

**Generic University
School of Music
Instrumental Music
SAMPLE SYLLABUS**

Dr. Professor Professor Office Professor phone Professor email address	Graduate Assistant #1 & email address Graduate Assistant #2 & email address Graduate Assistant #3 & email address
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COURSE OBJECTIVES:

1. Students will demonstrate appropriate professional behaviors/demeanors.
2. Students will develop lesson/rehearsal planning skills.
3. Students will develop skills required to implement lesson/rehearsal plans.
4. Students will develop a repertoire of teaching/rehearsal techniques.
5. Students will develop knowledge of repertoire for the high school instrumental program.
6. Students will develop a basic knowledge of high school curriculum and curricular design.
7. Students will develop competencies in administering high school large ensembles (concert band/wind ensemble/orchestra).
8. Students will develop basic competencies in teaching and administering the middle & high School jazz ensemble.
9. Students will develop competencies in administering the High School Marching Band.
10. Students will synthesize information from instrumental pedagogy and conducting courses.

ATTENDANCE

Treat this class as if it is your job.

- You should only miss this class if you were the teacher who could not do your job and a substitute would be necessary as per any public school.
- You must be to work/class on time or face dismissal for unprofessional conduct as it would be in the public schools. The professor's time is the correct time in all instances.
- All students are expected to lead class activities as assigned.
- As with registrations for state Festivals, if you are late, you do not participate and your students do not get to participate; therefore, late materials are not accepted. (*However, the University requires consideration be given to illness with proof from a doctor or from the Registrar*).
- If you need assistance with an assignment, please come with something written down from which we may work.

REQUIRED TEXTBOOK:

Mary Land & Scott Rush, *Habits of a Successful University Music Education Student* (Same text as Methods 1)

UNITS & PROJECTS:

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

Unit Plan Diversity & Inclusion in the Band and Orchestra Class – including repertoire selection for Jazz Ensemble and Solo & Ensemble

Unit Plan – High School Band or Orchestra Handbook Development

Unit Plan – Marching Band Project

Unit Plan - Create a Companion Pack for one piece from previous repertoire assignment

Electronic Portfolio Project - Create your own personal website

IN-CLASS DISCUSSIONS & PRESENTATIONS:

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

NAfME (includes ASTA & MSBOA)

State Music Education Conference

United Sound

Teaching Tools for upper-level instrumentalists (Teaching Inventory Database for HS)

Diversity and Inclusion in the High School Instrumental Music Program

Choosing Music – Repertoire for High School Band & Orchestra in today's world

Rehearsing the High School Band & Orchestra

Administering the High School Instrumental Music Program

Students will be expected to prepare for these activities and discussions by reading a related article or 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:

This is the practical application of the skills and knowledge that the students are acquiring in this and other classes. Please note that Practicum experiences occur in public schools and will begin at the time that classes begin at the assigned school which may be earlier or later than the scheduled 8-10:50 am class time. Due to the nature of the experience and as a courtesy to the host school, students must arrive at least ten (10) minutes prior to the beginning of the class in which they are observing and/or teaching. In addition, students must behave and dress in an appropriate professional manner when participating in Practicum experiences.

LESSON PLANNING

Students must complete lesson/rehearsal plans as assigned and/or necessary. During practicum, these are **due by NOON on Wednesday of each practicum week** via ELearning Dropbox.

Failure to turn in an appropriate lesson plan on time may result in the **student not being allowed to teach on that practicum date**. This will result in a "zero" for that date's evaluation.

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 observed. 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 must complete an observation reflection for every teaching experience. During practicum, these are **due by 5pm on Friday of each practicum week** via Elearning dropbox. Failure to turn in an appropriate observation/evaluation on time may result in the student receiving a "zero" for that date's work.

If the student teaches and is unable to video record the experience, they must still complete an observation form based on their memory and impressions of the experience (include feedback from other students as appropriate).

(Although the final Practicum/Fieldwork grade is figured as an average of student's work throughout the experience, the instructors reserve 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. Make-up opportunities for in-class or fieldwork experiences and tests or quizzes 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 the appropriate instructor.
2. If you need to see Dr. Professor, please contact me. I am happy to meet with you.

GRADING:

The final course grade will be weighted as follows:		Grading Scale:	
<u>In Class</u>	60%	A	93-100%
Large Projects	50%	BA	89-92%
In-Class Work & Prep for Class	10%	B	83-88%
<u>Practicum/Fieldwork</u>	40%	CB	79-82%
Live Professor Observations	20%	C	73-78%
Electronic Portfolio	10%	DC	69-72%
Preparation & Follow-up	10%	D	60-68%
(Lesson Plans & Personal Reflections)		E	59% and below
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.

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

Regarding Academic Integrity & Student Responsibilities

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.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, 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

Division of Student Affairs www.wmich.edu/students/diversity

University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>

Disability Services for Students www.wmich.edu/disabilityservices

Instrumental Methods II CALENDAR

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

Unit Plan: Marching Band Assignment

Due 1-30

We will be using the charting program Pyware in the School of Music Computer Lab

Unit Plan: Diversity and Inclusion in the High School Band

Due 2-6

This assignment is for you to develop strategies to create a safe, welcoming environment for all your students by intentionally implementing inclusive repertoire and daily non-bias educational plans.

1. Create a list of high school compositions by underrepresented composers or repertoire written for a specific inclusive cause or historical event. Your list will include four selections in each level 3,4,5 in a spread sheet format which should include composer, title, brief description. **DO NOT COPY & PASTE FROM A WEBSITE.** Group each level together.

