MUS - 184 Course Syllabus
Instrumental Methods
Dr. R. Tad Greig – Professor, ext. 7279
Time – Mon, Wed, Fri 9:20 – 10:20

Supplemental materials will be distributed from: Musical Performance and Learning Pedagogy, Daniel Kohut; Marching Band Multiple Option Techniques, Robert Foster; Developing the Complete Band Program, Shelley Jagow. Various handouts

II. Course Requirements:
1. Class Attendance – Class meets three times weekly, however any unexcused absences more than two will result in an automatic lowering of the grade one letter. Excused absences must be called in to Dr. Greig in advance. The student is responsible for all material covered in the class missed.
2. Student Supplemental Notebook – Students will be required to develop a notebook that will include supplemental materials and notes specific to class. This notebook will receive a grade at the end of the semester. It may be a hard copy or electronic. There will be periodic “spot-checks” throughout the semester.
3. Tests and Quizzes – There will be a mid-term and final exam. There will also be long term assignments that students will prepare on their own time throughout the semester. Students will also give oral presentations. These oral presentations are crucial for their content and for the opportunities given to lead a class. They will be graded with both of these factors in mind, and will include student self-reflection from analysis of video.
4. Content – Students will review information covered in conducting class and various instrumental pedagogies, approaching them from the perspective of the teacher. Students will learn how to detect errors in performed music. Students will also learn how jr. high and sr. high school students learn and ways to teach that will work with the natural learning process. Additionally, students will address the administrative aspects of the secondary music educator as well as basic marching band techniques.

III. Grading Scale:
(%) 93 – 100 = A, 90 – 92 = A-, 84 – 89 = B, 80 – 83 = B-, 74 – 79 = C, 70 – 73 = C-, 64 – 69 = D, 60 – 63 = D-, 59 and below = F

IV. Outcomes and Assessment:
1. Students will develop and demonstrate competencies with regard to Administration of an Instrumental Program. Students will learn about and create Lesson Plans (structure and content). Students will, through development, presentation and practice teaching, create and defend lesson plans. Students will be evaluated in all presentations on a rubric with categories for: Organization, Pacing, Creativity, and Content. (below). Students will develop and present Classroom Management Strategies as well as Objective Grading plans for the performance classroom. Students will learn about and demonstrate proper rehearsal technique. Students will discuss health as it relates to hearing, effects of tension in the body, musculoskeletal health, coping with anxiety. Students will also develop and be able to define an understanding of various Marching Band Techniques. Miscellaneous Responsibilities (travel planning, community interaction, etc)
2. Outcome attainment assessed via: 1. written testing, 2. oral presentation, 3. observation, and 4. attendance and classroom interaction.

This skill development and demonstration is in alignment with the campus-wide curricular outcomes:

The above mentioned assessment and outcomes for the class require the students to: “Reason logically and evaluate critically”, “Communicate effectively”, “Demonstrate an understanding of the attributes, competencies and importance of a high quality educator”, “To demonstrate comprehension grounded in proven learning theory and contemporary trends as it pertains to the needs and requirements of a modern educational experience”, “To demonstrate intellectual and pedagogical competency related to the K-12 certification, which marks the culmination of their collegiate experience”, “To model effective teaching strategies due to actual teaching experiences including observation, lab experience, and pre-professional experience, providing multiple opportunities for development, implementation and reflection on individual growth and understanding of the teaching craft and profession”.

V. Academic Integrity – This policy is readily available in the First year guide (pg. 159) as well as the Student Handbook (pg. 22) and on the Westminster College website. You should become acquainted with this policy.

VI. Students with Disabilities - Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information.

VII. Class Schedule: * note that the weekly schedule is only a guide. Discussions may take longer

Week 1: Discuss the goals for the class. Explanation of the error detection method. What is classroom discipline? Why do you want to be an educator? What do all great teachers have in common?

Aug 28 – Sept 1 Read: Hoffer, Chapter 1+2. Discuss above mentioned chapter and questions. Note that the word DISCUSSION implies that there is more than one person providing input. An interaction between teacher and students Presentation 1: five-minute presentation for the class on something that you are passionate about (does not have to be music) Examine included with this syllabus for criteria rubric. (Teacher Personality)


Sept 4 – 13 Understanding how students and teachers are assessed. Handouts from Jagow text, National Program Standards, Bruner’s learning theory (Constructivism), Gardner’s theory of multiple intelligences, Danielson Framework.

Sept 15 Quiz #1 on Various learning theories, terminology

Week 4+5: Discussion of discipline and strategies, Hoffer Chapter 27. Classroom

Sept 18-25 Management: How do you establish and maintain control? What Are common mistakes when assuming your new leadership position? What are the mandates to which we must guide our instruction?
Read Chapter 16 Hoffer Accountability, Behavioral Objectives, Consistency, Development of routines. Developing your classroom management strategy. “Rules for the Classroom” *(Hey, have you scheduled your Pearson or Paraxis yet?).

Presentation #2: Classroom Management: 10-minute presentation
Sept. 27 dedicated to defining your strategy for establishing and maintaining control in the performance classroom environment.

