

SYLLABUS – Fall 2015

MUSI 3213 – Instrumental Materials and Techniques I

M/W: 8:00-8:50 AM - FA 309

F: 8:00-8:50am - FA 115

COURSE DESCRIPTION

The purpose of this course is to prepare music education majors with an emphasis in instrumental music for success in the secondary instrumental music class. We will synthesize previous knowledge and skills and ensure that students receive the necessary tools to develop an exemplary, curricular-oriented and comprehensive instrumental music program at the middle and high school levels. In addition, this course is especially directed at preparing teachers for a successful and educational first-year experience while providing a foundation for a lifetime of teaching and learning.

INSTRUCTOR CONTACT AND OFFICE HOURS

Instructor: Rob Myers
Email: robert.myers@uta.edu
Telephone: 817-272-3471
Office Hours: By Appointment

REQUIRED TEXTS/OPTIONAL TEXTS

Required:

- Cooper, Lynn. *Teaching Band and Orchestra*. Chicago: GIA Publications, 2004.
- Subscription to www.johnbenzer.com
- Essential Musicianship for Band – Ensemble Concepts and Masterworks Studies
- 8 GB SD Card for Conducting Labs

Optional – (no need to purchase just for life-long learning):

- Duke, Robert A. *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction*. Austin, TX: Learning and Behavior Resources, 2005.
- Garofalo, Robert. *Blueprint for Band*. Galesville, MD: Meredith Music, 2000.
- Jagow, Shelley. *Developing the Complete Band Program*. Galesville, MD: Meredith Music Publications, 2007.
- Miles, Richard. Ed. *Teaching Music Through Performance in Band/Orchestra*. Chicago: GIA Publications, 1997-2007.
- Casey, Joseph L. *Teaching Techniques and Insights for instrumental music educators*. Chicago: GIA Publications Inc., 1996.
- Hartmann, Donald L and Gillespie, Robert. *Strategies for Teaching Strings*. New York, NY: Oxford University Press, 2012.
- Rush, Scott. *Habits of a Successful Band Director*. Chicago, IL: GIA Publications Inc., 2006.
- Navarre, Randy. *Instrumental Music Teacher's Survival Kit*. Paramus, NJ: Parker Publishing Company, 2001.
- Lautzenheiser, Tim. *Music Advocacy and Student Leadership*. Chicago, IL: GIA Publications Inc., 2005.
- Millican, Si. *Starting Out Right, Beginning Band Pedagogy*. Plymouth, UK: Scarecrow Press, Inc., 2012.
- Cavitt, Mary Ellen. *On Teaching Band: Notes from Eddie Green*. Milwaukee, WI: Hal Leonard Corporation, 2012.
- Williamson, John E. *Rehearsing the Band*. Galesville, MD: Meredith Music Publications, 2008.
- Adolphe, Bruce. *What to Listen for in the World*. New York, NY: Second Limelight Editions, 1998.
- Levitin, Daniel J. *This Is Your Brain On Music: The Science Of A Human Obsession*. Strand, London: Penguin Books Ltd, 2006.
- Stotter, Douglas. *Methods and Materials for Conducting*. Chicago: GIA Publications, 2006.
- Garofalo, Robert J. *Improving Intonation in Band and Orchestra Performance*. Ft. Lauderdale, FL, 1996.

STUDENT LEARNING OUTCOMES

Student will be able to:

1. Develop, organize and implement an instrumental music program at the secondary school level.
2. Identify and select quality repertoire and instructional texts for band and orchestra of varying levels and discern implications of repertoire as curriculum.
3. Develop a broader understanding of teaching for comprehensive musicianship.
4. Identify objectives, plan, organize, and conduct effective instrumental ensemble rehearsals.
5. Analyze appropriate instrumental method books and materials relevant to developing technique and improving musicianship.
6. Examine developmental, social, and environmental issues relevant to the middle school and high school instrumental music classroom.
7. Form a basis for a deeper and broader understanding about the breadth and depth of music education and its importance in our society.
8. Develop and implement standards-based teaching strategies to meet *proficient and advanced* levels of the National and State Standards for Music Education within a performing ensemble.
9. Understand the resources available and the procedures needed to initiate a job search.

