
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. 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: Aug 27  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 29 – 32 You will also receive handouts from the Daniel Kohut text (have your binder for your Supplemental Notebook). Also read: Chapter 2. Teaching and the role of Motivation, how do we motivate, and what is the importance. Discuss above mentioned chapters and questions. Note that the word DISCUSSION implies that there is more than one person providing input. An interaction between teacher and students. Examine the various intrinsic and extrinsic motivators.

Answer Discussion Questions 2, 4 and 5, Due on Sept 3

Sept 3 Presentation 1 = five minute presentation for the class on something that you are passionate about (does not have to be music) Hand out and discuss rubric (may take more than one class)


Sept 5 – 12 Understanding how students and teachers are assessed. Program Standards, Bruner’s learning theory (Constructivism), Gardner’s theory of multiple intelligences, Danielson Framework. Educational terminology (handout)

Sept 14 Quiz on Various learning theories, terminology
*Week 4: Chapter 3, Objectives, Standards, and Curriculum Development

What objectives do we have, relating learning and teaching standards,

Sept 17 – 19 Revisit the *spiral curriculum.*
Answer Discussion Questions #2, 4, 7

*Week 5: Classroom Management

Discussion of discipline and strategies (not in text). Classroom

Sept 22 - 28 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? .
* (Hey, have you scheduled your Pearson or Paraxis yet?).

October 1 Presentation #2 – Classroom Management: 8 minute presentation
dedicated to defining your strategy for establishing and maintaining
control in the performance classroom environment. Specific Date
TBA

Week 6/7: Chapter 4 Assessment, How do we provide accountability

Oct 3 – 8 Discuss Assessment Strategies, , formative and summative assessment, ,
self-assessment. How does your philosophy of education drive your
assessment of your students?
Answer Discussion Questions 1, 2, 3, 5

Week 7/8: Read Chapter 5 Administering and Organizing the Program,
Budgeting, Finances, School Owned Instruments, Facilities, Public

Oct 10, 12, 15 Relations, Working with Boosters, Relationships with Administrators

October 17 to review for quiz

Quiz Oct. 19 – Classroom management, Assessment, Administration

Week 9: Read Chapter 6 – Recruitment

Oct 22 Answer Discussion Questions 1, 3, 4, 6

Oct 24 (Guest Speaker discussing Administrators evaluation of new
teachers. Things that you should know!)

October 26, there will be no class as I am out of town

Week 10: Chapter 10 - Read Planning for Rehearsal of Instrumental Groups

Oct 31, approach. Developing necessary skills for performance. Warm-
Nov 2, 5, 7 ups. (You will need to attend instrumental rehearsals of performing
ensembles to watch and analyze warm-up and musical rehearsal
procedures.

Quiz Nov 9 on Recruitment and Rehearsal Techniques

Week 11 Marching Band Techniques. What styles are there? How to run

Nov 12 - 16 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.

**Week 12**  
**Nov 19**  
Chapter 8 Special populations and Instrumental Music.  
What are: Accommodations? What are Modifications?, Special needs in the music classroom, Understanding various “plans”, acts”, terminologies and how they affect you. Additional handouts.

Nov 29 – Dec 1 Possible help with Honors Band – Discuss rehearsal technique (watch some rehearsal on Friday Nov 30)

**Week 14**  
**Dec 3 - 7**  
Getting the job, what to do. Making lists, inventories and meeting the right people, Interviewing

Last Class – Review for final

**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.

**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)