

MED 363 - High School Instrumental Music Methods

Dr. Lynn Cooper

Office: MC 123 and MC109 (hours posted)

Spring (*year*)

Two credits - Wed. & Fri. at 9:00 am

Required Textbooks:

1. *Teaching Band and Orchestra, Second Edition*, Lynn G. Cooper, pub. by GIA Publications.
2. *Effective Performance of Band Music*, W. Francis McBeth, pub. by Southern Music Co.
4. *The Choral Conductors Handbook*, Walter Ehret, pub. by ProArt.
5. *Rehearsal Handbook for Band and Orchestra Students*, Robert Garofalo, pub. by Meredith Music Pub.
6. \$2.00 copy fee due by January 24.

Objectives:

1. The student will develop his or her own philosophy of music education.
2. The student will be able to discuss and/or demonstrate appropriate teaching techniques, strategies, and materials for high school instrumental music programs.
3. The student will develop skills in the additional non-musical activities needed to initiate and maintain a successful instrumental music program.

Instructional Methods:

The class will be conducted in a lecture-demonstration-laboratory-fashion. Students will be given opportunities to demonstrate appropriate teaching techniques and strategies during the various sections of the course.

Attendance and Participation:

Participation in class discussion and demonstrations is a vital part of this class. Each student will teach the class various assignments. Assignments are due at the beginning of class on the dates indicated. Late assignments are lowered one full grade for each day late.

Regular attendance is assumed. Each unexcused absence past the second will result in the final grade being lowered by one-third grade. Three tardies equal one unexcused absence. Tests, class teaching assignments, etc., missed during an unexcused absence may not be made up.

Special Projects:

Project 1 (50 points): This project is due on or before February 28.

Attend the KMEA In-Service in Louisville on Feb. 7-10. Go to at least four of the clinics offered in instrumental music (note suggestions on the program on my bulletin board) and turn in a typed copy of your thorough notes.

Project 2 (25 points): This project is due on or before April 4.

This project is a "Faith and Learning" paper of one to three pages length (typed & double spaced, with one-inch margins). Discuss how you anticipate your faith will impact your teaching. Most of our graduates teach in the public school and it seems both helpful and necessary for them to thoughtfully consider how their faith will guide them as they teach in that environment. You may wish to consider "real life" dilemmas that confront teachers and discuss how you might approach a solution to that problem.

Project 3 (100 points): This project is due on or before April 20.

Submit a printed copy of your computer database file of music for the concert band and/or orchestra. Information should include correct (and complete) title, composer, arranger (if any), publisher, date published, grade, character (e.g., oboe solo with band, or march, or overture, etc.), any special needs or characteristics (e.g., requires 25 oboes!), a brief description of the piece, etc. A minimum of 50 entries

are expected with an additional set of 10 entries for method book series, techniques or warm-up books. On 10 of the 50 concert pieces please listen to a recording while following the score and include those observations in your data file. NOTE: Start this project *early* in the semester.

Project 4 (75 points): This project is due on or before April 18. Schedule six hours of field experience at two or three different high schools in the area. Your primary purpose will be to observe rehearsals and the organizational and administrative structure at each school. Write a paper on each field experience analyzing the effective of those rehearsals and the organizational and administrative structures.

Project 5 (75 points): This project is due on or before April 25. Turn in a notebook of typed class notes, assignments and materials collected in class or at conferences, etc. The notebook should be categorized and indexed. Include a blank Comments Page for my use at the beginning of the notebook. Include a written evaluation of the use of technology in this course. Neatness and thoroughness are *very* important.

Project 6 (50 points): This project is due on or before May 2. Please state your personal Philosophy of Music Education. This scholarly paper (1-2 pages only) should be a concise and thoughtful reflection of your own beliefs about music education in the schools. It is the type of document many prospective employers will request. Develop a real "lighthouse" statement for yourself. (See TBO, p. 375, #2)

Grading:

The final grade is determined by the following:

Project 1	50 pts.	
Project 2	25 pts.	
Project 3	100 pts.	
Project 4	75 pts.	
Project 5	75 pts.	
Project 6	50 pts.	
Class Assignments (9 @ 10)	90 pts.	
Final Exam	50 pts.	
Total possible points:	515 pts.	

Grading Scale:
91% -100% = A
81% - 90% = B
71% - 80% = C
61% - 70% = D
0% - 60% = F

NOTE: All assignments and projects are due at the beginning of class on the due date. Grades will be lowered (see previous section) for all late work.

NOTE: All assignments are to be sent by e-mail prior to the class they are due so that they can be electronically graded for use in your e-portfolios.

