MUS 214
Marching Band Techniques – Course Syllabus
R. Tad Greig – Professor
Time 8:30 – 9:10, Mon/ Wed, Room 52

I. Suggested Texts: Techniques of Marching Band Show Designing, Dan Ryder, Multiple-Option Marching Band Techniques, second edition, Robert E. Foster, Alfred Publishing Technology – Pyware Drill Design Software, (provided in the computer lab)

I am looking into ordering the Foster book for the class (stay tuned)

II. Course Description This course may be selected as one of the three “Music Electives” required by the Music Education curriculum. This course fulfills a significant skill-set for most instrumental music teaching positions in the public schools, marching band. Students enrolled in this class will; 1. Learn and demonstrate knowledge of planning, budgeting and administration of band camps and marching band, 2. Work with and demonstrate the understanding of the primary technology involved in marching band drill writing, 3. Chart actual marching band drill using music and the three-dimensional functions of the technology, 4. Develop an understanding and be able to create marching drill in the four primary styles of marching band – Corps Style, Squad Style, Block Band, Show Band, thus preparing them to be adaptable for any style used by school districts following their hiring.

III. Course Requirements:
1. Class Attendance – Class meets two times weekly, any unexcused absences more than two will result in an automatic lowering of the grade one letter. Excused absences must be reported to Dr. Greig in advance. The student is responsible for all material covered in the class missed.
2. Tests and Quizzes – As this class is primarily direct interaction, design homework and in-class assignments will constitute a significant portion of the grade. There will be quizzes related to content information aside from actual drill designing.
3. Content – In addition to becoming more familiar with the state of the art drill writing technology, students will learn how to organize band camp and rehearsal, learn the various styles of marching band, and become better acquainted with the aesthetic and practical combining of movement and music.
4. The drill design program is currently located on four computers in (room 52). You have access to these anytime that the lab is available.

IV. Grading Percentages:
In Class Marching Band Drill Assignment Project - 60 %
Quizzes - 30%
Oral Presentation – 10%

V. Outcomes and Assessment:
Collegiate Outcomes (C.O.)
1. “To communicate effectively”.
2. “To apply our knowledge to contemporary issues”.
3. “To think creatively, and appreciate aesthetic expressions”.

Music Department Outcomes (M.O.)
4. “To demonstrate intellectual and pedagogical competency related to the K-12 certification, which marks the culmination of their collegiate experience”.
5. “To demonstrate an understanding of the attributes, competencies and importance of a high quality educator”.

1. Students will develop and demonstrate competencies with regard to Administration of a marching band program, an understanding of various Marching Band Techniques,
and the ability to design and chart marching band drill using technology and combining the drill with specific music. Students will learn how to organize a marching band camp, develop budgets, staffing, etc.

2. Outcomes assessed via project development assessment, written testing and oral presentation.

The **Marching Band Drill Project** will be the design of a marching band drill for one musical selection. This follows a Project-based educational model where the students learn to manipulate the computer drill design program, learn how to effectively and creatively design movement of the band members, and how to align this movement with the specifics dictated by a selected piece of marching band music. The faculty member acts as a facilitator during this process, providing guidance, but allowing the student to problem solve, and create in a manner consistent with what would be required of a high school instrumental educator. Satisfies C.O. 3, M.O. #4, #5.

The **Quizzes** will relate to the student knowledge of various styles of marching band and their components as well as their understanding of the factors involved in the organization and managing of band camp. Satisfies C.O. #2, M.O. #4, #5.

The **Oral presentation** will require the student to prepare and discuss his/her drill project, the rationales for the decisions made and to demonstrate their knowledge of the modern technology involved in computer-aided drill design. Satisfies C.O. #1, #2, M.O. #4, #5.

VI. 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 web-site. You should become acquainted with this policy.

VII. 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.

VIII. Course Schedule: Understand that the weekly objectives may be expanded due to size of class and access to computers. Much of the drill work will be done in class so that the faculty member may oversee and facilitate.

