

**Generic University**  
**School of Music**  
**Instrumental Methods I**  
**SYLLABUS**  
**Tuesday/Thursday 8:00-10:50 am**

<b>Dr. Professor</b> Professor office number Professor phone number Office Hours Wed & Thur. 3-4 pm and by appointment <a href="#">Professor email address</a>	<b>Graduate Assistants</b> Graduate Assistant #1 & email address Graduate Assistant #2 & email address Graduate Assistant #3 & email address
--	---

**Course Objectives:**

1. Students will demonstrate appropriate professional behaviors/dispositions.
2. Students will develop lesson/rehearsal planning skills.
3. Students will develop skills required to implement lesson/rehearsal plans.
4. Students will develop a toolbox of teaching/rehearsal techniques.
5. Students will develop knowledge of repertoire for the elementary/middle school instrumental program.
6. Students will develop recruiting and retention strategies.
7. Students will synthesize information from instrumental pedagogy and conducting courses.
8. Students will develop basic competencies in educational technology programs.

**Required Textbooks:**

Dr. Mary Land & Scott Rush, *Habits of a Successful Music Education Student*, GIA Publications  
ISBN: 9 781622 776542; Scott Rush, *Habits of a Successful Beginner Band Student, Book 1*.  
Conductor's Edition

**Recommended & Suggested Professional Resources:**

*The Horizon Leans Forward...Compiled & Edited by Erik Kar Jun Leung*  
ISBN: 978-1-62277-539-2, GIA Publications (Amazon or GIA Publications)

Podcasts and Webinars:

- After Sectionals
- Habits Universal Podcast
- Band Directors Boot Camp
- Band Talk with Charlie Menghini and Friends
- Everything Band
- The Director's Podium
- Marching Arts Education
- The Band Hall Podcast
- Program Notes
- BDSG Band Director's Survival Guide
- The Band Director's Lounge

\*Special, REQUIRED, events:

- Music Education Convo
- University sponsored Honor Band, Tuesday Nov. 14
- Skunk Band! The 1<sup>st</sup> Sunday in October, 3-5 pm. Skunk Band is an annual opportunity for all instrumental music education majors to combine playing secondary instruments. Each student in Instrumental Methods will have the opportunity to teach/conduct a full band arrangement of their choice.

### **Unit Plans and Projects:**

The following Units will each include related Projects that comprise the major academic portion of the class:

1. Instrumental Teaching Pedagogy – Teaching Inventory Database/Teaching Tools
2. Videos of first lesson on your major instrument
3. Unit Plan-Evaluation of Beginning Instrumental Method Books (these method books are on reserve in the music library):
  - Habits of a Successful Beginning Band Student
  - Essential Elements Book 1
  - Sound Innovations
  - Standard of Excellence
4. Unit Plan-Underrepresented Composers – A detailed presentation on five selections, one beginner and one level 2, written by an underrepresented composer.
5. Unit Plan-Recruitment & Retention – Timetable & Strategies for recruiting & recruitment video created by you
6. Unit Plan – Concert Cycle

*Students will be provided with a written description and grading rubric for each assignment.*

**In-Class Discussions & Presentations:** In addition to in-class work on the Units (above), the following topics will be discussed and experienced in class:

Lesson Planning – Pedagogy, Sequencing, & Standards: Perform, Create, Analyze, Analyze in Context, Analyze and Make Connections (State/National Music Education Standards)

Review of Instruments – Strings, Woodwinds, Brass, Percussion

Transposition Review – Re-writing parts for different instruments

Choosing Method Books – Comparison of Most Commonly Used Method Books

Choosing Music – Repertoire for Middle School Band & Orchestra

Teaching – Teaching assigned exercises to the class from the beginning book and from the required full ensemble scores

Students will be expected to prepare for these activities and discussions by reading a related book chapter prior to the activity or discussion in class (see calendar). In addition, active engagement in the activity or discussion is expected. Occasionally, there will also be a written assignment as indicated on the calendar or in class.

### **Practicum/Fieldwork:**

Your pre-internship will be every Thursday beginning on September 28. Your pre-internship begins when your teacher arrives to school until 10:30 am. Our class will be divided into groups of 4-5. Each group will be assigned to one Middle School for the duration of the fall semester pre-internship. You are responsible for your transportation to and from your school. A graduate assistant will be assigned to each group.

**LESSON PLANNING:** Students must complete lesson/rehearsal plans as assigned and/or necessary. You are expected to submit all lesson plans on the assigned due dates using the College of Education lesson plan template.

