

MUS373 INSTRUMENTAL MUSIC METHODS

Spring 2011 MWF 10:00-10:50 CA1053 (please note change)

Instructor: John Rack, Ph.D.

Office: CA1053 Phone: 962-3729 Hours: TBA

COURSE DESCRIPTION:

Prerequisite: Admission to the School of Education or consent of instructor. Instructional planning, organization, objectives, and methodology for teaching in an ensemble setting from elementary through high school level. Rehearsal design and procedure. Comprehensive musicianship, class method books and repertoire, computer applications, marching band techniques, and program management. Field experiences required.

REQUIRED MATERIALS:

- Course packet
- NC Standard Course of Study: Music (Available online at www.ncpublicschools.org/curriculum/artsed/scos/)

Student Learning Outcomes (for an Information Literacy Course):

- Demonstrate the ability to assess what information is needed to solve instrumental music education challenges identified in class.
- From a variety of sources demonstrate the ability to access, evaluate and integrate information essential to successful music teaching in the instrumental setting.
- Understand many of the economic, legal, and social issues surrounding the access and use of information. Understand how to use information ethically and legally in a music education setting.

Additional Student Learning Outcomes - through peer teaching and written assignments, students will demonstrate:

1. Knowledge and skills for achieving desired learning objectives with instrumental music students in three domains of learning
2. Knowledge of a learning sequence-based approach to teaching beginning instrumentalists
3. Ability to prepare a musical score for rehearsal
4. Knowledge of organizational and administrative techniques and materials needed for a successful instrumental music program
5. Ability to evaluate instrumental class method books and supplementary materials
6. Knowledge of computer applications in instrumental music education
7. Ability to select quality repertoire for middle and high school level instrumental ensembles
8. Knowledge and skills for using a comprehensive musicianship approach in an instrumental music program
9. Knowledge of basic marching band techniques

COURSE OUTLINE: (order may vary)

Part 1: Introduction

- Traits and skills of a successful teacher
- The successful learner will be able to...
- Establishing Educational Goals & Objectives
- NC Standard Course of Study

Part 2: Beginning Ensemble

- Recruitment & retention
- Selecting a music method/series and repertoire
- Teaching Sequence and Music Learning Theory
- Rehearsal time and classroom management

Part 3: Psychology of Teaching

- Teaching behaviors & styles
- Learning styles
- Questioning techniques

Part 4: High School-Level Ensemble

- Comprehensive Musicianship
- Core Repertoire approach
- Developing skills & knowledge in rehearsals
- Marching Band techniques
- Organization & administration issues

ASSIGNMENTS AND EVALUATION: (Due dates TBA)

Assignments are due at the beginning of class on the announced due date. Any assignment turned in up to one class meeting late will be lowered one full letter grade. No assignments will be accepted after the next class meeting. All assignments are to be computer generated.

Participation Grade: (15%)

- You start with an "A". You are given two absences, use them judiciously.
- Any additional absence will result in lowering your participation grade .33 quality points (4.0-3.67, etc.).
- Being unprepared for a class will result in lowering your grade .33 quality points. Examples of being unprepared: Unable to contribute to a discussion because a reading assignment wasn't completed; Showing up more than 5 minutes late for class.
- Additional excused absences are at the discretion of the professor and must be documented. (Don't expect much leeway here!)

Visual diagnostic checklists (10%) (due 1/26/11)

Combined First Year Curriculum & Method Book Review (15%)

Peer Teaching Topics - selected from: (15%)

1. Approaches to recruitment & pre-band/orchestra assessment
 2. Selecting a beginning series for band and orchestra
 3. Selecting repertoire for study & performance – middle & high school
 4. Intonation issues & solutions for wind players (& strings)
 5. Computer applications in instrumental music classes
 6. Others are possible
- Multiple references required
 - You will have up to one full class period.

Other Peer Teaching Topics - selected from books in the bibliography: (10%)

- You will have up to 25 minutes.

