

**TRUMPET STUDIO  
STEVEN TRINKLE, PROFESSOR**

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**MUSA 137,138,169,237,238,337,338,437,438**  
**MUS 760M, 761M, 762M, 764M, 767M, 768M**

**Class Goals:** This is a performance oriented class. It is expected that students will study and master the techniques, materials and literature as prescribed in the studio curriculum for the level in which he or she is enrolled. This does not preclude a student from working in a more advanced level of concentration. The goal of the class is to help students become better performers on the trumpet.

**General information for students enrolled in Trumpet Lessons**

- 1) In addition to your weekly private lesson trumpet majors are required to participate in a "Trumpet Master Class". We will select the time and day to accommodate our schedules. Attendance is mandatory.
- 2) You will purchase and maintain a ringed notebook that will contain materials and handouts from lessons and Master Classes.
- 3) You will purchase and bring to every lesson a small spiral notebook in which your weekly assignments will be noted and your daily practice will be logged.
- 4) You will purchase a small Music Dictionary to be carried in your trumpet case at all times so you can look up and learn every term we use in music.
- 5) You are required to purchase materials for your lessons (methods, etudes, solos etc.). The materials in the library are for reference only. We need to make markings in these materials that pertain only to you. **ABSOLUTELY NO PHOTOCOPIES OF COPYRIGHTED MATERIAL ARE TO BE USED!**
- 6) Practice expectations: To maintain a B in trumpet you must practice a minimum of 2 hours daily, 7 days a week (14 hrs. a week). These are regular daily individual practice sessions not rehearsals in concert band, orchestra, jazz band etc.
- 7) **SINGING:** As wings are to the bird so is singing to the trumpeter. You will be singing in your lessons. Therefore in order to help you learn intervals, pitch, harmonics, head tones, balance, breath control, good posture etc., I encourage you to sing in either the UNLV Concert Choir, your church choir or civic choir.
- 8) **LANGUAGES:** As a musician you will be required to translate words from many languages; German, Italian, French et. al. I therefore encourage you to enroll in foreign language courses.

## Applied Trumpet Curriculum

### **Non Major or Minor**

Preparatory course to meet minimum performance levels.  
Emphasis on formation of embouchure and basic tone production.  
Use of breath and tongue.  
Easier methods and studies: Herring, Hovey, DelBorgos.  
Easy solo literature.

### **First year -- Performance and Music Ed.**

All major and minor scales and arpeggios taken from Arban.  
Introduction to Schlossberg *Daily Drills*, Arban *Complete Method for Trumpet*,  
and *Contemporary Music* series of DelBorgos.  
Finalizing or changing to proper embouchure formation and breathing.  
Technique: Clark *Technical Studies*  
Etudes: Kopprasch *60 Studies*, Herring *32 Etudes*, Paudert *24 Etudes*,  
Voxman *Selected Studies*  
Solos: *Solos for the Trumpet Player*, Walter Beeler

### **Second year -- Performance and Music Ed.**

Completion of all major and minor scales and arpeggios.  
Continuation of Schlossberg *Daily Drills*, Arban *Complete Method for Trumpet*.  
Continuation of Clark *Technical Studies*.  
Introduction to Transposition, Sachse *100 Etudes*.  
Etudes: Reinhardt *Concone Studies*, Voxman *Selected Studies*, Gates *Odd Meter Etudes*, Paudert *Twenty-four Virtuoso Studies*, Bousquet *36 Etudes*  
Solos: Goedicke *Concert Etude*, Handel-Fitzgerald *Aria con Variazione*, begin work on Haydn and Hummel *Concertos*.

### **Third year -- Performance and Music Ed.**

Concentration on embouchure and range development.  
Single, double and triple articulations in Schlossberg and Arban.  
Study of transposition in Sachse *100 Etudes*, Cafarelli *100 Etudes*.  
Introduction to the C-trumpet and piccolo trumpet.  
Technique: Vizzutti studies  
Etudes: Voisin *Develop Sight-reading*, Kopprasch *60 Studies Vol. II*, Porret, *24 Etudes*, Bitsch *Vingt Etudes*.  
Solos: Peeters *Sonata*, Hindemith *Sonata*, Baroque transcriptions by Nagel.

