



Academic Year 2023–2024  
Fall Semester 2023

**Applied Trombone Studio Syllabus**  
MUSC 127 (trombone), MUSC 127 NM and MUSC 127 NM1  
(trombone for non-music majors), MUSC 427 (advanced trombone),  
MUSC 527 (graduate trombone), trombone studio class

Prepared by

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### **University of Illinois at Urbana-Champaign Mission Statement**

The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of citizens in Illinois, across the nation, and around the world through our leadership in learning, discovery, engagement, and economic development.

### **University of Illinois School of Music Mission Statement**

The Illinois School of Music's mission is to advance the art of music and its related disciplines. It seeks to educate students in the various fields of the profession and to develop an understanding of music on the campus and in the larger community. The School endeavors to preserve diverse repertoires and cultural traditions while also advancing opportunities for artistic, intellectual, technological, and scholarly innovation in the realm of music. The School is dedicated to excellence in research, performance, composition, and teacher preparation, undertaken in a spirit of collaboration among its own constituents, as well as with those of the College of Fine and Applied Arts, the University, and the musical world at large.

## **Douglas Yeo—Core Pillars of Teaching**

The pursuit of any artistic enterprise must begin with the fundamental thesis that it is consequential. To that end, my philosophy of teaching—which has been developed through my own life experience as a professional artist/musician/trombonist and my over 40 years of teaching at the Conservatory/University/College level—may be summarized with these five core pillars:

***PAY ATTENTION.*** Fundamental to learning is the ability to pay attention. With myriad demands on our lives that require us to multi-task and manage a wide variety of activities, there are times when we must single-mindedly focus ourselves on a particular project or event. Eliminating distractions and developing the ability to compartmentalize aspects of our lives and living is fundamental to developing the ability to engage in accurate self-evaluation. Such self-evaluation is critical to making positive progress toward goals. In addition, it is not enough to pay attention to things that self-evidently seem related to the trombone. Rather, we recognize that by paying attention to everything that intersects with our lives, we can bring lessons from diverse experiences to our work as artists/musicians/trombonists.

***TRY EVERYTHING.*** Discovery and understanding are active, ongoing processes. If one assumes that, after determining the “best” way to accomplish a task, they no longer need to continue exploring alternative strategies for both execution and improvement, an individual will fossilize their learning at an early stage. Since new knowledge and more highly developed skills lead to improved methods of solving problems, trying every possible means of addressing tasks ensures that one benefits from the ongoing improvement an individual has been continuously pursuing.

***ASK QUESTIONS.*** Nobody knows everything about anything. It is by asking questions that individuals increase their knowledge base, and teachers and students who understand this have the potential to engage in active, meaningful, and transformative learning. Rather than simply giving a student information and strategies to implement so they can improve their skills, my teaching encourages the asking of questions so both teacher and student engage in the acts of discovery and understanding together.

***REVISIT PAST DECISIONS.*** Decisions that seemed right in the past may not be right today. When we sight read an etude or a solo, we make many decisions—where to breathe, what slide position to use, dynamics, articulations, etc.—but it is surprising how long we often hold on to those decisions. If we don’t revisit our past decisions in light of how our skills have developed since we made them, we don’t benefit from our improvement. Much of the time, decisions made in the past will still hold up as being good and helpful. But there will be instances where, while revisiting all past decisions, we realize that we can play a passage better because we allow ourselves to accept and implement the improvement we have made over time.

***PURSUE EXCELLENCE.*** I have never met a person who wakes up in the morning and says, “Today, I wish to achieve mediocrity in all of my tasks.” Each individual aspires to excellence commensurate with their own unique combination of physical ability, talent,

hard work, and destiny. Excellence is not a fixed, one-size-fits-all end point. Rather it is a movable ceiling that each individual continually pushes up against in order to actualize their potential.

## **University of Illinois at Urbana-Champaign (UIUC) Trombone Studio Statement of Purpose**

We desire that the University of Illinois at Urbana-Champaign Trombone Studio will be the **best**, most **significant**, **consequential**, **interesting**, **satisfying**, and **important** place on earth to study trombone.

