

## Development of Wind Instruments Teaching Curriculas for Professional Education in Kosova

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### Abstract

*The presentation of this study intends to provide a description and justification on the development of study program which will create (educate) performers in the artistic field of wind instruments. In the context of Kosova, this assignment is only possible to be achieved if the study programs of high education will be transformed in an appropriate manner and become a suitable segment for creating professional artists which perform successfully in actual environment. Therefore, the proposal of contemporary models for the specific educational programs for creating professional artistic interpreters will encourage a lot of young artist to be attracted to these professional artistic and pedagogical branches considering the great absence of qualified staff in Kosova. In this study, I will present a new educational programme "Artistic Education in Wind Instruments" in the bachelor level study which is anticipated to be offered in the Faculty of Arts of the Haxhi Zeka University in Peja, Kosovo. The main mission of the program for Artistic Education in Wind Instruments is education of academic depth knowledge and high skills related to the field of music, as well as to develop superior capabilities necessary for creative work, teaching, and research in various musical and artistic fields activities, including meeting the needs of society. In particular, the Artistic Education in Wind Instruments intends to provide the academic education of students in the art of playing wind instruments.*

**Keywords :** Education, music, programmes, artistic, wind instrument;

### 1. Orientation of the study program pursnat to the driven principals of the institution (mission)

An individuals knowledge of music, in particularly his or hers Music Education is considered a fundamental component of human culture and behaviour. So as, education is an organized process, through which are achieved general knowledge and professional skills, abilities and attributes that are needed for an individual to accomplish and play different roles in society, professional development, and the environment that surrounds them. Changes in society, in the economy, technology as well as political conditions affect the development of education reform, in this context we I will be presenting the objectives and the purpose of this programme in conjunction with the artistic and pedagogical development.

Artistic Education in Wind Instruments develops artistic techniques necessary for completion of music education, to include the pedagogical aspect which will enable future artist to pass through their skills and knowledge. The program intends to create opportunities for students for concert activity, participation in chamber ensembles, orchestras and cultural institutions, and the pedagogical and creative work in schools for Elementary and Secondary Music Schools, hopefully in the future as well continuing training of Master studies. Upon completion of undergraduate studies, the student is envisaged to acquire the academic title of Bachelor of musician-flute, clarinet, Oboe, Bassoon/Fagot, Saxophone, Trumpethorn player, with a total of 240 ECTS achieved.

The program foresees for that the teaching courses about wind instruments to be organised individually for each instrument during all four years of studies (VIII semesters) that a student should finish before graduation. After those eight semesters, graduates can continue their post graduate/master studies. Each student is obliged to attend at least one and a half hour per week of specialised courses. The Faculty will be organising concerts for performing in wind instruments, and it will try to organise specialized competition events between students of wind instruments in order to challenge their artistic qualities.

### 2. Purpose and profile of the study program

The main objective is to enable students after the completion of studies to practice pedagogy and performance art, on

their selected wind instrument.

The program offers students a place where they can establish theoretical, and the practice of performing techniques.

The first aim of Artistic Education Program in Wind Instruments (AEWI) is to teach talented musicians who come from different high schools and who have experience in a certain field which is determined by program profiles. Graduates of AEWI gain the level of knowledge needed for its usage in the field of education defined by the program. After finishing undergraduate studies, students are able to enrol master studies as well, and they can study the same music profile, and this will enable them to work as teachers of the chosen subject.

After graduation, many students can expand their views and build their careers as musicians, members of an orchestra, or as pedagogues in primary or secondary professional musical schools.

Furthermore, the purposes of the study program are:

- Continuous development of performing techniques as well as of playing in the wind instruments through regular courses, seminars and other teaching/learning methods;
- Development of the culture on performing in wind instruments through music literature set by music program;
- Students' education in performing techniques in wind instruments;
- Students' education from contemporary literature in educational courses;
- Students' preparation for individual work
- Students' preparation for post graduate studies;
- Training students how to prepare concerts, diploma concerts, and individual concerts ;
- Organisation of obligatory visits to music schools as a part of practical lessons;
- Organisation of master courses with international guest professors who are well known in the field of wind instruments and in preparing soloists and future wind instruments professors;
- To meet the needs of students who intend to continue their careers in the field of music and the development of musicality, whose primary motivation is to win both interpretive and musical skills, whether perceptive or creative, which will be of use in professional contexts;
- professional music study contributes to a more complete personality development of the students so they can be involved in a democratic society as active citizens, who are cultured and educated in the terms of music
- To provide conditions needed for learning about the world and national music culture as well as
- about forms and different genres of artistic music;
- To offer students a chance to study abroad as part of student exchange programs.
- To make understanding social, local, national and regional environment easier, as well as to make students aware of the role they can play in social life as professional musicians.
- To provide conditions for psychological and physical development, to cope with the difficulties
- encountered during future professional activities whether they are dealing with the public performances (concerts) or dealing with teaching.
- To offer students a chance to meet prospective development of their profession, in the accordance
- with European integration.
- To expose multi-lingual learning and to promote inter-ethnic and inter-cultural dialogue through various participations in festivals, where they can exchange cultural backgrounds with other nations and promote classic Albanian music