### **Fourth year -- Performance and Music Ed.**

Concentration on use of C and D trumpets. Continued study of Piccolo trumpet.  
Extended flexibility studies: Colin, Schlossberg, and Small.  
Intensified study of transposition.  
Etudes: Porret *24...Etudes*, Charlier *36 Etudes...*, Balasanyan *20 Studies*  
Begin study of orchestral literature: Bartold series  
Solos from Baroque Period (high trumpets): Telemann, Torelli, Gabrielli  
Solos from Contemporary Period: Bloch, Jolivet. Tomasi, Bozza

**Applied Trumpet Curriculum (cont.)**  
**Steven Trinkle**

**Graduate Level Study (Masters)**

- \*Concentration on orchestral literature: Bartold and Voisin series, McGregor series and Neuhaus series.
- \*Church Cantatas: study of the works of Bach, Handel and other composers requiring the use of the high trumpets.
- \*Transposition to all keys from all trumpets using the Sachse etudes and orchestra literature.
- \*Etudes: Charlier, Bousquet, Bitsch, Broiles, Vizzutti, Chaynes, Small et. al.
- \*Solos: literature preparation for graduate recitals covering all periods using a variety of keyed trumpets and styles.
- \*Chamber music study for brass instruments (quintets, quartets and trios) and mixed ensembles (unlike instruments).
- \*Research techniques through the library system and outside the library system.
- \*Study of pedagogical techniques for trumpet studio

**Graduate Level Study (Doctoral)**

- \*Concentration on orchestral literature: Bartold and Voisin series, McGregor series and Neuhaus series. Additional study will come from original parts and scores. Emphasis will be given to the correction of the published excerpt series and the study of rare works.
- \*Church cantatas: study of the works of Bach, Handel and other composers requiring the use of the high trumpets. Emphasis will be given to the proper performance practices of the period and the study of the original instruments of the period ( cornetto and natural trumpet).
- \*Etudes: Study of the entire body of etudes for trumpet to develop a pedagogical philosophy and system for the study of the trumpet.
- \*Solos: Emphasis is placed on the performance of new works for the trumpet and the research and performance of rare or unknown works.
- \*Chamber music study for brass instruments (quintets, quartets and trios) and mixed ensembles (unlike instruments).
- \*Research techniques through the library system and outside the library system. Emphasis placed on searching various archives for original scores, rare music and original sources.
- \*Study of pedagogical techniques for the trumpet studio.

## Trumpet Studio Grading Rubric

	<b>A Highly Effective</b>	<b>B Effective</b>	<b>C Somewhat Effective</b>	<b>D Ineffective</b>	<b>F Unacceptable</b>
Weekly Lesson	Assigned lesson is complete with movement beyond the material and 2+ hours of daily practice.	Assigned lesson is complete with minimum 2 hours daily practice and preparation.	Assigned lesson is complete but with less than 2 hours daily practice and preparation.	Assigned lesson attempted but with little practice or preparation.	Assigned lesson not attempted: no practice or preparation.
Master Class Attendance	Student attends all master classes.	Student attends all master classes with 1 excused absence.	Student misses 1 master class with an unexcused absence.	Students misses 2 master classes with unexcused absences.	Did not attend.
Master Class Participation	Student actively engages, listens and supports other students in an ongoing basis; comments advance the depth of the dialogue; evidence that student is developing knowledge of issues related to master class.	Student makes an honest effort to interact, plays an active role in master class discussions; actively engages, listens and supports in most master class discussions.	Limited interaction with instructor or other students; participates in discussion only when prompted; very little evidence that the student is developing knowledge of the issues..	Virtually no interaction; student rarely engages in master class discussions even upon prompting; demonstrates a noticeable lock of interest at times; evidence that the student is not developing knowledge of the issues.	Student does not attend nor engage in master class discussions; demonstrates a noticeable lack of interest in the material.

## Final Grade Calculations for Private Trumpet Lessons Steven Trinkle, UNLV 2009

40%	20%	40%
Lesson Grades (average of lesson sheets)	Overall Grade (semester progress, completion of assignments, participation in rep class)	Jury (average of jury sheets)

An average of the above components represents the final semester grade.

**Academic Misconduct** – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: <http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

### **Copyright –**

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

### **Disability Resource Center (DRC) –**

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the

religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at a alternate time would impose an undue hardship on the instructor or the university which could not be avoided. <http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1>

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>

**UNLV Writing Center –**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>