### **BEST**

Our hallmark is excellence. Every student enters the UIUC trombone studio with different skills and goals. We will work together to fully actualize each students' potential and will do so at the highest level each student can bring to the table. Our desire is to approach learning in ways that will cause those looking at us to see that we are committed to being the best we can be at all we do.

### **SIGNIFICANT**

What we do in the UIUC trombone studio matters. We do not operate in a vacuum; we are part of a community of trombonists in Urbana-Champaign and, by extension, the world-wide community of trombone players. Our work as musicians makes a difference in a complicated and increasingly turbulent, disjointed, and disordered world. Our collaborations endeavor to positively impact our local and global communities and constituencies, and challenge and encourage all with whom we come in contact.

### **CONSEQUENTIAL**

We aim to make a difference. Studying trombone at UIUC is part of learning for LIFE. What we do in lessons, classes, concerts, practicing, and other activities has important implications on who we are and what we will become as individuals. The hallmarks of our work together—perseverance, discipline, patience, curiosity, attention to detail, *joie de vivre*—will not only make us better trombonists, but better people. No matter where our life path takes us, the study of trombone at UIUC is meant to consequentially inform all we do in order to prepare each of us for the challenges, hardships, and rewards ahead.

### **INTERESTING**

Studying trombone is a life-long enterprise, and the pursuit of excellence requires creative strategies to help us push forward. We endeavor to make study of the trombone at UIUC interesting in all its facets. More than simply teaching and learning, we will explore the trombone in creative and interesting ways. Unlike mathematics and theology, the study of the trombone has no Truth statements. There are many ways to approach the instrument. Understanding the trombone's history, its role as a solo and ensemble instrument, and bringing our individual life experiences to the table will stimulate our curiosity which will keep our study of the trombone interesting, evolving, and fresh.

## **SATISFYING**

Study of the trombone and the pursuit of excellence require hard work. But this work can be done in a positive way and should be enjoyable and satisfying. We will contend together to encourage one another, and to always build one another up. The creation of a sense of community in the trombone studio will come about through mutual respect and a collegial spirit of support. Through all the activities we undertake together, we will get to know each other better so we can encourage one another, challenge one another, keep one another accountable, and support one another. We are all in this together, and our strength is our stated desire to learn from each other and build each other up in mutually satisfying ways.

## **IMPORTANT**

This is your time. You are here for a reason; you have a purpose in your pursuit of knowledge and excellence. Now is the time for all associated with the UIUC trombone studio to be known as life-long difference-makers, to be role models for all who have an interest in our noble instrument. We are all part of an historical stream of players of the trombone that dates from the 15th century. We are making our mark on the present and the future, and history will judge our contribution to music and music making. What we are doing together is important.

## **Course Descriptions**

### **MUSC 127 A. Private Lessons: Trombone. (2 or 3 Credits)**

Private trombone lessons for freshman and sophomore music performance majors (3 credits), and music education and music composition majors (2 credits), and non-music majors (2 credits; non-music major lessons are taught by a trombone studio graduate teaching assistant). Weekly lessons are 50 minutes long for music performance majors, between 30–50 minutes long for music education and music composition majors, and 30 or 50 minutes long for non-music majors. Students are expected to practice a minimum of two hours a day.

### **MUSC 127 NM. Private Lessons: Trombone. (2 Credits)**

Private trombone lessons for non-music majors. Lessons are taught by the trombone studio graduate teaching assistant and students participate fully in Trombone Studio Class and other Trombone Studio activities. Weekly lessons are 30 minutes long. Students are expected to practice a minimum of two hours a day.

### **MUSC 127 NM1. Private Lessons: Trombone. (3 Credits)**

Private trombone lessons for non-music majors. Lessons are taught by the trombone studio graduate teaching assistant and students participate fully in Trombone Studio Class and other Trombone Studio activities. Weekly lessons are 50 minutes long. Students are expected to practice a minimum of two hours a day.

### **MUSC 427 A. Private Lessons: Trombone. (3 Credits)**

Private Lessons for junior and senior music performance majors. Weekly lessons are 50 minutes long. A junior and a senior recital are required. Students are expected to practice a minimum of three hours a day.