Week 6: Chapter 17, Hoffer, Assessing Learning. How do we make grading objective, Sept 29 – Oct 6 (Assessment and Evaluation, Jagow) more objective in the performance classroom Why is this important? What criteria should we consider in setting up our grading plan?

Week 7
October 9 Presentation #3: Presentations of grading schemes for ensembles. Have copies for instructor. Be prepared to give a 7-minute presentation of how your system works and why the criteria you have chosen are important.

October 11 – Quiz 2, review Classroom Management, Assessment

October 13 – Quiz: Classroom Management, Assessment

Week 8: Recruitment – Chapter 7, Hoffer - Getting your program started. Maintaining Oct 16 - 20 (Jagow Handouts) beginning a balanced instrumentation. What to start students on. Establishing parental connection and advocacy. Connecting with music colleagues.

Guest Speaker: October 20 – Starting and managing your program

Week 9: Mid-Term Week – Wednesday Oct 25, 27
Oct 25 -27 Technology: bring in a list of the technology with which you are familiar and capable (share these lists) How could these be used to aid in the development of your instrumental program. This will probably take Wed. and Fri classes. Please take time to go to the lab and examine the PYWARE 3D Drill Design Program. This will be important for weeks 10 and 11. I will try to schedule a demonstration of this technology for hands-on teaching.

Week 10: Chapters 7, 9, 10. Rehearsal Technique As this text is both Instrumental and Choral Rehearsal only focus on the instrumental portions of these chapters. Synthesis, Analysis, Synthesis necessary skills for performance. Warm-ups. (You will need to attend instrumental rehearsals of the wind ensemble to watch and analyze warm-up and musical rehearsal procedures between Nov. 1 and Nov 8). Wind Ensemble – Mon, Wed, Fri 11:40 – 12:40. Symphonic Band will not yet be in session. Conflicts (Chamber Singers) let me know. Tone quality, Balance and Blend from Jagow (handouts) * see evaluation tool related to your observation. You must use this form.

Quiz Nov 10 on Rehearsal Techniques
Week 11

Marching Band Techniques. What styles are there? How to run Band Camp? Marching Band Drill design. Please take feverish notes as I do not rely on any text here. We will do various assignments on class time, to make sure that you understand.

Quiz on Marching Band, November 15

Week 13

Working with Special Needs students, (C+H Chapter 8) Handouts.

November 17 (catch up day in case we are behind)

Week 14

Nov 20, 27, 29 What are: Accommodations? What are Modifications?, Special needs in the music classroom, Understanding various “plans”, acts”, terminologies and how they affect you. Additional handouts. Some of this will relate back to the week 2+3 of the semester.

Dec 1, 4 Watch Rehearsal of the Honors Band. Discuss on Monday

Week 15

Dec 6, 8 Getting the job, what to do. Making lists, inventories and meeting the right people, Interviewing. Any final questions/thoughts

Final (Check Finals Schedule for time)

“Be Great People First, Amazing Educators Second, one flows to the other”

“The journey down the road to your success begins with one simple step. How many miles will you walk in your life? Choose your steps wisely”

Evidence of Direct Student Learning: Students must prepare and present class lectures/presentations on multiple topics related to the discipline of Instrumental Education. Students are evaluated via Rubrics, Students are videotaped when in front of the class and must provide self-reflection based upon the pre-determined presentation rubric. Quizzes and Tests are also used to assess material retention.

Evidence of Indirect Student Learning: Westminster Music Education students have and continue to achieve a 95% placement in the education profession and 100% acceptance into graduate school. Student feedback related to the course is given strong consideration for future development, when asked to complete surveys and in general conversation the methods coursework is mentioned very favorably in relation to teacher preparation and performance, the number of Westminster College instrumental music educators hired in the immediate area has tripled in the past decade.

Assessment rubrics below
Presentation Rubric  
Instrumental Methods, MUS 184  
Categories of evaluation for each presentation

<table>
<thead>
<tr>
<th>demonstrates exceptional skill/prep</th>
<th>demonstrates very good skill/prep</th>
<th>demonstrates above average skill/prep</th>
<th>demonstrates below average skill/prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - 11 pts</td>
<td>10 - 8 pts</td>
<td>7 – 5 pts</td>
<td>4 – 1pts</td>
</tr>
</tbody>
</table>

Name ___________________________, Topic ______________________________

Content - (is the information, thorough, detailed, appropriate, given the topic)

Pacing – (was information presented at an appropriate tempo for student retention)  
Slower for more in-depth understanding, faster where general content is commonly understood

Organization - (flow, hierarchy, point 1 -2 -3 – 4 etc.)

Engagement - (did you hold the attention of the listener, do you believe what you are saying? Personality, communicative skills)

Creativity – (5 Points) - (what makes you or your content stand out, unique)
REHEARSAL Observation Form

This form is to be completed following (during) the observation of an instrumental rehearsal

Name _______________________________ Ensemble observed _____________________

Date

1. Was there any information provided to the musicians prior to rehearsal

2. What was the initial engagement activity? What was the purpose?

3. List at least three warm-up processes, their purposes and their results.

4. Were there any warm-up activities that related for the musical rehearsal for the day? If so, what were they?

5. Give an overview of the pacing of the rehearsal, based upon our discussion of the Synthesis, Analysis, Synthesis process that we discussed.