**TEACHING SKILL:** There will not be a single formal exam time for this. It will be an ongoing evaluation of performance skill as a music educator. Written critiques and/or verbal evaluations will be given after each teaching opportunity observation. Students must video record their work whenever possible and subsequently observe and critique the video. It is the student's responsibility to prepare and practice each lesson they present. Keep in mind that writing about teaching/rehearsing and actually teaching/rehearsing are two very different things.

**TEACHING REFLECTIONS:** Each student will write a reflection for every teaching experience. These are **due by 5pm on Friday of each week via drop box**. Your teaching experience may be one or all of the following: teaching a face-to-face full class or sectional, teaching an online full class or sectional lesson, creating a technology- based curriculum to assist your mentor teacher, teaching a lesson to our Instrumental Methods class.

Although the final Practicum/Fieldwork grade is figured as an average of student's work throughout the experience, the instructor reserves the right to raise a student's grade for Practicum/Fieldwork if the student demonstrates marked improvement and consistency in the Fieldwork/Practicum experience.

#### **IMPORTANT NOTES:**

1. This course is part of a professional sequence that is designed to lead to internship and professional employment. Attendance and promptness are basic expectations in a professional setting; therefore, students are expected to demonstrate these qualities during this course. It is understood that severe illness, personal emergencies, and Acts of God occur, so the first absence will not count against the student's grade. After the first absence, the student's final course grade will be reduced by 1/2 letter grade per absence. Two tardies will equal one absence and a tardy is defined as entering the room after class has begun. Absences from Practicum are serious matters and should be avoided as there is no way to "make up" the experience. Students must e-mail the instructor as soon as they know they will not be able to attend a class and must also copy their cooperating teacher if it is on a Practicum date. In addition, students must present a note to the instructor from a doctor or university official documenting their absence in order for it to be excused. If there is no note, absences from Practicum will receive a "zero" for that date's evaluation in addition to the grade penalty noted above.

2. Assignments are due by 11:59 pm on the date indicated on the calendar via drop box. Teaching Reflections are due by 5 pm on Fridays.

3. **Make-up opportunities for in-class or fieldwork experiences will not be possible.** If you must miss a test or quiz for an approved event, then you must plan prior to the day of the test for an alternate time with your instructor. If there is an instance of serious illness, all instructors will work with the student to determine alternative times or experiences to complete the course requirements.

*Everyone thinks they are an expert on schools because they were once a student.*

*But thinking you know how to teach kindergarten because you were once a kindergartner is like thinking you could direct a movie because you once watched Star Wars.*

*Teaching is an **ART** and a **SCIENCE**. It requires specialized education and years of practice.*

#### **GRADING:**

The final course grade will be weighted as follows:

In Class:

Large Projects: Teaching Inventory Database, R&R, Method Book eval, & Unit Plan Projects - 60%

In-Class Work & Prep for Class Practicum/Fieldwork - 10%

Live Professor Observations – 20%

Final: 10%

TOTAL - 100%

Assignments will be evaluated using the following rubric:

**Grade of A:** Work is complete, represents a thorough, cogent, and well-developed presentation of concepts and/or ideas, is extremely neat and professionally presented with attention to all details, and is submitted on time. Overall, the outcome shows exceptional effort, contains no or very few errors, and would serve as a model for others.

**Grade of B:** Work is complete and is submitted on time. However, it may lack in any of the following areas: a thorough, cogent, and well-developed presentation of ideas; neatness and professional presentation; or attention to detail (i.e., contains notable errors). Overall, the outcome shows good effort but would not be the best model for others.

**Grade of C:** Work is not complete (i.e., a few important concepts or items are missing or left undeveloped), represents an average presentation of ideas (i.e., lacks thorough thought and development), is somewhat sloppy and contains numerous errors. Overall, the outcome shows a lack of effort or that the work is submitted 1-2 days past deadline.

**Grade of D:** Work is not complete (i.e., several important concepts or items are missing or left undeveloped), represents a superficial presentation of ideas, is sloppy or unprofessional in presentation, and contains numerous errors. Overall, the outcome shows a lack of effort and/or understanding or is submitted 3 or more days past deadline.

**Grade of F:** Work is not complete (i.e., major omissions) or not submitted at all, is sloppy or unprofessional in presentation, and is replete with errors. Overall, the outcome shows a lack of thought and/or understanding and little or no effort.

