

MED 360 - Instrumental Music Methods

Dr. Lynn Cooper
Office: MC 123 (office hours posted)

Spring (year)
Three credits — MWF at 9:00 am

Required Textbooks:

1. *Teaching Band and Orchestra*, Lynn G. Cooper— GIA Publications.
2. *Effective Performance of Band Music*, W. Francis McBeth— Southern Music
3. *Do It! Play In Band: Teacher's Resource Edition & Full Score*, James O. Froseth,
— GIA Publications.

Optional Additional Textbooks:

1. *The Choral Conductors Handbook*, Walter Ehret— ProArt.
2. *Rehearsal Handbook for Band and Orchestra Students*, Robert Garofalo—Meredith Music.
3. *Teachers Guide to The Individualized Instructor*, James Froseth— GIA Publications.

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 the school instrumental music program.
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 format. Students will be given opportunities to demonstrate appropriate teaching techniques and strategies. The Beginning Band Lab experience will allow all class members to plan and develop instruction for a real class and share all responsibilities for the educational progress and success of this class. These students are local home schooled students. [Note to professors: The Beginning Band Lab is a unique component of this suggested course outline. It could be held on one of the regular class days for a ten week period or as a true "lab" portion of the class meeting on a fourth day for ten weeks.]

Attendance and Participation:

Participation in class discussion and demonstrations is a vital part of this class. 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 will equal one unexcused absence. Tests, class teaching assignments, etc., missed during an unexcused absence may not be made up.

Special Projects:

Project 1 (25 points): This project is due on or before _____.

Design and produce a recruiting presentation to be used with 5th grade students and their parents. The presentation must include at least eight slides in PowerPoint. Be prepared to present your project in class on the due date (10 minutes each). A collaborative presentation using the best aspects of each class project will be given to prospective Beginning Band Lab students and parents on _____ at 7:00 pm.

Project 2 (100 points): This project is due on or before _____.

Submit a printed copy of your computer database 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 (ex. oboe solo with band, or march, etc.), any special needs or characteristics (ex. requires 3 bassoons), a brief description of the piece, etc. A minimum of 75 entries is required with an additional set of 10 entries for method book series, technique or warm-up books. For 15 of the 75 concert pieces, 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 3 (50 points): This project is due on or before _____.

Attend the State Music Education Conference. Go to at least four (4) of the clinics offered in instrumental music and turn in a typed copy of your thorough notes.

- OR -

“Shadow” a local school band or orchestra director at district concert festival (from start to finish). Note all procedures used (prior to departure, travel rules, on arrival at site, the performance routine, etc.). Discuss and evaluate your observations. Schedule a post-festival discussion with the director to discuss the event.

Project 4 (75 points): This project is due on or before _____.

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 at the beginning of the notebook for my use. Neatness and thoroughness are *very* important.

Project 5 (50 points): This project is due on or before _____.

Please write 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.

Grading:

The final grade is determined by the following:

Project 1	25 pts.
Project 2	100 pts.
Project 3	50 pts.
Project 4	75 pts.
Project 5	50 pts.
Class Assignments (10 @ 10)	100 pts.
Lab Teaching (10 @ 20)	200 pts.
Final Exam	_____ 50pts.

Grading Scale:

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

Total possible points: 650pts.

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.

Course Outline

<u>Date</u>	<u>Class Discussion</u>	<u>Assignments/Readings</u>
Week 1	Introduction & Discuss Syllabus Laying the Foundation	Read <u>TBO</u> , Chapter 1 & 2 Assignment 1: <u>TBO</u> (___)
Week 2	Recruiting and Retaining Beginning Students Explore PowerPoint	Read <u>TBO</u> , Chapter 3 Assignment 1 is due Begin Project 1
Week 3	Planning for Success Present PowerPoint Recruiting Project Plan Parent Meeting for Beginners Flash Card techniques	Read <u>TBO</u> , Chapter 4 Project 1 is due Assignment 2: <u>TBO</u> (___) Read <u>Do It!</u> , pp. i-24
Week 4	Building a Curriculum Parent Meeting for Beginners Beginning Band Lab (BBL) planning Review <i>Do It! Play In Band</i>	Read <u>TBO</u> , Chapter 5 & Appendices A & B Assignment 2 is due Assignment 3: <u>TBO</u> (___)
Week 5	Selecting Literature and Organizing the Music Library BBL planning (mock lesson) How to design a Database	Read <u>TBO</u> , Chapter 6 Assignment 3 is due Begin Project 2
Week 6	Running Effective Rehearsals BBL begins (once per week)/ class review McBeth: Solution I & II	Read <u>TBO</u> , Chapter 7 Assignment 4: <u>TBO</u> (___) Read McBeth, Solution I & II
Week 7	Programming and Performing BBL #2/class review McBeth: Solution III, IV, & V	Read <u>TBO</u> , Chapter 8 Assignment 4 is due Begin Project 3 Read McBeth, Solution III-V
Week 8	Considering Some Core Issues BBL #3/class review McBeth: Solution VI & VII	Read <u>TBO</u> , Chapter 9 Assignment 5: <u>TBO</u> (___) Project 3 is due Read McBeth, Solution VI & VII
Week 9	Organizing and Administering the Program BBL #4/class review	Read <u>TBO</u> , Chapter 10 Assignment 5 is due Assignment 6: <u>TBO</u> (___)
Week 10	Organizing and Administering BBL #5/class review	Read <u>TBO</u> , Chapter 11 Assignment 6 is due Assignment 7: <u>TBO</u> (___) Begin Project 4
Week 11	Handling Business Issues BBL #6/class review	Read <u>TBO</u> , Chapter 12 Assignment 7 is due Assignment 8: <u>TBO</u> (___)

Week 12	Knowing the Profession Today BBL #7/class review	Read <u>TBO</u> , Chapter 13 Assignment 8 is due Assignment 9: <u>TBO</u> (___)
Week 13	Exploring Personal Issues for the Music Educator BBL #8/class review Choose "job" for interview/final exam	Read <u>TBO</u> , Chapter 14 & Appendices C & D Project 4 is due Begin Project 5 Assignment 9 is due Assignment 10: <u>TBO</u> (___)
Week 14	Contemplating Then and Now BBL #9/class review	Read <u>TBO</u> , Chapter 15 Assignment 10 is due
Week 15	Contemplating Why Interview Exercises/Review for Exam BBL #10/class review Final Comments	Project 5 is due

Final Exam: [day, date, and time]

The Final Exam will be a Mock Job Interview. Each student will have a 20–30 minute interview with the professor and at least two other people who will form the "interview committee" and grade the interview. Each student will have previously selected a specific job (from a list provided) for which to interview. The student will use the material studied in this course as the source of their preparation for the interview.