MUSIC 416 INSTRUMENTAL METHODS
Syllabus -- Spring 2008
8:00 am  TR  ---  FAC 315
Joe Stites, FAC 335  ---  745-4388  ---  joe.stites@wku.edu

Description: Presentation and discussion of approaches, methods, and procedures for public school instrumental music programs. The prospective teacher will gain skills and experiences to prepare him/her as a music educator, ensemble conductor, administrator, and individual.

Required Texts:
ISBN 1-57623-997-7
ISBN 1-57999-275-7

Materials: 50 File Folders, Computer disk(s) (CD-RW or USB Flash Drive), Two (2) Band Scores, access to computer/printer with MSWord, Adobe Acrobat Reader, web browser, and email.

MAJOR PROJECTS:
Portfolio (100 points) A Professional Portfolio (KTIP) which will include all items below along with additional content regarding Professional Growth, Knowledge of Content, Classroom Management, and Assessment
Handbook/ Music Curriculum, Grade 6 - 12 (100 points):
Objectives/Skills by Grade level 6-12
Assessment & Grading for 6, 7, 8 & H.S.
Selected Music/Methods for 8th Grade & H.S.
Auditions for 8th Grade & H.S.
Program Description & Policies for entire band program
Instructional Sequence (200 pts): Critical Performance which is aligned to the Kentucky Teacher Standards
6 week sequence with 4 detailed Lesson Plans covering rehearsal of two band selections
Administrative File (25 points):
File Box & 50 Folders appropriately labeled
Placement Project (75 points):
Application materials -Resume, Cover Letters, and References/Addresses
Interview preparations - Anticipated Questions list, Your Questions, School Profile form

Professional Development Plan - Future Bio, goals, timeline, specialization, Graduate School Observation Reports (100 points):

  Written Reports from observations at Honors Band Clinic, Instrumental Solo & Ensemble
  Festival (2 hrs; 10-12 events) and Band & Orchestra Festival (2 hrs; 4-6 bands/orchestras)

**GRADING:**

<table>
<thead>
<tr>
<th>Components</th>
<th>Points (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects and Written Assignments</td>
<td>600 pts. (60%)</td>
</tr>
<tr>
<td>Tests</td>
<td>200 pts. (20%)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>200 pts. (20%)</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts. (100%)</td>
</tr>
</tbody>
</table>

900-1000 pts = A  
800-899 pts = B  
700-799 pts = C  
600-699 pts = D  
less than 600 pts = F

**Course Outcomes**

**COURSE DESCRIPTION:** Organization of the school instrumental music program; materials, methods, and program planning for the school band from the elementary through high school.

**COURSE OUTCOMES:**

Students who successfully complete Music 416 can (means of assessment in parenthesis):

1. articulate a **personal philosophy** for Instrumental Music Education which reflects contemporary standards within the profession and apply that philosophy to program planning and decision making. (class discussion, essay tests, and a paper)

2. construct a **comprehensive curriculum** for Instrumental Music grades 6-12. (written project/handbook)

3. choose **music** for the high school band that meets the needs of the individual group while presenting music from various periods and styles. (a written project with a multi-year outline of literature)

4. explain the structure of the **Kentucky Music Educators Association** including its various functions, activities, and organizational and decision making processes. (class discussion and essay test)

5. demonstrate knowledge of career track choices within Music Education, job application procedures, necessary credentials, and K-TIP procedures (including familiarity with NTS and appropriate portfolio artifacts). (class discussion, portfolio, and a written career plan)
6. **plan** rehearsals as instructional time with a progressive sequence of clearly defined objectives. (written lesson plans and unit plan)

7. use **observation** of rehearsals, audio tapes, and adjudicator comments to assess performance quality and plan for improvement. (class discussion and essay test)

8. outline considerations and **procedures** for organizing class schedules, grouping of students, planning for instrumentation, budgeting for and acquiring instruments, equipment, and music, and choosing method books and other literature. (class discussion, written outlines, and essay test)

9. **assess** student progress, assign grades, and seat the band through a system of individual try-outs, playing tests, and music check-offs. (present a plan for assessing individual progress on a sequential skills continuum)

10. outline administrative and instructional uses of the computer in the modern Instrumental Music program. (written presentation, documents, and essay test)

11. demonstrate working knowledge of **transpositions, fingerings, and common performance problems** on the various instruments along with the ability to anticipate and identify **basic performance errors** (pitch, duration, articulation. (tests, quizzes, score analysis, and lesson plans)

12. articulate a comprehensive plan for Classroom Management (Discipline Policy) which includes procedures, expectations, and consequences. (handbook and portfolio)

**Policies and Procedures**

**Assignments and Due Dates**

ALL assignments must be submitted on time and in typewritten form (unless digital format is specified) in order to receive consideration for full point value. Late submissions will be accepted up to three (3) days after deadline with a penalty of 10% of the possible points for each day beyond the deadline.
- No assignment will be accepted after its 3 day “grace period.”
- No assignment will be accepted which is not typewritten.
- All assignments will be graded on content and format as well as spelling and grammar.

**Disability Statement**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200. The OFSDS telephone number is 270.745.5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Disability Services.

**Plagiarism Statement**
Student work may be checked using plagiarism detection software. See Academic Dishonesty, Plagiarism, Cheating, and Other Types of Academic Dishonesty in Catalog, p. 282.