**Academic Integrity & Academic Resources** Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030> If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- Registrar's Office [www.wmich.edu/registrar](http://www.wmich.edu/registrar) & [www.wmich.edu/registrar/policies/interfaith](http://www.wmich.edu/registrar/policies/interfaith)
- Disability Services for Students [www.wmich.edu/disability services.](http://www.wmich.edu/disability%20services)
- ***As in all classes, this syllabus is subject to change due to unforeseen circumstances or according to the needs of the class.***

**Generic University  
School of Music  
Instrumental Methods I  
Fall 20\*\*  
Calendar**

<b>Week</b>	<b>Tuesday</b>	<b>Thursday</b>
1-Aug. 31	*Bring your major instrument AND the instrument you are playing in your Instrument Tech class every day.	Orientation: syllabus & expectations <b><i>Begin with The End in Mind: Ch. 1 Assignment Due Thursday, Sept 7 by 11:59 pm in drop box:</i></b> 3–5-minute video of you teaching assembly, embouchure, & tone production on your major instrument. (Refer to habitsuniversal.com)
2 Sept. 5 & 7	<b>Ch. 2 &amp; 3- Curriculum &amp; Assessment</b> Read both chapters BEFORE class. Create a data base of <i>Common Hand Position &amp; Posture Issues</i> p. 29-32: this is a living document we will add to it during class, Curriculum - prepare to discuss, prepare to share 2 types of assessments (information located in Ch. 2 & 3), Green Beginner Habits Teacher’s Book: Deep dive	<b>Ch 4 - Components of Teaching</b> – Read BEFORE class. Continue Green Beginner Teacher’s Guide Deep Dive <b>Teaching video due</b> Teaching Inventory Data Base <b>TID part 1 assignment due 9/14:</b> <b>Embouchure set up, Posture, Instrument care Tone, timing, tuning, dynamics</b> <b>Video #1 assignment due</b>
3 Sept. 12 & 14	<b>Ch. 5 – String Specific Pedagogy</b> Read before Class	<b>Music Store/Company Presentation</b> <b>TID part 1 due by 11:59 pm</b> TID part 2 assignment: phrasing, articulations, Rhythm, Balance, Blend due 9/21
4 Sept. 19 & 21	<b>Ch. 6 – Recruitment &amp; Scheduling</b> In class Skunk Band <b>Recruitment &amp; Retention Assignment due 10-10</b>	<b>Ch. 7 – Planning for Instruction</b> <b>Instrument TID part 2 due</b> <b>TID complete due 9/28:</b> scales, key signatures, sight reading, enharmonic notes, historical perspective
5 Sept. 26 & 28	<b>Ch. 8 Beginner Method Books</b> In class Skunk Band Practicum Orientation/Meet GA <b>Method Book Assignment due 10/17</b>	In Schools <b>TID Complete Due</b>
6-Oct. 3 & 5	<b>Ch. 9 – Concert Programing for Middle School</b>	In Schools
7 Oct. 10 & 12	Importance of the 1 <sup>st</sup> Beginning Band concert and digging deep into Middle School level repertoire selection Resources	In Schools

	<b>RECRUITMENT &amp; RETENTION ASSIGNMENT DUE Midnight</b>	
8 Oct. 17 & 19	In Class Skunk Band <b>METHOD BOOK ASSIGNMENT DUE</b>	<b>Fall Break!</b>
9 Oct. 24 & 26	<b>Underrepresented Composer Assignment Due Presented in Class</b>	Practicum/Fieldwork
10 Oct. 31 & Nov. 2	<b>Ch. 10 Organization &amp; Communication</b> Skunk Band: Teaching Full Band Selections with complete lesson plan	Practicum/Fieldwork
11 Nov. 7 & 9	<b>WMU MIDDLE SCHOOL HONOR BAND PREP</b> <b>UNIT PLAN Assignment: CONCERT PROGRAM Due 12/5-7</b>	Practicum/Fieldwork
12 Nov. 14 & 16	<b>WMU MIDDLE SCHOOL HONOR BAND</b>	
13 Nov. 21 & 23	Wrap up Ch. 10 and discuss changes in instrumental teaching philosophy after spending time in schools during Practicum/Fieldwork <b>Re-Write your philosophy Due 11-28</b>	<i>Thanksgiving Break</i>
14 Nov. 28 & 30	Further discussion of Ch. 9 while preparing for final presentation next week. Open questions from this semester. <b>Philosophy re-write Due</b>	Practicum/Fieldwork
14 Dec. 5 & 7	Exam: <b>UNIT PLAN: CONCERT PROGRAM</b>	Exam: <b>UNIT PLAN: CONCERT PROGRAM</b>

**\*As in all classes, this calendar is subject to change due to unforeseen circumstances or according to the needs of the class.**

- Each student is expected to be an active member of CNAfME – this means you attend meetings 😊.