### **MUSC 527 A. Private Lessons: Trombone. (4 Credits)**

Private lessons for graduate students. Weekly lessons are 50 minutes long. Students are expected to practice a minimum of four hours a day. One recital is required for MM degree students; two recitals are required for DMA students which may be scheduled after two consecutive semesters of trombone lessons. Students are expected to practice a minimum of four hours a day.

### **Course Objectives**

Students that take trombone lessons (MUSC 127, MUSC 127 NM, MUSC 127 NM1, MUSC 427, MUSC 527) and participate in Trombone Studio Class shall make progress in the following areas commensurate with their abilities, their desire to learn, their work ethic, their degree program, and stated career goals:

- Improve trombone playing skills in all areas (sound quality, technique, tonal range, articulation, dynamic range, rhythm, endurance, intonation, etc.)
- Develop sound strategies for practicing the trombone
- Gain an understanding of the history of the trombone, its role and context in various types and styles of music, and its influence and importance in world-wide cultures and societies
- Become conversant in trombone literature including trombone method and étude materials, and music for solo trombone, trombone ensemble, the trombone in chamber music, and the trombone in large ensembles including orchestra and band
- Be able to communicate the fundamental principles of trombone pedagogy to others at their level of understanding (beginner, avocational player, professional player)
- Work as a constructive member of a diverse group of individuals (UIUC trombone studio) while learning new ideas and encouraging others

### **Office Hours and Contact**

I teach trombone lessons in my office in Music Building (MB) 3040 on Wednesdays and Thursdays although in some weeks, I will teach on other days of the week. Students will receive the schedule for their lessons in advance and the schedule will always be posted on the board outside of MB 3040. Trombone Studio Class is held on Thursdays from 11:00 am to 12:20 pm in Krannert Center for the Performing Arts Orchestra Rehearsal Room (KCPA ORR) and Wednesday from 7:30–8:45 pm in the Music Building Auditorium (MBA) as announced. If the door to MB 3040 is open and I'm there, you're welcome to come in and I'd be happy to speak with you. Appointments may be scheduled as well.

The best way to contact me is by email; I check my email regularly throughout the day. Members of the trombone studio will also have my mobile phone number (this number is not for general distribution) and if you need to contact me urgently, you may call or text me at that number. You can also contact our trombone studio graduate teaching assistant, Peter Karda, with questions.

I also need to be able to contact you. Email is my preferred method of communication, so you must have access to email throughout the day, either with a computer or a smart phone. Also, I may send you a text message if I need to reach you with information at short notice. I expect a prompt; you can expect the same from me.

When you communicate with me, do so in a way that reflects positively on you. Use complete sentences and thoughts as well as proper spelling and punctuation. Developing good communication skills is important in a competitive job market where impressions are made quickly. You should address me as Professor Yeo (he/him/his); I will address you by your first name or your preferred name and I will use your preferred pronouns.

## **Studio Resources**

I have a great deal of trombone related music, equipment, scores, recordings, and resources that I am willing to lend to current students for a period of time. All materials must be checked out and checked in with me and returned by the due date in the condition they were received. Lost or damaged materials must be replaced or repaired; failure to return materials on time will result in a lowering of your grade and, more importantly, a dent on how I view you as a responsible person.

## **Expectations**

I am at University of Illinois to teach, guide, help, encourage, challenge, and serve all students with whom I come in contact. You are at University of Illinois to learn and gather as much information from your teachers and your peers so you can use that information to help actualize your potential as a person, artist, musician, and trombonist.

I have high expectations for each of you and you should have high expectations of me. See the article, *Expectations of Students and Teachers*, on my website for more about these expectations ([yeodoug.com/resources/faq/faq\\_text/teacherstudent.html](http://yeodoug.com/resources/faq/faq_text/teacherstudent.html)). Give me your best. Always. I will give you my best. Always. I am not interested in how “everyone else” views expectations—we will have a higher standard than “everyone else.” I categorically reject the soft bigotry of low expectations. I do not expect every student to have the same outcome from their hard work. I **DO** expect every student to contend for excellence diligently. Success is a combination of talent and hard work. You control the effort you put into your work. Do not make excuses for yourself. I will push and challenge you, but I will never push you beyond what I believe you can do. I am here to help you.