Objectives for Peer Teaching:

- Develop your reading & research skills which will serve you for a lifetime of learning and self-improvement, particularly as music teachers.
- Develop skills used by effective teachers – gathering information, organizing, editing and prioritizing it, deciding the best teaching approaches for the desired educational objective and specific learners, and reflecting on the effectiveness of your teaching so you can improve future teaching efforts.
- Internalize what you are learning in this course, rather than just having me “preach” to you about what I believe you should do in order to be highly effective as music teachers.

Requirements for Peer Teaching:

- A **progress report** is due **one class before** any scheduled presentation. This should include a reference list and a detailed outline.
- For all class presentations consider learning styles – verbal, visual, kinesthetic – and include elements for all types of learner. Consider using PowerPoint, web resources, hands-on approaches, live demonstrations.

Evaluation of Peer Teaching:

Your classmates will be asked to respond to the following questions using a scale of 1-5 (strongly agree-agree-neutral-disagree-strongly disagree):

- (1) I was given the knowledge I'll need on this topic to be an effective beginning teacher.
- (2) The presentation was well organized and had a logical flow.
- (3) There was evidence of thorough research and preparation.
- (4) The presenter used a variety of approaches in consideration of different learning styles.

Their responses will be considered when I grade you on the same aspects of your

presentation. I am also looking for sufficient details and accuracy of information, and evidence that you read, understood, and prepared the information for your “students”, and weren’t simply repeating an author’s words.

Grading rubric (plusses and minuses may be used):

A = thorough, accurate, effective, no more than 1-2 minor deficiencies

B = generally high level, but with one significant shortcoming or three areas of minor deficiency

C = two significant shortcomings, oversights or omissions

D = three significant shortcomings, oversights or omissions

F = lacks any information of value

Class Report on Reading: Inspired Teaching Practices (10%)

- A book will be randomly assigned from this category in the bibliography.
- Report on the highlights, what had the greatest impact on your views.
- You will have up to 15 minutes.

Field Observations (15%)

- 6 at the middle school level & 6 at the high school level (stay for at least 40 minutes, visit the same class each week)
- These should be arranged ASAP (You have 14 weeks to complete 12 observations).
- Format and content guidelines will be given; all must be typed; first 6 due Friday 3/4/11, second 6 due Friday 4/29/11
- There will be opportunities to discuss observations when pertinent to specific topics addressed in class
- Grade will be lowered .33 quality points for each missing observation
- Grade will be lowered .17 quality points for each inadequate observation (missing expected details or reflection)

Objectives:

- Examine the teaching process and make judgments about the effectiveness of teaching behaviors
- Reflect on what you have observed and determine how it will impact your future decisions as a music teacher
- Learn about students’ abilities and needs at various levels of instrumental ensemble instruction

Include in Observations:

- Classroom management techniques
- Questioning techniques
- Use of time (pacing)
- Teaching cycle (teacher input, guided practice, independent practice)

(?)Quizzes on Text, Course Packet, or Other Assigned Reading (10% total)

- announced at least one class meeting ahead

Prepare a score for rehearsal (10%)

- select and get approval for a grade 4-5 score
- Include an anticipated performance problems list and priorities list

Prepare objectives for a core repertoire piece at the high school level (10%)

- A guide will be provided

Final Exam – There will be **no** comprehensive exam in this course. The scheduled time will be used for a quiz, assignment, or reflection.

ACADEMIC HONOR CODE

The University of North Carolina at Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although members of the university community are encouraged to report occurrences of dishonesty, each individual is principally responsible for his or her own honesty.

All students are encouraged to read section V "Academic Honor Code", in the UNCW Student Handbook, for definitions of plagiarism, bribery, and cheating, and the procedures for reporting and adjudication of any activities involving student dishonesty.

UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184, or Wilmington Police at 911. For University or community resources visit <http://uncw.edu/wrc/crisis.htm>.

