University of North Alabama
Department of Music and Theatre

Course Syllabus
MU 393 Instrumental Techniques
Fall 2013

Class Time: M, W 8-8:50 a.m., Room 101, 2 credit hours
Instructor: Dr. David M. McCullough
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COURSE DESCRIPTION

A study of the materials, procedures, techniques, and systems associated with instrumental music education and administration within a school instrumental music program.

COURSE MATERIALS

Required Texts:

Colwell, Richard J. and Michael Hewitt, Teaching of Instrumental Music, 4th Ed., Pearson Education, 2010.
McBeth, W. Francis, Effective Performance of Band Music, Southern Music Co., 1972.

Recommended Supplemental Texts:

Cooper, Lynn G., Teaching Band and Orchestra, GIA, 2004
Lawn, Richard, The Jazz Ensemble Director's Manual, C.L. Barnhouse Company, 1995
Markworth, Wayne, The Dynamic Marching Band, Accent Publications, 2008

COURSE OBJECTIVES

The student will

- write a personal philosophy of music education that includes a rationale for teaching instrumental music in school settings.
- demonstrate skills and insights related to evaluative techniques and assessment for music education.
- develop the ability to discuss and demonstrate the use of appropriate teaching techniques and strategies for instrumental music education.
- develop the ability to discuss and demonstrate the use of appropriate administrative and business techniques necessary for directing a school instrumental music program.
- demonstrate understanding of principles and models of curriculum development for instrumental music education.
- acquire the skills, insights and capabilities to select and teach quality literature for all levels of instrumental ensembles; including concert band, marching band, jazz band and orchestra.
- acquire the skills, insights and capabilities to select and teach quality class methods and supplementary materials for all levels of instrumental music ensembles.
- acquire the skills, insights and capabilities to select, implement and teach quality solo and

chamber literature for all levels of instrumental music study.

- acquire the skills, insights and capabilities to select, implement and teach quality methods for private study at all levels of instrumental music.
- acquire the skills, insights and capabilities to use technology effectively in a school instrumental music program.
- demonstrate an acceptable level of familiarity with
    - principle reference works dealing with band literature.
    - principle reference works dealing with instrumental music pedagogy.
    - selected master works from the wind band or orchestral repertoire.
    - the history of instrumental music education and its implications for the present and future.

The prospective teacher will demonstrate

Standard	**Assessment**
290-3-3-.32(2)(g)1.(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.	Unit tests, in-class peer teaching, in-school teaching, final exam
290-3-3-.32(2)(g)2.(iv) Ability to teach instrumental music to individual students and groups.	Unit tests, in-class peer teaching, in-school teaching, final exam

TEACHING DEMONSTRATIONS

1. *Standards Lesson*: Each class member is required to teach one in-class lesson to peers. This lesson should be an instrumental music lesson based on the National Standards for Music Education. A lesson plan in the approved format must be submitted prior to beginning the lesson. Lessons should be 10-12 minutes and include content relating to at least four standards. Students are responsible for all aspects of preparing and organizing all materials needed for the lessons.

2. *Band or Orchestra Rehearsal*: Each class member is required to lead one in-school rehearsal session. Rehearsal times and locations will be determined at the beginning of the semester. Band rehearsals will be at Florence Middle School with the beginning band or middle school band. Orchestra Rehearsals will be at Florence Middle School with the middle school orchestra. Material (concert music or method book portions) for the rehearsals will be determined by the middle school directors; however, lesson plans for the rehearsals based on the materials provided will be designed by the student conductor. A lesson plan in the approved format must be submitted prior to beginning the lesson. Students are responsible for specific and unique aspects of preparing and organizing all materials needed for their particular lessons.

PROJECT ASSIGNMENTS

1. *Philosophy*: Write your personal philosophy of music education in the form of a 300-500 word paper (typed, double-spaced). The paper should address the question of "why teach music" and include a rationale for teaching instrumental music in school settings.
2. *Grading Policy*: Prepare in written form a proposal of a grading policy for a middle school or high school instrumental ensemble class. The policy should include your philosophy of grading, the purpose of grading, the practices and procedures for grading, a grading scale and a listing of the forms of assessment and how each is weighted for grading purposes.
3. *Press Release*: Write a press release intended as a PSA radio spot. It should contain all

necessary information for advertising an up-coming concert by a school ensemble. The length should be no more than 30 seconds when read aloud. Be prepared to read aloud your release in class with appropriate emphasis, inflection and pace