My trombone teacher when I was a student at Wheaton College, Edward Kleinhammer (bass trombonist of the Chicago Symphony Orchestra, 1940-1985), said, “Yard by yard, life is hard; inch by inch, life’s a cinch.” This colloquialism contains the stuff of truth. We will not pursue excellence through quick fixes or by attempting too much at once. We will work deliberately and diligently, taking the time necessary to identify, pursue, and implement the important concepts required to play the trombone excellently. Every student progresses at a different rate, so I will develop my teaching plan for you based on your individual abilities and goals. Do not be concerned or frustrated if you hear peers working on different things than you are working on. “Inch by inch” we will work to carefully put together the

fundamentals of good playing that can then be implemented in all repertoire that crosses your music stand.

Honesty is the fundamental building block of relationships and an essential component for learning. We expect that each member of the Trombone Studio will be honest, truthful, and abide by the University of Illinois Community of Care policies and other guidelines for life as a student; see more about this and other University policies below. We aim to hold ourselves to the highest ethical standard. We deal with others truthfully and honestly not simply because we are required to do so by University of Illinois' policies, but because it is important that truthfulness, caring, and honesty are core parts of our individual being.

## **Studio Policies**

Come to your lesson prepared and warmed up. Let's not waste our time.

Come to your lesson on time. I will work to end lessons on time so the next lesson can begin on time. My time and your time are valuable. If the door does not open at your lesson time, please knock on the studio door at your appointed time—not before. I need a few minutes between lessons to take care of details.

If you have an emergency and cannot attend your lesson, be sure to let me know immediately.

## **Grading Policy**

Grading will be in accordance with the following metrics and percentages, and in light of each student's degree program and year of study at UIUC:

Music majors:

**65% Weekly lessons** (preparedness, musicality, and progress)

**15% Recital or jury and trombone studio concert**

**20% Studio class including** (attendance, assignments, performance, and participation)

Non-music majors:

**80% Weekly lessons** (preparedness, musicality, and progress)

**20% Studio class including trombone studio concert** (attendance, assignments, performance, and participation)

## **Attendance Policy**

Your attendance at all Trombone Studio activities is **REQUIRED**. This means lessons, studio class, recitals given by University of Illinois trombonists, and other Trombone Studio scheduled activities. I understand the rare conflict or legitimate emergency, but you must speak to me about it **BEFORE**, not **AFTER**, an activity.

## **Required Equipment and Materials**

- A trombone and mouthpiece in good repair with all necessary accessories for cleaning and maintenance

- Straight, cup, plunger, Harmon, and other mutes as needed for solo and ensemble playing
- All required etude books, solos, and other lesson material. You must own an **ORIGINAL** copy of every piece you are assigned.
- Smartphone with photo and video capability
- Tuner
- Metronome
- Audio recording device (preferably with half speed playback ability)
- Video recording device (your smartphone camera's video feature will suffice)
- Membership in the International Trombone Association—[www.trombone.net](http://www.trombone.net) (highly recommended but not required).

## Studio Class

Attendance at weekly studio classes (Thursdays, 11:00 am to 12:20 pm, Krannert Center for the Performing Arts Orchestra Rehearsal Room/KCPA ORR, room 2-310; and Wednesdays, 7:30 to 8:45 pm, Music Building Auditorium/MBA as announced) is **REQUIRED** of all members of the University of Illinois trombone studio. The Studio Class will take a variety of formats. Some classes will be devoted to my covering concepts or topics that are better communicated in a group setting rather than in a private lesson. Other classes will feature us playing for each other. Still others will involve trombone ensemble or sectional playing, listening to recordings, dissecting music scores, strategies for successful audition taking and interviewing for jobs, and other trombone related issues. The Studio Class will be a supportive environment for the discussion and implementation of trombone related ideas. Periodic written assignments and oral presentations will be an important part of the Studio Class.



*This syllabus is subject to change at the discretion of the instructor. You will be notified of changes in writing via UIUC email.*

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## Other Important Information

University of Illinois at Urbana-Champaign provides the following information for inclusion in syllabi. This material is important; please take the time to read these statements and policies. Please contact Professor Yeo if you have any questions about any of the information below.