### **3. Justification of the Programme for the labour market /Engagement and Employment of Students**

Considering that the Albanian nation, within its folk music had always the presence of wind instruments, our society has great love and talent towards instruments, especially string and wind instruments which have been inherited from our ancestors throughout history. However, due to our nation's struggles until lately there were no professional teachings in music education, especially in the instruments field. Being a society in development, we have a great demand of new musicians that require to be taught in wind instruments.

In this context, with regards to the justification for a program of Wind Instruments in the Faculty of Arts in Peja, we have made our research and assessments of this program, where we took into account the fact that in Kosovo are 7 Secondary Music Schools, whereby each school has at least 2 candidates that graduate in each wind instrument, and as well that there is a lack of instruments other than flute and clarinet in some of the Secondary Music Schools.

**Table 1:** Summary of Music Schools in Kosova

No.	City	School Name	School Level	Establishment Year	No. of Pupils	No. of Wind Instrument Teachers
1.	Prishtina (Capital City)	Stevan Mokranjac Milladin Popoviç Prenk Jakova	Elementary	1949	600	8
			Secondary	1961-1963		
2.	Prizren	Lorenc Antoni	Elementary	1947	119	10
			Secondary	1948		
3.	Gjakova	Prenk Jakova	Elementary	1970	78	6
			Secondary	2009		
4.	Peja	Halil Kasapolli	Elementary	1976	293	6
			Secondary	2009		
5.	Ferizaj	Çesk Zadeja	Elementary	1970		
			Secondary (Prishtina Branch)	1998		
6.	Mitrovica	Tefta Tashko	Elementary	1954		3
			Secondary (Prishtina Branch)	1998-2005		
7.	Gjilan		Elementary	1979	516	
			Secondary (Prishtina Branch)	1997		

As you can see from the table above Secondary Music Schools in Kosova have been established very late, expect the one in Prizren and Prishtina which have been established in 50's and 60's. This gives you to understand that there is a great lack of qualified and competent teachers from the music field, especially from the wind instruments field. Only, after 1960 Kosovo had its first Higher Music Education School, which in 70's converted into the Faculty of Arts and then Arts Academy, which began educating and training qualified musicians, which were as well competent in teaching music instruments.

Our assessment and justification is to have at least 2 student per each instrument, which may add up to a group of 12 students, which may not be perfect in an ideal environment, but it will be an effective practice group, that could actually contribute for establishing a smaller wind orchestra which will help the University and the City. In Kosova there is a great and urgent need for all programs which provide pedagogical and artistic education, such as the Artistic Education program in Wind Instruments, there is also a lack of wind orchestras, and this program will clearly offer the necessary opportunity for the Kosovo market to cover the staff need in all educational levels in Kosovo where is a lack of competent staff.

We understand that in order to be able to cover an efficient and professional program of Artistic Education in Wind Instruments, we need to have available and in place highly qualified academic staff. It is as well obvious that due to a long absence of available programs of Artistic Education in Wind Instruments, there is an overall lack of qualified and experience academic staff in this field in all Kosova. In this context, at the time when we proposed the academic staff who will be engaged, we had only individual agreements and cooperation with qualified available staff, were we have established institutional cooperation with Universities, such as University of Arts in Tirana, and shortly we will have the institutional cooperation with the Faculty of Arts in the University of Skopje and Charls University in Prague, which will be able to provide sufficient academic staff to support our program.

#### 4. International comparison of the program

The study programs as such is comparable with programs of wind musical instruments in higher education institutions in Europe. The appropriateness of the study program is reflected in its comprehensiveness and multiple usage capabilities. This program is comparable and compatible with the programs of European universities, and it is an outcome of an intensive reconstruction and development of the program. Education Program in Wind Instruments is in accordance with all the university programs that support Bologna Declaration, and it is based on the programs of Universities of Zagreb, Ljubljana, Sarajevo and Tirana, but at the same time it is adapted to Kosovo's market's demands.

