

Instrumental Literature

Music 437 Syllabus (Spring 2014)

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
Band Hall, 925-3439 (W), cyoung@mc.edu

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 5 and 6 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 (4 X 15% 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 four listening examinations: three taken during the semester and the last one taken during finals week. The exams will consist of three sections: 1) Matching composers with their traits discussed during class; 2) Identifying composers and dates of the compositions (within 5 years), and; 3) Identifying the title (and movement of multi-movement works) of the composition 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 for the high school and 2 for the junior high 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 100 minutes for HS and 200 for JH is not allowed, and each High School program should contain a minimum of 25 minutes of music (15 for Junior High).

The repertoire *must* be centered around the repertoire learned in this class (including selections 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 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.**