

***Methods and Material for Teaching Instrumental Music at
Junior High and Secondary Levels***
Music 327 Syllabus
Spring 2014

Tuesday/Thursday: 12:00 p.m - 1:15 p.m.
Band Hall

Instructor

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Course Description

This course establishes principals, techniques (methods) and materials necessary for running a successful Junior and Senior High School Instrumental Music Program.

Rationale

It is necessary for the aspiring instrumental music teacher to be familiar with the correct principals, techniques, and materials that are available in order to guide their students to a quality education in music.

Objectives

Students will come to an understanding of the importance of teaching instrumental music
Students will become familiar with the methods of choosing quality materials for their ensembles
Students will become familiar with and come to an understanding of the principals of running an effective instrumental program
Students will become familiar with and come to an understanding of the principals and methods of conducting an effective rehearsal
Students will learn how to adapt and arrange parts and exercises for differing levels and instrumentalists.

Required Materials

The Teaching of Instrumental Music
by Richard J. Colwell (4th edition)

Large 3-ring binder

Philosophy of Music Education (from MUS 204)

Course Activities (See page 6 for dates)

- Daily Readings and Assignments
- Class demonstrations and discussions
- Rehearsal Journal
- Three Projects
- Written tests
- Arranging exercises and adapting instrumental parts with use of Finale[©]
- Listening assignments

Attendance

Students are required to attend all classes. Absences not considered as an emergency by the instructor or approved prior to the day missed will result in a lowering of the final grade.

The class begins promptly at 12:00. Students are expected to arrive on time and be *prepared to think*. Three tardies is equal to one absence.

Preparation is of the utmost importance and will be graded daily.

Evaluation Criteria

Preparation of Reading Assignments and Writings	10%
Lesson Plan Project (Project #1)	10%
Interview Project (Project #2)	10%
Handbook Project (Project #3)	10%
Notebook (including Rehearsal Journal)	10%
Adaptation/Arranging Assignment	5%
School Observations/Teaching	10%
Midterm Exams (2 X 10%)	20%
Final Exam	15%

Grades

Grades will be based on the scale listed below. Pluses and minuses, while used in tests and projects, will be dropped when determining the final grade.

96-100% = A (100)	83-84% = B- (84)	72-74% = D+ (73)
92-95 = A- (94)	80-82% = C+ (81)	69-71% = D- (70)
88-91 = B+ (90)	77-79% = C (78)	67-68% = D- (68)
85-87% = B (86)	75-76% = C- (76)	0-66% = F (60)

Lesson Plans (Project #1)

Students will develop Lesson Plans for a beginning band rehearsal, junior high band, and a high school rehearsal. An explanation of the parameters should accompany the plans, including the level of the ensemble, description of the band program (and school), and when in the rehearsal process these plans take place (i.e. “two weeks before the concert”). Plans should include an Objective, Procedure, Assessment, and amount of time spent for every step of the rehearsal. Learning objectives and assessments must be derived from the Music Standards, and you must use at least 3 different objectives for each rehearsal. Length of rehearsals are as follows: Beginner Band, 40 minutes; Junior High, 50 minutes, High School Rehearsal, 60 minutes.

Interview Project (Project #2)

Students will interview at least five (5) current undergraduate students who participated on an instrument in their high school band until graduation, but never played in any ensemble in college. The goal of this project is to discover what the reasons are that some students do not continue playing their instruments past high school and to learn ways to avoid these pitfalls. The interview will consist of the 10 questions listed below.

1. Did you enjoy playing your instrument in high school? Why or why not?
2. Did you enjoy competing with your high school band? Why or why not?
3. Did you prefer Marching Band or Concert Band? Why?
4. Did you have a favorite piece and/or composer played in Concert Band?
5. Did you ever take private lessons on your band instrument?
6. What did you enjoy most and least about being in your high school band?
7. What music do you listen to most often now? Why?
8. Did your high school band experience influence #7 (above) at all?
9. What are your impressions of college band (in general)?
10. Why did you decide not to participate in college band?

All of the interviews will be combined in a 5-6 page paper (12 point font, 1-inch margins, 1½ spacing) which will discuss the reasons why students (in general) do not end up participating in college band and a formulation as to how both high school and college music teachers can do a better job of encouraging their students to continue in the study of music.