## 5. Target group to whom the program is dedicated

Study program of Artistic Education in Wind Instruments - Bachelor Studies - is a program which is intended for students who complete the Secondary Professional School of Music, in the field of wind instruments, namely in the instrument in which they think to professionalize their interpretation.

## 6. Enrolment conditions and student admissions

Minimum requirements for students' admission in the program of Artistic Education in Wind Instruments are:

- a) To have finished Middle music school, a profile of instruments or wind instruments; and
- b) To have passed State Graduation Test;
- c) All candidates must pass the admission test of AEWI program, which would be from the subject of instruments, and which will consist of:

Admission test will be held by Commission composed of three members chosen by academic unit. By the Faculty of Arts strategic development plan it is foreseen that in the department of Education in wind instruments will be registered up to two students for each wind instrument, but it can also depend on the market demands, and because the education in wind instruments is a time consuming process the part-time students will not be registered. Such a number would ensure getting competent and able musical soloists and pedagogues. According to interviews and different opinions, the interest of candidates in this profile is very high and attractive.

## 7. Specific courses skills: Applying and solving a problem

After a successful completion of this program students will:

- Have learned and understood techniques of art while performing in wind instrument.
- Have learned main elements and strategies of general and specific music teaching.
- Be able to show mastery in integrating musical skills and abilities with theoretical music knowledge and practical public presentations skills, in the context of stylistic interpretation on the instrument and practical teaching in the classroom.
- Be able to demonstrate professional and contemporary music teaching skills by using knowledge and skills gained in special music disciplines.

Teaching/ learning

- Problem solving skills in analysing music works and the interpretation problem solving skills are mainly done through individual preparations, technical exercises and participation in relevant courses, solo and group concerts, etc.

Assessment

- Specific skills are gained through lectures, small group work, interpreting public presentations, demonstrating orchestral skills, etc.

Resources, research and evaluation

After a successful completion of this program students will be able to:

- Demonstrate their skills in performing techniques in wind instruments and music performance;
- Learn, memorise, and use appropriately and fluently the interpreted music material.
- Understand and apply on their music all their theoretical knowledge and analytical music skills.
- Express their selves creatively in their individual musicality
- Use presentation and artistic showing-up-in-public

Teaching/ Learning

- These skills are developed through consultations about analysis of music works and interpreting presentations that are improved by having done individual preparations, technical exercises and participation in relevant courses, solo and group concerts, etc.

Assessment/ Evaluation

- Demonstration of analyses and interpretation of music works and techniques in wind instruments.

## 8. Evaluation Method

Evaluation grades for each course are specified by teaching program.

Grade levels 5 (negative/failed) and 6-10 (positive/passed):

10	Excellent: Excellent results with reasonable mistakes
9	Very good: Above average knowledge with some mistakes
8	Good: Solid results
7	All right: Good level of knowledge, with some deficiencies
6	Enough: Some knowledge, meets the minimum requirements
5	Poor: Poor knowledge, does not meet the minimum criteria

**Table 2:** Program content

1st Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute I/Clarinet I / Fagot I / Saxophone I / Trumpet I / Oboe I	2	0	8	
2.	M	Corepetetation 1	1	0	4	
3.	M	Solfeggio 1	2	0	2	
4.	M	Harmony 1	2	0	3	
5.	M	Piano Compulsory 1	1	0	2	
6.	M	Chamber music 1	2	0	4	
7.	M	Orchestra 1	4	0	4	
8.	M	Pedagogy in Wind instruments 1	1	0	1	
9.	M	Music history 1	2	0	1	
10.	M	Educational psychology 1	2	0	1	
11.	E	English language 1	2	0	1	
12.	E	Ethnomusicology 1	2	0	1	

*Remark: The Student will elect one of the elective subjects*

1st Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute II/Clarinet II/ Fagot II / Saxophone II / Trumpet II / Oboe II	2	0	6	
2.	M	Corepetetation 2	1	0	4	
3.	M	Artistic practice – recital - group (concert)	1	0	2	
4.	M	Solfeggio 2	2	0	2	
5.	M	Harmony 2	2	0	3	
6.	M	Piano Compulsory 2	1	0	2	
7.	M	Chamber music 2	2	0	4	
8.	M	Orchestra 2	4	0	4	
9.	M	Pedagogy of wind instruments 2	1	0	1	
10.	M	Music History 2	2	0	1	
11.	E	English language 2	2	0	1	
12.	E	Ethnomusicology 2	2	0	1	