Course Outline: (Note: Some readings are on reserve in the Library or in the Music Ed Lab.)

<u>Date</u>	<u>Class Discussion</u>	<u>Assignment (listed on the date assigned)</u>
1. January 17	Introduction/Syllabus	<u>TBO</u> , Ch. 4
2. January 19	Building A Curriculum: Program Balance & What To Teach	
3. January 24	Curriculum Planning: Course Descriptions/ Sequential Instruction/Scheduling	Assign. 1 (p. 82, #3) <u>TBO</u> , Ch. 5
4. January 26	Reading Day	
5. January 31	Selecting Literature: "Good" Music/ A Core Repertoire/The Music Library	Assign. 1 is due Project 1 and Project 3 Assign. 2 (p. 114, #6) <u>TBO</u> , Ch. 6
6. February 1	Running Effective Rehearsals: Quality Rehearsals/A Success Plan/Environment/ Teaching Ensemble Sight-Reading Kentucky Lesson Plan format	Assign. 2 is due Assign. 3 (p. 133, #1) Garofalo, pp. 1-40
7/8. February 7-10	KMEA (no class—attend conference)	
9. February 14	KMEA Review Comprehensive Musicianship	Assign. 3 is due McBeth, I & II
10. February 16	Reading Day	
11. February 21	Teaching Techniques: Tone, Pitch, Balance, Dynamic, & Articulation	McBeth, III, IV, V Begin Project 4
12. February 23	Percussion Video: Bobby Christian	
13. February 28	Teaching Techniques: Rhythm Issues & Percussion Techniques	Project 1 is due McBeth VI & VII
14. March 2	Band Tour: No class	
15. March 7	Effective Podium Technique Interpreting 20th Century Band Music	Casey, pp. 231-238 & 385-401 <u>TBO</u> , Ch. 7 A & H, pp. 108-117
16. March 9	Casey Readings Performances & Programming: The Performance Year/Logistics/Audience Development/Programs & Ushers	<u>TBO</u> , Ch. 8 Assign. 4 (program/p. 155, #2) Ehret, pp. 5-29
17. March 14	Core Issues: Motivation & Discipline, How to Make a Database), "Marching to A Different Drummer"	Assign. 4 is due Ehret, pp. 29-55

18. March 16	Core Issues: Major Events & Competition Choral Methods	Assign. 5 (p. 195, #2,3,4) <u>TBO</u> , Ch. 9 Begin Project 2
March 19-24	Spring Break	
19. March 28	Organizing & Administering: Organization/ Facilities and Equipment	Assign. 5 is due Begin Project 5 (notebook) Assign. 6 (handbook)
20. March 30	Administering: School-owned things/ Student Help/Parent Help/Boosters	<u>TBO</u> , Ch. 10 Assign. 6 is due A & H, pp. 74-85
21. April 4	Teaching: Rehearsals/Assessment/Private Lessons/Technology/The Other Areas/ "Yikes, An A+"	Assign. 7 (p. 271, #1) <u>TBO</u> , Ch. 11 Project 2 is due (Faith & Learning paper)
April 6	Good Friday - no classes	
22. April 11	Handling Business Issues: A Public Relations Program/Business Skills & Fund Raising/The School Music Dealer	Assign. 7 is due <u>TBO</u> , Ch. 12
23. April 13	Knowing the Profession Today: Education Reform/Program Goals/National Standards/Research	<u>TBO</u> , Ch. 13
24. April 18	Personal Issues: Job Search/Ethics/ Relational Skills/Professional Devel./ A Complete Education	Begin Project 6 (Phil.) <u>TBO</u> , Ch. 14 & Final Comments & Appendices Assign. 8 (p. 341, #1)) Project 4 is due
25. April 20	Then, Now: Historic & Current Influences	Assign. 8 is due (resume) Project 3 is due Assign. 9 (MENC/Job)
26. April 25	Why: A Personal Philosophy of Music Ed. PRAXIS II	Project 5 due—(notebook)
27. April 27	The Habits of Effective Music Teachers	Assign. 19 is due
28. May 2	Appendices	Project 6 is due (Phil.) Choose "job" for interview
29. May 4	Interview Exercises Review for Exam Final Comments	(pp. 325ff)

Final Exam: Wednesday (May 9) from 8:00 a.m.

The Final Exam will be a Mock Job Interview. Each of you will have a 20-30 minute interview with the professor and at least two other persons who will form the "interview committee" and grade the interview. You will have previously selected a specific type of job for which to interview. You will use the material studied in this course as the source of their preparation for the interview.