TOPICAL OUTLINE

A sampling of topics to be covered include:

-History of Instrumental Music	-Philosophy of Music Education	-Texas Standards/Advocacy
-Repertoire & Curriculum	-Auditions/Seating	-Marching / Jazz Bands
-Concert Programming	-Rehearsal Strategies	-Handbooks/Organization
-Personal Credo	-Instrumental repair	-Instrumental Pedagogy
-Budget and Financing	-Trips/Contests	-Grading / Assessment
-Instructional Material Adoption	-UIL/TMEA Guidelines	-Student Leadership
-Classroom Management	-Personal/Professional Development	-Public Relations

COURSE ACTIVITIES

1. Readings and written assignments
2. Class Discussions
3. Notebook/evaluation
4. Peer Teaching/Conducting Rounds
5. Observation evaluations
6. Group presentations

MATERIALS/NOTEBOOK

- Baton
- Conductor Score for assigned repertoire piece
- Method books for project
- Appropriate primary/secondary instruments on assigned days
- **Notebook** (3-ring binder containing ALL handouts, notes, and supplementary materials discussed in class)

Organization: The Notebook must be clearly labeled and reflect the class syllabus:

- Table of Contents
- Syllabus / National and State Standards
- Resume
- Areas:

- I. History/Philosophy of Music Ed
- II. Repertoire/Programming
- III. Rehearsal Techniques
- IV. Assessment
- V. Classroom Management
- VI. Teaching/Planning

- VII. Administration
- VIII. Professional Development
- IX. Job Search
- X. Observations/Reflections
- XI. Blank or TBD

Contents: For each section of the notebook as listed under “organization”

- Complete set of class notes for each lecture
- All handouts, assignments, supplementary materials from class
- Journal of public school teacher observations/notes from observations

Practicum/Observation Journal

You will keep a log of all teaching observations and experiences with reflections/assessments after each occurrence. Hard copies of laptop notes must be printed out and placed in your binder. The college of education requires all music education students to observe outside of the university for a minimum of three (3) hours per class per semester. Observations shall include the following:

All large or small music ensemble classes at the beginning, middle, junior, or high school level taught by a certified instructor.

These observations require approval both by the course instructor as well as the district you will use for evaluation. A question form provided by the instructor shall also accompany all observations. The instructor observed that day must sign off observations. Failure to return signatures will result in loss of said observation hours.

EVALUATION

Class Attendance and Participation

Attendance, active participation, and professionalism in this course are assumed. If you must miss a class due to illness or emergency, please email the instructor prior to class time.

- Students are allowed three excused absences, excluding illness, and three excused tardies. An excused absence/tardy means that you have either spoken with the instructor prior to class time. Students are responsible for any missed work. Official University activities w/proper documentation or illness with proper documentation warrant excused class absences. All other requests are at the discretion of the instructor.
- Extended illness or unusual circumstances must be discussed with the instructor and will be given separate consideration.
- Professional attire for presentations and instructional rounds is an expectation of this course. Failure to dress appropriately (equivalent to student teaching) will negatively influence your participation grade.

ASSIGNMENTS

#1: Unit Tests (3 @5% each)	15%
#2: Participation/Attendance	15%
#3: Instructional Rounds (3 rounds @ 5% each)	15%
#4: Projects: Method/Repertoire	15%
#5: Observations	15%
#6: Notebook	15%
#7: Written Assignments	10%

Assignments must be typed, and are due during class on the day indicated by the instructor. If you are ill, your assignment is still due by the beginning of class and you will need to make arrangements to have the assignment turned into the instructor. **Late assignments will not be accepted.**

GRADING

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources, including the instructor, if their performance drops below satisfactory levels; reference the “Student Support Services,” below. Please understand that the goal of the instructor is for the students to synthesize material presented in order to become a master educator.