- Expect to submit reflections from Pre-Internship days & Podcasts as assigned.
- Guest speakers will visit our class in person & through Zoom. Calendar will be adjusted to accommodate guest lectures.
- Bring your *Habits of a Successful University Music Education Student* and your Teachers Edition to the *Habits Beginner Book* to every class.

## **ASSIGNMENTS:**

### **Teaching Inventory Database:**

A comprehensive document to serve as a framework for instruction. The process of putting teaching strategies in a formal document is an exercise in self-reflection and accountability.

1. Create a spreadsheet with two columns. In the left column of your database enter the *Components of Playing* list and leave 12 spaces between each word. Next, add the “other things” list and leave 5 spaces between each word down the column. This complete list of words is WHAT you are responsible for teaching in terms of fundamentals.
2. Next, start listing HOW you teach the various components. Fill in this column by listing teaching strategies, method book exercises, worksheets, website resources, illustrative stories, analogies and any other means you can use to teach the component or skill. You may use the resources in our text book, but you are expected to add extensively to each column.

The TID is a professional work in a career long process. Arrange this spread sheet and save it so that you can continually add to it throughout your career.

### **Due Dates:**

**Part 1 – 9/14**

**Part 2 – 9/21**

**Part 3 (Complete) – 9/28**

### **Recruitment and Retention Timeline and Strategies:**

This is a detailed document you plan to use for your class recruitment. This document should include the following:

- Description of the school system including, but not limited to: number of schools, student enrollment in each school, number of music teachers, music classes offered
- Recruiting Sales Plan (including dates for every event/step)
- Instrument Testing Plan (what time of the school year, why)
- Follow Up Recruiting (when does this happen?)
- Class groupings (discuss your preference for beginning classes & your willingness to “bargain” in order to make this work, also the importance of supporting the counselor who does the scheduling and your fellow fine arts teachers)



- Invitation to Join (discuss at least 3 visible & exciting ways for you to welcome your beginners into the program)
- Getting the right quality equipment (discuss your plan to insure your students will be playing on good quality equipment)
- Start Up Clinic Information (What will you call this event? When will you have it? Who will be helping you? What will the students take home with them?)
- *Create a 3-5 minute video suitable for playing in all 5<sup>th</sup> grade classes.*

**Due Date: 10/10 Midnight**

### **Method Books Evaluation:**

You are to evaluate four published method books:

1. Habits of a Successful Beginning Musician
2. Essential Elements
3. Standard of Excellence
4. Sound Innovations

Make sure you are using the same instrument book for each method. Create a spread sheet and evaluate the following:

- Appearance
- Logical sequence of instruction
- Accompaniment tracks
- Fingering charts
- Recognizable & “hip” tunes
- Online accessibility
- Inclusivity
- Improvisation
- Music theory
- Standards
- Enough repetition to reinforce new concepts
- Attention to F horn
- Attention to percussion
- Offers supplemental materials
- Would I use this book? Why or why not?

**Due Date 10/17**

### **Under-Represented Composer Assignment:**

Select five pieces of music in your area (band or orchestra) which are written by under-represented composers. Prepare a detailed PowerPoint presentation on these selections, one beginner and one level 2. Include information about the composer, information about the piece (unusual or extensive percussion, written in honor of a person or event, solos, brass heavy,

woodwind heavy, clarinet crosses the break to often and exposed, specific style, etc.), and a recording of each selection. This will be presented during class.

**Due Date: 10/24, Presented in class**

**Philosophy:**

Paper/Statement, including re-write of Paragraph Abstract from MUS 2480 with the addition of a Beginning Instrumental Instruction Philosophy. One page.

**Due Date: 11/28**

**Final Exam Dec.7 & 9, during class.**

You are the band/orchestra teacher in Anyville Middle School located in Anyville, MI. You are in charge of three ensembles: 6<sup>th</sup> grade beginning band, 7<sup>th</sup> grade band, and 8<sup>th</sup> grade band (or orchestra). Plan out their next year of programming. Each year your groups perform 2 concerts per semester (Oct., Dec., March, and May), playing three to five pieces on each concert. Your goal at the end of the year is that your students will have experienced performing a variety of repertoire that maximizes their development as performers, consumers, and lovers of music.

**This is due in class on TUESDAY OR THURSDAY, Dec. 5 & 7.** Each student will present their final exam project in a PowerPoint form and have a hard copy for Dr Professor.