2. Create a spring semester concert cycle for three high school concerts (level 3-4 music) in which 50% are underrepresented composers (use what you included in #1). Be creative and include solo & ensemble events and a jazz ensemble (does not have to be in every concert, but be creative in how you provide these important activities for your students). List the title/composer and description of each solo/ensemble/jazz selections.
3. List, then explain, *4 teaching strategies/plans* you will implement which will connect your students to inclusive music, inclusive performers, inclusive guest conductors, etc. so that all your students will see themselves somehow in the music you perform.

Unit Plan: High School Band Handbook

Due 2-29 Midnight Dropbox

Make your handbook for a high school band or orchestra program. You should research great programs' handbooks and use things that you like. ***DO NOT COPY & PASTE!!!!*** **I also encourage you to work with a team.** You will need to list anyone you worked with. My justification in allowing you to work together is to encourage discussions about what rules to include and why. The process of debating the importance of different procedures and rules will make you think about things more thoroughly. I encourage a Friday or Saturday handbook hang. Hang out with your computers and handbooks from programs you respect. Work only with people that you know will bring thoughtful energy and hard work to your final project. If your group wants things you don't want in your handbook, make variations to yours alone. If you work with a team only one document should be submitted with all names listed. Each team member should keep an electronic copy for future use. Each team should be no more than 3 students.

Help each other to create a document that looks professional and is free of typos and grammatical errors. If you are working with a team, you should have a perfect document that you will be able to update and use when you get your first job. You should be able to explain why you have rules and procedures or uniform expectations. I will ask questions of each of you the last week of class to make sure the handbook reflects your beliefs and will argue points as if I'm a parent that disagrees with the policies reflected within the document. Your handbook should represent the educator that you want to be.

Each handbook should include:

Handbook Cover

Table of Contents

Greeting Letter from director (this should reflect your philosophy)

Letter from Principal

Calendar Performance & Event Schedule Including MSBOA events

A Brief History of the Program

Information About Every Performing Ensemble

Audition Procedures

Use of School Owned Instruments

Camp Requirements

Marching Band (band only)

List of Recommended Private Lesson Instructors

Uniform or Concert Attire

Class Rules and Procedures

Attendance Policy

Grading Policy

Student Leadership & Structure

Awards System
Fund Raising Information
Information About Special Fees
Booster Club
A list of recommended “upgrade” instruments
A list of University Honor Clinics/Events
All Forms
Spirit Wear Order Page
*We have read and understand this handbook return form

Companion Pack

Due 3-19

Using finale, or any music writing program, create an educational package to aid in teaching one piece from your repertoire assignment. Include all the following:

- Scale studies in the keys of the piece
- Rhythm studies from the rhythms in the piece (with correct time signatures)
- Unison melodies from the piece
- Unison accompaniment & supportive phrases from the piece
- Articulation studies from the piece
- Musical terms in the piece
- Assessment – this is a written assessment from this piece

Electronic Portfolio

Due 4-16 In Class Presentation and Link in Dropbox

You are creating your own professional website. This website is one for you to share at job interviews. Each website should include the following:

- Home page with a professional background
- About me (with a professional picture of you)
- Mission
- Artifacts and Projects (assignments from Methods 1 & 2)
- Teaching Videos (record every time you teach)
- Performing Videos (large ensembles, chamber ensembles, & solo recitals)
- Additional Experiences (leadership positions, teaching experiences, attendance at conferences, etc.)
- Inspirational education quotes
- References (at least 3 with all contact information)

1 – January 9 & 11	Orientation Review Vision & Goals, NAfME, State Conference, United Sound	Chapter 12: High School Repertoire Running Effective High School Rehearsals TID (Teaching Inventory Database)
2 – January 16 & 18	Chapter 11: Marching Band & Other Ensemble Methods	Marching Band Unit
3 – January 23 & 25	Chapter 11: Marching Band Unit	State Music Conference
4 – Jan. 30 & Feb. 1	Chapter 13: Making Music Components of playing to music making, establishing an upper -level musical rehearsal vocabulary Marching Band Assignment Due	Ch. 14: Creating a Communicative Support System the High School Handbook
5 – February 6 & 8	Ch. 14: The High School Booster Club Guest: Booster Club expert Unit Plan: Diversity and Inclusion in the High School Band Due	<u>Jazz Guest</u> <u>Area high school director talking jazz in middle & high school</u>
6 – February 13 & 15	Practicum/Fieldwork Orientation Festival Prep Ch. 15: Creating a Culture of Excellence	Practicum/Fieldwork
7 – February 20 & 22	University High School Band & Orchestra Festival (observe & facilitate)	Practicum/Fieldwork
8 – Feb 27 & 29	Skunk High School Rehearsal during class	Practicum/Fieldwork Handbook Due
March 5 & 7	<u>Spring Break</u>	<u>Spring Break</u>
9 – March 12 & 14	Q & A Special Guest all things from the state music association with the executive director	Practicum/Fieldwork
10 – March 19 & 21	Ch. 16: Student Teaching and Beyond Companion Pack Due	Practicum/Fieldwork
11- March 26 & 28	Guest speakers: area high school band & orchestra directors	Practicum/Fieldwork
12-April 2 & 4	<u>Skunk High School Rehearsal in class</u>	Practicum/Fieldwork
13 – April 9 & 11	Ch. 17: Final Words	<u>Spring Conference</u>
14 – April 16 & 18	<u>Electronic Portfolio Presentations</u>	Practicum/Fieldwork