Foundations	Ch.5, Ch.9	Articulation, scales, flute types	Begin Health/Wellness Assignment ; Teaching Observation #1 notes
4	1/30	Breathing, Tone & Body Awareness	Ch.6, Ch.7	Posture, breathing, tone, injury prevention	Continue Health/Wellness Assignment ; begin Curriculum Draft (UG: HS curriculum; Grad: College curriculum); Teaching Observation #2
5	2/6	Vibrato & Pedagogical Application	Ch.8	Teaching vibrato, peer recital program review	Health/Wellness Assignment due ; Sample Recital Program Draft ; continue Teaching Observation #2
6	2/13	Recital Program Revision & Professional Awareness	Ch.12	Recital revisions, professional expectations	Revised Recital Program due ; begin Performance Resume ; Teaching Observation #3
7	2/20	Technique, Articulation & Lesson Structure	Ch.10	Lesson structuring, scales, rhythm, intonation	Performance Resume Draft due ; compile Teaching Observation #1–3 Reports
8	2/27	Teaching in the 21st Century	Handouts	Inclusive, student-centered pedagogy	Revised Performance Resume due

Week	Date	Topic / Focus	Readings	In-Class Focus	Assignments / Deadlines
9	3/5	Curriculum, Solo Literature & Etudes	Selected repertoire	Curriculum sequencing, solo literature, etudes, peer feedback	Work on Curriculum Draft : UG : 6-semester HS curriculum Grad : 4-year College curriculum
10	3/12	Study Day	–	–	Continue Curriculum Draft & work on group presentations
11	3/19	Group Presentations	Selected repertoire	Curriculum & solo literature presentations	Integrate peer feedback into Curriculum Draft ; refine Teaching Observation reflections
12	3/26	Video Teaching Presentations I	Video teaching guidelines	Video teaching presentations (1 submission)	Submit Video Teaching #1 via Canvas
13	4/2	Teaching Observations & Video Teaching II	Video teaching guidelines	Discussion of observations; video presentations	Teaching Observation Reports due (3 total); Submit Video Teaching #2 ; refine Curriculum Draft
14	4/9	Studio Management & Professional Skills	Studio mgmt handouts	Studio policies, communication, role-playing	Studio Management Assignment due ; Submit Video Teaching #3
15	4/16	Course Reflection & Curriculum Finalization	–	Review & peer feedback	Finalize Curriculum Draft and teaching reflections
Final	4/23	Course Wrap-Up / Portfolio Submission	–	–	Submit Final Compiled Course File via Canvas including Curriculum, Teaching Observations, Wellness, Recital Program, Video Teaching, Studio Management

Course Statement and Policies

Participation Policy

- This course is designed with **weekly activities, discussions, and collaborative work**.
- Complete all assignments and other course activities **by the stated due dates**.
- Active engagement is expected to maximize learning and professional growth.

Feedback Policy

- The instructor will respond to emails from your **official Ball State email address** within **24 hours on weekdays (Monday–Friday)** and within **48 hours on weekends**.
- Contact the instructor directly with any questions or concerns regarding your **performance, practice, or lesson material**.

Late Assignment Policy

- All assignments are due by **midnight EST/EDT** on the dates indicated in the syllabus.
- Assignments submitted after the due date will incur a **grade reduction for each day late**.
- Technical or internet issues do **not excuse late submission**. Students are encouraged to submit work early and maintain a backup plan.

Assignment Submission Policy

- Submit assignments as **Word documents (.doc or .docx)** unless otherwise indicated in the assignment instructions.

Disability Statement

- Students requiring course adaptations or accommodations due to a disability should **contact the instructor as early as possible**.
- Ball State University's Disability Services Office coordinates accommodations for students with documented disabilities. Documentation must be on file with the office before accommodations can be provided.
- **Contact:** 765-285-5293 or dsd@bsu.edu.

Academic Ethics and Integrity

- **Honesty, trust, and personal responsibility** are core values at Ball State University. Academic dishonesty or misconduct **will not be tolerated**.
- Students are expected to uphold **the highest standards of integrity** in all coursework, lessons, and performances.
- For full policy details, refer to the Student Academic Ethics Policy.

Plagiarism Policy

- All assignments must be completed **independently** unless explicitly stated. Sharing files or collaborating without approval is prohibited.
- Examples of violations include, but are not limited to:
 - Working with others on individual assignments
 - Using another person's work or files
 - Reusing work from a previous course
 - Submitting fraudulent or dishonest work
 - Using unauthorized materials during exams
 - Impersonation or having someone complete work on your behalf
 - Posting course materials on study or content-sharing websites

Plagiarism Detection:

- Ball State subscribes to **Turnitin** through Canvas for plagiarism detection. Written assignments may be submitted for originality checks. Work will be used solely for this purpose. Students may notify the instructor in writing if they decline participation; alternative verification may be required.

Netiquette (Etiquette in Cyberspace)

- Use social media and online communication responsibly and professionally.

Academic Support Resources

- **Learning Center:** Offers free tutoring and study support for a wide range of subjects, including writing, time management, test-taking, and study strategies.
 - **Location:** NQ 350
 - **Hours:** Monday–Thursday, 9 a.m.–8 p.m.; Friday, 9 a.m.–12 p.m.
 - **Contact:** 765-285-3780 | [Learning Center Website](#)
- **Writing Center:** Provides free writing feedback, online or face-to-face, for essays, reports, lesson plans, presentations, resumes, and other assignments.
 - **Location:** Robert Bell 295
 - **Contact:** 765-285-8370 | [Writing Center Website](#)