Week 1: Introduction to the class, definition of various marching styles and their components. Discussion about the two necessary texts.

Week 2: Organization and instrumentation. What is your desired balance of winds, percussion, guard groups. Field Commanders, band officers: purpose, responsibilities *(Assignment 1)*, develop a list of responsibilities for officers and field commanders. Outline format, place in supplemental binder or supplemental flash drive).

Week 3: Where do we begin? An introduction to the drill design software, Pyware. Guided instruction involving how the program works, the multiple facets that it possesses besides simply writing marching band drill. *(Assignment 2)* Demonstrate your ability to open the program, navigate to the documents tab and make alterations to the field (movement of hash marks, concentrated area focus). Additionally, demonstrate the ability to set page tabs and movement tabs, insert dialogue boxes and label players.

Week 4 + 5: Squads – Function, organization, rationales. **Chapters 4, 5 +8 multiple-option tech.** text *(Assignment 3)* students will be responsible for plotting a 36 member band (6X6 block) from opening block through three transitions on drill paper, the common drill plotting technique for squad-style bands. Students will also learn and interact with the squad function on the Pyware program. * this will probably require more than two classes. Outcomes (drill design both on paper and via computer will be graded and placed in supplemental notebook/flash drive.
Quiz one: elements of squad-style marching bands, leadership models, Pyware basics.

Week 6: Block Band (military style) and Show-Style Band. Chapter 7, multiple-option tech. Functions, organizations, and rationales. For show-style, there will not be as much technology use as it is not common for this style. 

(Assignment 4) students will chart and manipulate a 64 member (8X8) marching band and demonstrate the ability to disassemble and reassemble the block. Minimum of five pages of drill writing. Models will be animated for assessment. Each drill page must have instrumentation labels and dialogue boxes. Tabs for pages and sets will also be analyzed.

Week 7: Delving into the artistic: corps style/competitive design. Lecture and demonstration of the principles that guide this type of design. Will probably watch some Drum=Corp video to better explain the process of visual and musical synthesis. Chapters 2+3, Techniques of Marching Band Show Design. Discussing the philosophy of morphing as opposed to sets. Limitations of the physical body verses the animations on the computer.

Week 8: The opening set. What guides this? Chapter 7, 8 and 9, Techniques of Marching Band Show Design Review of placement, labeling and tab sets. Use of the 3-D function. What benefits does this provide for the director? 

(Assignment 5) Plot a band, between 50 and 60 players and 10 color guard, and plot two moves (pages) each move can be between 16 and 32 counts (Instruments and guard must be labeled, instructions must be in the dialogue box.

Week 9: Quiz 2, Block Band, Show style band, Corps style Band

Element synthesis: From this point on, you will choose a style of marching band drill that you would like to pursue, choose a piece of marching band music (use my library), define your instrumentation, and begin the process of writing a marching band drill for an entire piece of music. This will be a final project, submitted during finals.

Weeks 10 and 11: Organization. Band Camp, what staff, reserving space. Camp away from home vs. at home. Developing a sense of pride from your musicians. ALL Great Leaders are Great Motivators! All Great Educators are Great Motivators! Chapter 10 Techniques of Marching Band Show Design As educators our primary goal is to get our students to Want to learn.

(Assignment 6) Construct a schedule for a one-week band camp from morning through evening. When will you do what ?? Your schedule will be added to your supplemental notebook/Flash drive and you will also present to the class your rationales for your decisions.

Week 12: Guest speakers High School band directors who use varied styles and why they have chosen to do so.

Week 13: Working with band parents (boosters) Defining their purpose, guiding their assistance.

Week 14: Review of final projects. In-class Q+A opportunities.

Week 15 – Final exam: your animated projects.

The Marching Band is the single most visible musical ensemble in most schools and colleges. It’s success can be the impetus for community, administrative and parental support, fostering your entire program.