4. *Budget*: Construct an annual budget proposal for a high school band or orchestra program. The proposal should include all standard line items and at least one special request item (new drums) or category (Macy's trip), as well as a rationale and justification for the request in all of its aspects.
5. *Curriculum Guide*: Construct an outline of a proposed instrumental music (band or orchestra) curriculum for a school district with 3 elementary schools, two middle schools and one high school. Include ensembles and classes for beginning through advanced high school instruction, as well as a recommended plan for faculty positions.
6. *Rehearsal Plan*: Design a lesson plan for rehearsing a band or orchestra work of your choice. Segment the work or portion of the work to be addressed in your rehearsal and identify by measure numbers the excerpts to be worked on and the learning outcomes for that work.
7. *Sample Program*: Design a program for an imaginary band or orchestra concert. The program should contain all necessary information as discussed in class and be printed on the intended size, color and style of paper. Personnel lists should follow standard instrumentation for the ensemble(s) listed in the program.
8. *Core Repertoire*: Submit an Excel Spreadsheet listing works that you consider to be the core repertoire for high school band or orchestra. These should be works that you feel all instrumental music students should encounter at some point during their school years.
9. *Drill Design*: Submit a drill design for a pre-game show for a high school marching band Of 45-60 winds and percussion, 8-12 color guard, 3 majorettes and 16-20 dance team members. All members should be included in all sets. Music should include at the least one school song as an entrance, the SSB, and one school song as an exit. The design should be done in *Pyware 3-D* available at all Music Library work stations.
10. *Jazz Project*: Submit an Excel Spreadsheet listing at least 20 works for high school jazz band, including title, composer and publisher for each; or Write a paper of 700-1,000 words on a jazz history topic, such as a band leader, performer, jazz style, or other approved topic.

Annotated Bibliography: Submit an annotated bibliography in proper bibliographic style listing publications in all categories listed on the Annotated Bibliography instructions sheet. This project is to be conducted on an independent basis. However, assistance is available upon request. Be sure to engage UNA music faculty as well as other music professionals in your search for materials in all of the categories listed on the instruction sheet. Annotations should be 5-10 sentences in length and specifically worded for your on personal future use.

GRADING

2 Teaching Demonstrations	(100 pts. each)	200 pts.
10 Project Assignments	(50 pts. each)	500 pts.
Annotated Bibliography		100 pts.
Final Exam		100 pts.
TOTAL POSSIBLE		900 pts.

A	810 – 900 pts.
B	720 – 809 pts.
C	630 – 719 pts.
D	540 – 629 pts.
F	below 540 pts.

REFERENCE BOOK LIST

Battisti, Frank, The Twentieth Century American Wind Band/Ensemble: History, Development and Literature.
_____, The Winds of Change.
Berger, Kenneth W., Band Music Guide.
Blocher, Larry, Richard Miles, Scheduling and Teaching Music.
Blocher, Larry, et al, Teaching Music Through Performance In Band, Vols. 1-7
Bryant, Carolyn, And The Band Played On.
Casey, Joseph L., Teaching Techniques and Insights for Instrumental Music Educators
Cipolla, Frank J. and Donald Hunsberger, The Wind Ensemble and Its Repertoire.
Cooper, Lynn, Teaching Band and Orchestra
Cowden and Klotman, Administration and Supervision of Music.
Deveaux, Scott and Gary Giddins, JAZZ: Essential Listening
Dvorak, Grechesky, & Ciepluch, Best Music for High School Band
Dvorak, Thomas L., Best Music for Young Band.
Fabrizio, Al "Corky," A Guide to Understanding and Correction of Intonation Problems.
Fennell, Frederick, Time and the Winds.
Garofalo, Robert, Blueprint for Band.
_____, Guides to Band Masterworks, Vol. I.
_____, _____, Vol. II
_____, and Mark Elrod, Civil War Era Musical Instruments and Military Bands.
_____, Improving Intonation in Band and Orchestra Performance.
Goldman, Richard Franko, The Wind Band: Its Literature and Technique.
Gregorian, Leon, Teaching Music Through Performance in Orchestra, Vols. 1-3
House, Robert W. Instrumental Music for Today's Schools.
Jackson, Robert, Teaching Concert Band in Today's Schools for Today's Students.
Jagow, Shelley, Teaching Instrumental Music: Developing the Complete Band Program
Janzen, Eldon A., Band Director's Survival Guide.
Jurrens, James, Tuning the Band and Raising Pitch Consciousness, edited by Richard Hahn.
Kinyon, John, The Instrumental Music Director's Source Book.
Kohut, Daniel L. Instrumental Music Pedagogy.
Kreines, Joseph, Music for Concert Band: A Selective Annotated Guide to Band Literature.
Kreitner, Kenneth, Discoursing Sweet Music: Brass Bands and Community Life in Turn-of-the-Century Pennsylvania.
Kuhn, Wolfgang E., Instrumental Music.
Labuta, Joseph A., Teaching Musicianship in the High School Band.
Lautzenheiser, Tim, The Art of Successful Teaching.
_____, The Joy of Inspired Teaching.
Lisk, Edward S., Alternative Rehearsal Techniques.
_____, Alternative Rehearsal Techniques: Teaching Accessories.
_____, Intangibles of Musical Performance.
Lisk, Edward, The Creative Director.
Miles, Richard and Larry Blocher, Block Scheduling: Implications for Music Education.
Olsen, Kenneth E., Music and Musket: Bands and Bandsmen of the American Civil War.
Pizer, Russell A., Evaluation Programs for School Bands and Orchestras.
Rush, Scott, Habits of a Successful Band Director.
Ryder, Dan, Techniques of Marching Band Show Designing.
Schleuter, Stanley L., A Sound Approach to Teaching Instrumentalists
Shellahamer, Bentley, The Marching Band Program.
Smith, N.E., March Music Notes.
Smith and Stoutamire, Band Music Notes.
Snyder, Keith D., School Music Administration and Supervision.
Walker, Darwin E., Teaching Music, second edition.
Whitwell, David, A New History of Wind Band Music.