*Remark: The Student will elect one of the elective subjects*

2nd Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute III/Clarinet III / Fagot III / Saxophone III / Trumpet III / Oboe III	2	0	6	
2.	M	Corepetetation 3	1	0	4	
3.	M	Musical forms and styles 1	2	0	2	
4.	M	Solfeggio 3	2	0	2	
5.	M	Harmony 3	2	0	3	
6.	M	Piano Compulsory 3	1	0	2	

7.	M	Chamber music 3	2	0	4	
8.	M	Orchestra 3	4	0	4	
9.	M	Music History 3	2	0	1	
10.	M	Sociology 1	2	0	1	
11.	E	Italian language 1	2	0	1	
12.	E	Aesthetics 1	2	0	1	

*Remark: The Student will elect one of the elective subjects*

2nd Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute IV/Clarinet IV / Fagot IV / Saxophone IV / Trumpet IV / Obobe IV	1	0	4	
2.	M	Corepetetation 4	1	0	4	
3.	M	Artistic practice – recital - group (concert)	1	0	2	
4.	M	Musical forms and styles 2	2	0	2	
5.	M	Solfeggio 4	2	0	2	
6.	M	Harmony 4	2	0	3	
7.	M	Piano Compulsory 4	1	0	2	
8.	M	Chamber music 4	2	0	4	
9.	M	Orchestra 4	4	0	4	
10.	M	Orchestral diffictulties 1	1	0	1	
11.	M	Music History 4	2	0	1	
12.	E	Italian language 2	2	0	1	
13.	E	Aesthetics 2	2	0	1	

*Remark: The Student will elect one of the elective subjects*

3rd Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute V/Clarinet V/ Fagot V / Saxophone V / Trumpet V / Oboe V	4	0	6	
2.	M	Corepetetation 5	1	0	4	
3.	M	Analysis of harmony 1	2	0	4	
4.	M	Pedagogical practice 1	2	0	2	
5.	M	Chamber Music 5	2	0	4	
6.	M	Orchestra 5	4	0	4	
7.	M	Basic techiques of wind instruments 1	1	0	3	
8.	M	National music history 1	2	0	2	
9.	E	Literature and interpration of wind instruments 1	2	0	1	
11.	E	Folklore 1	2	0	1	

*Remark: The Student will elect one of the elective subjects*

3rd Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute VI/Clarinet VI / Fagot VI / Saxophone VI / Trumpet VI / Oboe VI	2	0	6	
2.	M	Corepetetation 6	1	0	4	
3.		Artistic practice: - recital; - group (concert)	2	0	2	
4.	M	Analysis of harmony 2	2	0	4	
5.	M	Pedagogical practice 2	2	0	2	
6.	M	Chamber Music 6	2	0	4	
7.	M	Orchestra 6	4	0	4	
8.	M	Orchestral diffictulties 2	1	0	1	
9.	M	National music History 2	2	0	2	
10.	E	Literature and interpration of wind instruments 2	2	0	1	
11.	E	Folklore 2	2	0	1	

*Remark: The Student will elect one of the elective subjects*

4th Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute VIII/Clarinet VII / Fagot VII / Saxophone VII / Trumpet VII / Oboe VII	4	0	8	
2.	M	Corepetetation 7	1	0	4	
3.	M	Diploma/Graduation (Concert)	3	0	6	
4.	M	Pedagogical practice 3	2	0	2	
5.	M	Chamber Music 7	2	0	4	
6.	M	Orchestra 7	4	0	4	
7.	M	Basics of project management 1	2	0	1	
8.	E	History of instruments 1	2	0	1	
9.	E	Professional troops practice 1	2	0	1	
10.	E	Big-band 1	2	0	1	
<i>Remark: The Student will elect one of the elective subjects</i>						

4th Year						
No.	M/E	Subject	C	E	ECTS	Professor
1.	M	Flute VIII/Clarinet VIII / Fagot VIII / Saxophone VIII / Trumpet VIII /Oboe VIII	4	0	8	
2.	M	Corepetetation 8	1	0	4	
3.	M	Diploma/Graduation (Recital)	3	0	6	
4.	M	Pedagogical practice 4	2	0	2	
5.	M	Chamber Music 8	2	0	4	
6.	M	Orchestra 8	4	0	4	
7.	M	Basics of project management 2	2	0	1	
8.	E	History of Instruments 2	2	0	1	
9.	E	Professional troops practice 2	2	0	1	
10.	E	Big-band 2	2	0	1	
<i>Remark: The Student will elect one of the elective subjects</i>						