## Statement on Diversity, Equity, Access, and Inclusion

The University of Illinois School of Music regards diversity, equity, and access as core values integral to guiding our progress toward excellence. We embrace a broad and comprehensive concept of diversity that serves as a springboard toward mutual understanding. We appreciate diversity as a strength and intentionally cultivate an inclusive climate in our daily endeavors as faculty, staff, and students. We are committed to respecting



differences; accepting multiple perspectives; and striving to identify, disrupt, and rectify bias, prejudice, and oppression in our classrooms and community.

## **Land Acknowledgement of the School of Music**

We acknowledge that the spaces now occupied by the University of Illinois School of Music stand on the traditional territories of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, Menominee, Ho-Chunk, and Chickasaw Nations. These lands carry the ongoing stories of these Nations and their struggles for survival and identity. The School of Music at the University of Illinois Urbana-Champaign acknowledges the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution. We share a responsibility to reflect on and actively address these histories and the role that this university has played in shaping them. The School of Music is committed to moving beyond these acknowledgements, toward building deeper relationships and taking actions to promote equity for Indigenous peoples.

## **Academic Integrity**

Every student is expected to review and abide by the Academic Integrity Policy. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Read the Code at the following URL: [studentcode.illinois.edu](http://studentcode.illinois.edu). Students should pay particular attention to Article 1, Part 4, “Academic Integrity Infractions” at the following URL: [studentcode.illinois.edu/article1/part4/1-402](http://studentcode.illinois.edu/article1/part4/1-402). Academic dishonesty may result in a failing grade. Do not hesitate to ask your instructors if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

## **Community of Care**

Significant stress, mood changes, excessive worry, substance/alcohol misuse, or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee.

If you or someone you know experiences any of the above mental health concerns, you or they are strongly encouraged to contact or visit any of the University’s resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center: 217.333.3704
- McKinley Health Center: 217.333.2700
- National Suicide Prevention Lifeline: 800.273.8255
- Rosecrance Crisis Line: 217.359.4141 (available 24/7, 365 days a year)

If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217.333.0050 or [odos.illinois.edu/community-of-care/referral](http://odos.illinois.edu/community-of-care/referral)). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies and/or if you are in immediate danger, call 911.

### **Disruptive behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution ([conflictresolution.illinois.edu](http://conflictresolution.illinois.edu); [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 217.333.3680) for disciplinary action.

### **Imbedded Counselor in FAA**

The College of Fine and Applied Arts has a counselor, Bryan Deutsch, who is a licensed clinical social worker who works directly with our students. You can reach out to him via email ([bmdeuts2@illinois.edu](mailto:bmdeuts2@illinois.edu)) or phone (217.333.3704) to schedule appointments. After business hours, you are encouraged to contact the Crisis Line at 217.359.4141.

### **Students with Disabilities**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible.

If you need accommodations for any sort of disability, please speak to the instructor after class, or make an appointment during office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak Street, Champaign, call 217.333.4603 (V/TDD), email [disability@illinois.edu](mailto:disability@illinois.edu), or go to the DRES website ([disability.illinois.edu](http://disability.illinois.edu)). If you are concerned you have a disability-related condition that is impacting your academic progress, you can talk with someone at the Counseling Center, McKinley Mental Health, or DRES about how to see a provider in order to obtain a diagnosis or get your questions answered.

### **Sexual Misconduct Reporting Obligation**

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential). Other information about resources and reporting is available here: [wecare.illinois.edu/](http://wecare.illinois.edu/).

## **Emergency Response Recommendations**

Emergency response recommendations can be found at [police.illinois.edu/em](http://police.illinois.edu/em). Please review this website and the campus building floor plans website within the first 10 days of class.

## **Family Educational Rights and Privacy Act (FERPA)**

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See [registrar.illinois.edu/ferpa](http://registrar.illinois.edu/ferpa) for more information on FERPA.

## **Religious Observances**

Illinois law requires the university to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. More information about religious observance accommodation, including the Request for Accommodation for Religious Observances form, may be found on the Office of the Dean of Students website ([odos.illinois.edu/community-of-care/resources/students/religious-observances](http://odos.illinois.edu/community-of-care/resources/students/religious-observances)). Students are encouraged to submit the form as early as possible in the semester in which the request applies.



**ILLINOIS  
TROMBONES**