BIBLIOGRAPHY:

Inspired Teaching Practices:

- Alsobrook, J. 2002. *Pathways: A Guide for Energizing and Enriching Band, Orchestra and Choral Programs*. Chicago: GIA Publications
- Casey, Joseph. 1993. *Teaching Techniques and Insights for Instrumental Music Educators*. Chicago: GIA
- Lautzenheiser, Timothy. 1992. *The Art of Successful Teaching: A Blend of Content and Context*.
- Lautzenheiser, Timothy. 1993. *The Joy of Inspired Teaching*.
- Mixon, Kevin. 2007. *Reaching and Teaching All Instrumental Music Students*. Lanham, MD: Rowan & Littlefield Education.

Comprehensive Musician/Performing with Understanding:

- Garofalo, R. *Instructional Designs for Middle/Junior High School Band*.
- Garofalo, R. *Blueprint for Band*.
- Labuta, J. 1996. *Teaching Musicianship in the High School Band*. Ft. Lauderdale: Meredith Music Publ.
- Reimer, Bennett (Ed.). 2000. *Performing with Understanding: The Challenge of the National Standards for Music Education*. MENC.

Selecting a Beginning Band or Orchestra Method:

- DeVito, D. 2002. *A Survey of Beginning Band Methods*.
<http://www.eric.ed.gov/home.html> (search ERIC document # ED464865)
- Fraedrich, E. *The Art of Elementary Band Directing*.

Identifying Quality Repertoire:

- Allen, M. et al. 2001. *Teaching Music through Performance in Orchestra*. The American School Band Directors Association. 1997. *The New ASBDA Curriculum Guide*. Belwin-Mills Publ.
- Blocher, L. et al, *Teaching Music Through Performance in Band*.
- Dvorak, T. et al. 1993. *Best Music for High School Band: A Selective Repertoire Guide*. Brooklyn, NY: Manhattan Beach Music
- Dvorak, T. et al. 1986. *Best Music for Young Band: A Selective Guide*.

Developing Intonation and more:

- Butts, C. 1981. *Troubleshooting the High School Band: How to Detect and Correct Common and Uncommon Performance Problems*. West Nyack, NY: Parker Publishing Co.
- Fabrizio, A. 1994. *A Guide to the Understanding and Correction of Intonation Problems*. Ft. Lauderdale: Meredith Music Publ.
- Garofalo, R. 1996. *Improving Intonation in Band and Orchestra Performance*. Ft. Lauderdale: Meredith Music Publ.
- McBeth, F. 1992. Balance and Pitch in a Band Performance. MENC. ([video](#))
- Nelhybel, V. (1992). Musicality in a Band Performance. MENC. ([video](#))

Comprehensive Texts:

- Colwell, R. & Goolsby, T. *The Teaching of Instrumental Music*.

- Cooper, Lynn G. 2004. *Teaching Band & Orchestra: Methods and Materials*. Chicago: GIA Publications, Inc.
- Gumm, Alan. 2003. *Music Teaching Style: Moving Beyond Tradition*. Galesville, MD: Meredith Music Publications
- Kohut, Daniel. 1992. *Instrumental Music Pedagogy*. Champaign, IL: Stipes Publishing

More Topics:

- Bailey, W. *The Complete Marching Band Resource Manual*.
- Battisti, F. & Garofalo, R. 1990. *Guide to Score Study for the Wind Band Conductor*. Ft. Lauderdale: Meredith Music Publ.
- Froseth & Grunow. *Instrumental Score Reading Program*. (CD's and workbook)
- Gordon, Edwin. 2004. *The Aural/Visual Experience of Music Literacy*. Chicago: GIA Publications
- Hudson, James. (2003). *Visual Tuning Techniques for Today's Marching Band*. Ames, IA: Championship Productions. ([video](#))
- Kohut, Daniel. 1992. *Musical Performance: Learning Theory and Pedagogy*. Champaign, IL: Stipes
- Lisk, Edward. (1994). *The Creative Director: Alternative Rehearsal Techniques*. Ft. Lauderdale: Meredith Publications. ([video](#))
- Phillips, K. *Teaching Kids to Sing*.
- Schleuter, Stanley. 1997. *A Sound Approach to Teaching Instrumentalists*. New York: Schirmer Books
- Walker, D. *Teaching Music: Managing the Successful Music Program*.