MUS 393 Instrumental Techniques **Fall 2013**
Course Schedule **M, W 8:00 a.m.**

Date	Topic	Source Materials
8/21	Introduction - **Starting Out**: Building a Philosophy, Instructional Approach, Musical Vocabulary, Literature and Performances, Learning Styles, Learning to Practice	Colwell/Hewitt
8/26	History of Bands in America	Bryant
8/28	History of Bands and School Bands	Fennell
9/02	HOLIDAY	
9/04	**Teaching and the Role of Motivation** Psychology, The Music Classroom, Performance	C/H Chap. 1
	Assignment 1 due (Philosophy)	
9/09	**Objectives** Purposes, Types, Organization, Creating and Prioritizing,	C/H Chap. 2
9/11	**Assessment** Defining Musical Assessment, Principles for Assessment, Assessing Music as an Art, Skill, Activity and Experience,	C/H Chap. 3
9/16	**Assessment** Observations, Listening, Portfolios, Rubrics, Tests, Tools for Assessment, Evaluative Techniques, Grading (*MicroGrade*)	C/H Chap. 3
9/18	**Administration** Program Organization, Calendar, Finances, Budgets, Facilities	C/H Chap. 4
	Assignment 2 due (Grading)	
9/23	**Administration** Public Relations, Parent Organizations, Colleagues, Travel	C/H Chap. 4
9/25	**Administration** Scheduling, Organizing the Music Library, Copyright Issues	
	Assignment 3 due (Press Release)	
9/30	**Recruiting** Planning for Success, Generating Interest, Instrument Demos, Selecting and Instrument, Music Dealers	C/H Chap. 5
	Assignment 4 due (Budget)	
10/02	**Scheduling** Elementary, Middle and High School, Block Schedules, Summer Programs, Private Lessons, Team Teaching, Small Ensembles, Special Courses,	C/H Chap. 6
10/07	**Curriculum** Curriculum Planning, Course Descriptions, Course Scheduling, Sequential Instruction	
10/09	**Technology** Technology-Assisted Programs, Electronic Instruments, Music Production Digital Audio, Multi-Media, Funding for Technology	C/H Chap. 7

10/14 **In-Class Teaching**
10/16 **In-Class Teaching**

Assignment 5 due (Curriculum Guide)

10/21 **Rehearsal/Instructional Techniques** C/H Chap. 27
Score Preparation, Rehearsal Planning, Daily Routines,
10/23 **Rehearsal/Instructional Techniques** McBeth I, II,
Teaching: Tone, Pitch Awareness/Intonation, Balance, Blend VII, Video
Articulation, Rhythm and Technique

10/28 **Rehearsal/Instructional Techniques** McBeth V, VI,
Effective Podium Technique, Teaching Rhythm and Technique,
20th Century Percussion Techniques (Pedagogy and Performance)

Assignment 6 due (Rehearsal Plan)

10/30 **Teaching Materials and Literature**
Music Selection; Teaching: Phrasing, Musical Independence, Tempo,
Interpretation and Bowing

11/04 **Teaching Materials and Literature** C/H 27
Concerts, Programming and Performing, The Performance Year, Cooper
Logistics, Audience Development, Designing and Printing Programs
Contests and Festivals
11/06 **Teaching Materials and Literature** C/H 11-26
General Pedagogical Guides, Repertoire Lists, Dixie Classics List Cooper

Assignment 7 due (Program)

11/11 **In-School Teaching**
11/13 **In-School Teaching**
11/15 (FRIDAY) **In-School Teaching** (if needed)

11/18 **Marching Band** C/H 28
Teaching Fundamentals, Rehearsal Techniques, Leadership, Markworth
Band Camp, Parent Boosters/Crews, Auxiliaries (Color Guard, Dance,
Majorettes)

Assignment 8 due (Core Rep.)

11/20 **Marching Band** Markworth
Show Planning, Drill Design,

11/25 **The School Jazz Band** C/H 29
Getting Started**,** Instrumentation, Teaching Jazz Fundamentals/Style Lamb
Music Selection, Set-Up Models, Combos, Strings
11/27 **The School Jazz Band** Lamb
Improvisation, Phrasing and Articulation, Conducting
Sound Reinforcement, Chord Notation, Technology and Jazz Education

Assignment 9 due (Drill Design)

12/02 **Literature Overview**: Band Methods, Orchestra Methods, Instrument Methods
12/04 Review and Preparation for Final Exam

Assignment 10 due (Jazz Project)

12/09 **FINAL EXAM** Monday, 3:15 – 5:00 p.m.