## 9. Students ' C ompetenci es

After university graduation in Education in Wind instruments students get the following competencies:

1. To be a soloist or a member or an orchestra, chamber music or other musical ensembles. In order to get these competencies students should have gained theoretical knowledge from general and professional courses, such as:
  - a. Professional narrow formation courses:
    - ✓ Main instruments I-VIII
    - ✓ Corepetitation I-VIII
    - ✓ Artistic practice I-VI
  - b. Professional characteristics formation courses:
    - ✓ Orchestra I-VIII
    - ✓ Chamber Music I-VIII
    - ✓ Orchestral difficulties I-IV
2. To be a pedagogue and teach lessons about wind instruments as well as about chamber music in lower or middle music schools.

In order to get these competencies students should have gained professional collective and individual knowledge from practical courses, such as:

- a. Professional narrow formation courses:
  - ✓ Main instruments I-VIII
  - ✓ Corepetitation I-VIII
  - ✓ Artistic practice I-VI
- b. Professional characteristics formation courses:
  - ✓ Orchestra I-VIII
  - ✓ Chamber Music I-VIII
  - ✓ Orchestral difficulties I-IV
  - ✓ Pedagogical practice I-IV

- ✓ Professional trumpets practice
- c. General formation courses:
  - ✓ National and world music history
  - ✓ Pedagogy in wind instruments
  - ✓ Educational psychology
  - ✓ Sociology
  - ✓ Aesthetics
- 3. To apply for a job in conducting professional research papers in the field of wind instruments and artistic performance;
- 4. To lead different wind instrument formations, whether they are amateur or professional, and
- 5. To perform all the other activities that require having finished high music school, including the post of manager of wind instruments department;  
In order to get these competencies students should have gained practical and professional knowledge from the following subjects:
  - a. Professional narrow formation courses:
    - ✓ Main instruments I-VIII
    - ✓ Corepetition I-VIII
    - ✓ Artistic practice I-VI
  - b. Professional characteristic formation courses:
    - ✓ Orchestra I-VIII
    - ✓ Chamber Music I-VIII
    - ✓ Orchestral difficulties I-IV
    - ✓ Pedagogical practice I-IV
    - ✓ Professional trumpets practice
  - c. General formation courses:
    - ✓ □ Basics of project management I-II
    - ✓ □ History of Instruments I-II

## 10. The relation between theoretical and practical part/experimental of the study

Program study of the Artistic Education in Wind Instruments contains in itself a close relation between theoretical part and practical part of the program. Concretely, taking into consideration that student during their studies in mandatory and professional subjects and exercises itself, which is considered as theoretical part of the studies, take general and specific knowledge for wind instruments and techniques to use the instruments, which theoretical knowledge need to be implemented and executed also in the practice, through individual and group artistic performance in mandatory yearly concerts, in front an audience. Therefore, it is evident that we have a close relation between the theoretical and practical part.

## 11. Practice Work – Internship

Practical work for students which complete studies from the study program of Artistic Education in Wind Instruments, is as well the practical experience in teaching in Elementary and Middle Professional Music, in wind instruments. Practical lesson is foreseen based on the Ministry of Education, Science and Technology which foresees the application of practical work in public schools which we will commence applying with our accredited current programs.

## 12. Accepted teaching results

After graduation in Artistic Education in Wind Instruments, students will be professionally able to perform all the following actions:

- To perform as a soloist;
- To play instruments in music orchestras;
- To be a soloist as well as a member of chamber music or a member of musical ensembles;



- To teach other students how to play wind instruments in lower or middle music schools;
- To conduct professional research paper in the field of wind instruments and artistic performance;
- To lead different wind-instrumental formation, whether amateur or professional;
- To perform all the activities required by a high music school, including a post of the manager of wind instruments department;

### 13. Conclusion

The Kosovar society, as a society in development has a great demand and need for education programs in the field of Music. As I have outlined in the outset Music Education is considered a fundamental component of a nations culture. In this regards, it is of high importance for our university to be able to contribute in the advancement of our culture as a high education institution. We have tried to establish an education program which would fulfil the great requirement of new graduated students of secondary music schools in Kosovo. Moreover, the intention of the Music Education program in Wind Instruments, is not only to teach new students in performing arts in wind instruments, but also to enable them the ability to pass through their knowledge further to other students in professional manner, by qualifying them in pedagogical aspect as well. The programs modules have an interaction between professional music modules and pedagogical modules, which we believe will prepare our students much more for the labour market, and will enhance our culture further, by fulfilling our universities mission.

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