Handbook Project (Project #3)

Students will design a complete handbook intended for a (fabricated) high school instrumental music program. The following items must be included in the document, although other items may be included as well. Neatness, originality, and thoroughness will be considered. Be sure to discuss jazz band, pep groups, small ensembles, etc. Handbooks will be evaluated with the following scale:

Neatness and Organization	20%
Creativity/Originality	20%
Thoroughness of Content (See Below)	60%

Content of Handbook

1. Introduction explaining purpose of document and philosophy of program.
2. Policies and philosophy of attendance/participation.
3. Money Issues (what they must pay for, what is provided)
4. Rehearsal schedule (what you would consider perfect).
5. Grading procedures.
6. Preparation expectations.
7. Music, Uniform, and Instrument procedures/policies (including color guard).
8. Policies and procedures of travel (games, contests, etc.).
9. Use of Student Workers and/or Officers

Rehearsal Journal

Students will keep a running journal of the MC Symphonic Winds rehearsals, which should include thoughts on rehearsal techniques, the reactions of the ensemble members, what went right, and what could have gone better. Play-by-Play is not allowed. While the journal need not be typed, it should be neat, dated, and complete. Will be included in the Notebook.

Notebook

A notebook will be compiled which includes all notes taken while in class, as well as all readings, handouts, the Rehearsal Journal, composer and composition information (from Literature class), and any other materials dispensed throughout the semester. A tab system (with Table of Contents) will be designed for easy availability by dividing everything into sections (Literature, Rehearsal Techniques, Philosophy, etc.), and all pages should be numbered. Notebooks will be evaluated with the following scale:

Rehearsal Journal	25%
Table of Contents	20%
Organization	10%
Pages Numbered	10%
Neatness of Class Notes	15%
Thoroughness of Class Notes	10%
Composer/Composition Information	10%

Observations

Each student will observe two (2) full rehearsals and do a teaching assignment at two (2) other rehearsal of a Clinton Junior High Band (4 visits total). A typed (12-point font, 1½ spaced) 4-5 page paper discussing the two observation classes will be turned in at the end of the semester containing most or all of the following items:

1. Procedures for when the bell rings to begin class
2. Procedures for the beginning of the rehearsal
3. The “warm up” period
4. Time Management and Pacing of the lesson
5. Evidence of Lesson Planning (how do you know what they were planning and did they follow through on the plan)
6. Motivational Techniques
7. Behavioral Management
8. Usage of the metronome in the rehearsal setting
9. Continuity from past lessons (can you tell what they were working on last time and are they continuing on this progress?)
10. Ending of the lesson (is there a plan?)
11. Other items of interest.

Lesson Plans for the 2 teaching classes should be submitted along with the paper.

Examinations

There will be three written examinations: two taken during the semester and a final. The exams will consist of all information gathered to that point, and the final will include materials from the entire semester.

State Contest

We will be taking two (2) trips to State Contest together at the beginning of March. The first trip will be spent with a Division 1 or 2 band (TBA) in order to observe how an experienced director handles State Contest. We will meet the band when they arrive at the warm-up location and leave them after they finish Sight-Reading. Dress and act professionally. Nothing will need to be turned in for this activity.

The second trip will be for listening to a minimum of 4 bands. Each student will act as judge, writing comments on the sheet provided. We will gather at a different location (TBA) afterwards to compare notes. No certain dress code is required, but professional behavior is still required.

Academic Integrity

As stated in the 2013-2014 Mississippi College Undergraduate Bulletin: "Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of University documents, records, or information will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal."

Early Alert System

Mississippi College has adopted the practice of finding students early in the semester who may be exhibiting behaviors that could ultimately have a negative impact on their academic progress. These behaviors are often called "red flag" behaviors and include, but are not limited to, excessive absences, poor test grades, and lack of class participation or evidence of non-engagement. Identifying these behaviors early gives the instructor the opportunity to raise the "red flag" on behalf of a particular student so that the student can take the appropriate action to redirect his/her progress. The system alerts the student, the student's advisor, and the Office of Student Success.

These messages are intended to help a student recognize an area of concern and to encourage him/her to make some choices to improve the situation. When a student receives an Early Alert message, the student should quickly make an appointment to talk with his/her professor about the situation. Also, students can make full use of the Office of Student Success to set academic goals and connect to campus resources.

B. Students with Disabilities

In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must schedule an individual meeting with the Director of Student Counseling Services **immediately upon recognition of their disability** (if their disability is known they must come in before the semester begins or make an appointment **immediately** upon receipt of their syllabi for the new semester). The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (**within 3 years**).

The student must meet with SCS **face-to face** and also attend two (2) additional follow up meetings (one mid semester before or after midterm examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: Students must come in **each semester** to complete their Individualized Accommodation Plan (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).

Student Counseling Services is located on the 4th floor of Alumni Hall) or they may be contacted via email at mbryant@mc.edu . You may also reach them by phone at **601-925-7790**. **Dr. Morgan Bryant is director of MC Student Counseling Services.**