The following grading scale will be used to determine the final grade for the course. All grades round up from “0.5”:

A = 90-100	B = 80-89.4	C = 70-79.4	D = 60-69.4
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TENTATIVE TOPICAL AND COURSE SCHEDULE – Fall 2015

(Amendable by instructor)

- 8/28 Welcome/Introductions – Discussion - what does it mean to be musically educated? Handout: John Whitwell
Assignment: Read Cooper Chapters 1 and 14
- 8/31 Review of Cooper and discussion on writing your music education philosophy and personal credo.
*Assignment: Read Benzer: your instrument or secondary, instrumental pedagogy overview, teaching beginning band
Philosophy of Music Education - due on Wednesday 9/9*

UNIT I: The Beginner Program

- 9/2 The Beginning Program
Assignment: Be prepared to demonstrate assembling the instrument you play.
- 9/4 Teach us to assemble the instrument you play
- 9/7 Labor Day Holiday – NO CLASS
Assignment: Read Cooper Ch. 3
- 9/9 Lesson Planning for Success in Beginner Programs/Intro of Alphabet and Count-Tap-Clap.
Assignment: Method Book Presentation Due 10/5-9
- 9/11 Master of the Alphabet, Count-Tap-Clap – coordinating the relationship between rhythm and pulse – Debra Haburay
- 9/14 Middle School Handbooks, Program Information
Assignment: Compare/Contrast handbooks
- 9/16 Conducting Review – Douglas Stotter
Assignment: Study Essential Elements and review Benzer
- 9/18 Rehearsal Lab (Trading Concert F): Group I
- 9/21 String Beginner Pedagogy - LouAnne Greer, Young JH
Assignment: Read Cooper Ch. 2
- 9/23 Recruitment – Anthony Gibson
Assignment: Study Essential Elements and review Benzer
- 9/25 Rehearsal Lab (Trading Concert F): Group II
- 9/28 Beginning Percussion – Andy Eldridge
- 9/30 **Coordinated Observation Day**
Assignment: Study Essential Elements and review Benzer
- 10/2 Rehearsal Lab (Trading Concert F): Group
- 10/5 Method Book Presentation and Comparison
- 10/7 Method Book Presentation and Comparison
- 10/9 Method Book Presentation and Comparison
Assignment: Read Cooper Ch. 4

UNIT II: The Secondary Program

- 10/12 Building a Secondary Program
Assignment: Read Cooper, Ch. 11
- 10/14 Business Issues / Budgets and Fiscal Responsibility
Assignment: Create a Budget
- 10/16 Practicum and Rehearsal Lab: Group I
Assignment: Read Cooper Ch. 9
- 10/19 Program Organization
Assignment: Compare/Contrast Organizations
- 10/21 BEGINNER/SECONDARY UNIT TEST
Assignment: Study Practicum Scores
- 10/23 Practicum and Rehearsal Lab: Group II
Assignment: Read Cooper Ch. 6

UNIT III: Rehearsal Pedagogy

- 10/26 Rehearsing the Band – Reynolds, Kirchoff, Whitwell
- 10/28 **Coordinated Observation Day**
- 10/30 Rehearsal Pedagogy/Elements of Music/Harmony Director
Assignment: Study Practicum Scores
- 11/2 Rehearsal Pedagogy – 10 Essential Ensemble Skills
- 11/4 Rehearsal Pedagogy - Directed Listening Hierarchy/Harmony Director

Assignment: Study Practicum Scores

11/6 Practicum and Rehearsal Lab: Intonation/Harmony Director

Assignment: Review Cooper Ch. 6, pgs. 129-132

11/9 UIL Sight Reading Procedures

11/11 Practicum and Rehearsal Lab: Balance/Harmony Director

Assignment: Study Practicum Scores

11/13 Practicum and Rehearsal Lab: Articulation, Rhythm/Harmony Director

Assignment: Study Practicum Scores

11/16 PEDAGOGY UNIT TEST

Assignment: Read Cooper Ch. 7

11/18 **Coordinated Observation Day**

Assignment: Read Cooper Ch. 5

11/20 Judging the Quality of Art: UIL Guidelines/Prescribed Music List & Intro to Repertoire

Assignment: Rep Project Due 11/30 – 12/4

UNIT IV: Repertoire

11/23 Selecting Curricular Based Repertoire

11/25 Repertoire Lists and Developing your Core Repertoire

11/30 Repertoire Project Presentations: Group I

12/2 Repertoire Project Presentations: Group II

12/4 Repertoire Project Presentations: Group III

12/7 Wrap Up/Evaluations/Next Semester Discussion

12/9 UNITS TEST

UNIVERSITY INFORMATION:

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX*

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.