

Instrumental Literature

Music 437 Syllabus (Spring 2013)

Prerequisites: Junior or Senior Standing
Course to be taken in conjunction with Music 327

Tuesday/Thursday (10:50 11:50)
Band Hall

Instructor

Dr. Craig S. Young
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Course Description

This course will include a study of the materials and literature used in the junior high, senior high, college, and professional bands.

Rationale

It is necessary for the aspiring instrumental music teacher to be familiar with the literature of the wind band in order to have the knowledge necessary to choose quality materials for use in the classroom.

Objectives

Students will come to a better understanding of the history of the wind band
Students will become familiar with the materials available to the wind band director
Students will come to an understanding of the meaning of quality within the wind repertoire

Required Materials

Miles, Richard (Editor): *Teaching Music through Performance in Band*,
Volume 1 (2nd Edition)

Notebook (same notebook used in the Instrumental Methods)

Course Activities (See page 4 for dates)

Daily Listening Assignments
Class Discussions
Two Projects
Four Listening Tests (Final Exam counts as Listening Test)

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 the assigned time. Students are expected to arrive on time and be *prepared to think and listen*. Three tardies is equal to one absence.

Evaluation Criteria

Grade 2/3 Project	20%
Repertoire Project	20%
Listening Exams (5 X 12% each)	60%

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	83-84% = B-	72-74% = D+
92-95 = A-	80-82% = C+	69-71% = D-
88-91 = B+	77-79% = C	67-68% = D-
85-87% = B	75-76% = C-	66% = F

Examinations

There will be five listening examinations: four taken during the semester and the last taken during finals week. The exams will consist of the identification of the composer, title (including movement of multi-movement works), and year of the composition (within 5 years) played during a short (30 second) "drop the needle" excerpt.

Grade 2/3 Project

Students will listen to all Grade Two and Three pieces from *one* of the volumes of *Teaching Music Through Performance in Band* (each student will be assigned a different volume by the instructor). Each student will then determine his/her three favorite pieces from each level (6 pieces all together) that are *not already included in this class* (see page three for pieces used in this class). No more than two of the six chosen pieces should be a "slow" single-movement work. A paper will be written describing these six pieces and what made them the favorites (start a new page for each piece). A short introduction to the composer should be included for each piece, along with information as to what makes this piece good (at least three items, but the more the merrier) and information about why the piece is categorized in that particular grade level (ranges, rhythmic difficulty, musical difficulty, etc.). Bring enough copies for all class members and instructor.

Repertoire Project

Students will develop musical programs for both a junior high and a high school concert band that spans a 2-year period each (total of 4 years). There should be a minimum of 3 concerts in each academic year. A paper accompanying the programs will explain the following items:

1: Description of the ensembles that would be performing these programs (size, skill level, etc.), which will be fabricated by each student. It should be assumed that the school does not possess a marching band (2 full years of concert band), and that the junior high program is feeding into the high school. You are planning for 4 years of your students' experience.

2: Philosophies and techniques used in developing each concert, including:

- a) why the pieces were chosen (i.e. "it's an important work because...", "it's a composer the students should know because..." just because it's fun", "for variety" (explain how it's different)), etc.
- b) why the pieces were put in the order that you put them (i.e. why is the first piece first, the second piece next, etc).

3: A description as to how these pieces (as a whole) fit into your overall plan for the music education of the students over the span of the four years (what should the learn/experience from performing these works?).

4. Determine an approximate ratio as to how many minutes of music will be spent in rehearsal for each minute of music to be performed ("RPR" - Rehearsal to Performance Ratio). An RPR of over 75 minutes for HS and 100 for JH is not allowed, and each High School program should contain a minimum of 25 minutes of music (18 for Junior High).

The repertoire must be centered around the repertoire learned in this class (including from the Repertoire Projects), but should also include other smaller pieces including marches and novelty/popular pieces. No Christmas music! Appropriate difficulty and audience appeal/education will be considered in grading. Be sure to list the composition year, length (in minutes), and grade level of each piece.

Academic Integrity

As stated in the 2012-2013 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."

Learning Accommodations

In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must contact Student Counseling Services (SCS). SCS will assist with information regarding the appropriate policy and procedure for disability accommodations before each semester or upon immediate recognition of the disability. SCS is located in Alumni Hall Room #4 or you may contact them by phone at 601-925-7790. The Director of Student Counseling Services, Dr. Bryant may be reached via email at mbryant@mc.edu.