**MUSIC 416 INSTRUMENTAL METHODS Syllabus -- Spring 2017**

8:00 am TR --- FAC 315

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**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

**Materials:** Two (2) Band Scores, access to computer/printer with MSWord, Excel, Adobe Acrobat Reader, web browser, and email. Fusse, Raymond, C. (1967) *Exercises for Ensemble Drill*, Schmitt, Hall and McCready

**MAJOR PROJECTS:**
- **Portfolio/Notebook (50 points)** A course notebook/Professional Portfolio containing all class handouts and addressing KTIP-Kentucky Teacher Standards. Will also contain Repertoire Menu project (Excel file).
- **Handbook/ Music Curriculum, Grade 6 - 12 (150 points):** Program Description & Policies for entire band program
  - Objectives/Skills by Grade level 6-12 (Skills Continuum) Assessment & Grading for 6, 7, 8 & H.S.
  - Selected Music/Methods for 8th Grade & H.S.
  - Ensemble Chair Placement Auditions for 8th Grade & H.S. (Skills Continuum-based)

**Instructional Sequence (250 pts):** 6 week sequence with 2 detailed Lesson Plans covering rehearsal of three band selections **This must be in MS Word.**

**Placement and Repertoire Menu & Professional Development Projects (100 points) [@50]:**
- 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 Repertoire Menu application to Selective List in Excel Spreadsheet (provided)

**Observation Reports (50 points):**
- Written Reports from observations at Honors Band Clinic (4 hrs), Band & Orchestra Festival (4 hrs; 8-12 bands/orchestras), public school Rehearsal Observations (7 hours) and an additional 10 hours of documented Band/Orchestra related observations. (200 EFE hours)

**GRADING:**

- Projects and Written Assignments = 600 pts. (60%)
- Tests (Mid-Term & Final) = 300 pts. (20%)
- Class Participation = 100 pts. (20%)
- Total = 1000 pts. (100%)

900-1000 pts = A  
800-899 pts = B  
700-799 pts = C  
600-699 pts = D  
< 600 pts = F
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 Kentucky Teacher Standards (KTS) 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)
articulate a comprehensive plan for Classroom Management (Discipline Policy) which includes procedures, expectations, and consequences. (handbook and portfolio)

MUSIC 416 INSTRUMENTAL METHODS 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 may be accepted no later than the next class meeting after the deadline with a penalty of 10% of the possible points.

- No assignment will be accepted after its late submission “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.

ATTENTION!!! – THIS COURSE INCLUDES A CRITICAL PERFORMANCE PROJECT THAT WILL DIRECTLY AFFECT STUDENTS’ ELIGIBILITY FOR ADMISSION TO TEACHER EDUCATION.

OUTCOMES FROM AND PERFORMANCE IN THIS COURSE -- COURSE GRADE, ATTENDANCE, PROMPT COMPLETION OF PROJECTS, AND OTHER ASPECTS OF STUDENT BEHAVIOR – WILL INFORM THE RATINGS FACULTY SUBMIT ON STUDENTS’ TEACHER DISPOSITIONS RUBRIC.

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. From WKU’s home page go to Admissions->Undergraduate Catalog->Academic Requirements and Regulations. See Academic Dishonesty, Plagiarism, and Cheating.

MUS-416 – Early Field Experiences -- 25 Hours REQUIRED

OBSERVATIONS

Information sufficient to document and verify observations is required. These assignments may be submitted in handwritten form. 15 of the required 25 are specified, the remaining 10 hours are open.
Written Reports from observations at Honors Band Clinic (5 hrs), Band & Orchestra Festival (4 hrs 8-12 bands/orchestras), and public school Rehearsal Observations (6 hrs).

1. **WKU Honors Band Clinic**  
   January 26-28, 2017  
   Length of Observation: FIVE (5) Hours

2. **Instrumental Solo & Ensemble Festival**  
   – March 4, 2017 –  
   **Warren Central HS**  
   Observe students’ deportment, dress, preparedness  
   Instrumentation of groups, soloists with accompaniments  
   Adjudicator’s verbal comments  
   Other observations

   >>In lieu of the Solo & Ensemble observation, students may observe Band Rehearsals:<<

   **Band Rehearsals Observations OR Band Director “Shadowing” (full day)**

   Length of Observation: Total of at least 5 hours

   Give: which band(s), conductor(s),  
   Note major comments (analogies, metaphors, tips, strategies)  
   Piece(s) being rehearsed  
   How worked (full group, sections, individuals)  
   Types of issues (notes, partials, rhythms, articulation, ensemble, balance)  
   Student attentiveness, rehearsal energy level, accomplishments

3. **Band & Orchestra PERFORMANCE ASSESSMENT EVENTS**  
   April 12, 13, 14 & 15, 2017 – WKU Van Meter Auditorium

   Length of Observation: FOUR (4) Hours (minimum 8-12 groups)

   Complete **Adjudicator’s Forms** on at least FOUR groups

   Also record **Observations** for at least FOUR other groups:
   Stage Entrance  
   Warm-Up / Tuning on stage  
   Stage Presence  
   Instrumentation and Seating  
   Director’s deportment

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**MUS 416 --- Course Calendar --- Spring 2016**

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<thead>
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<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>Course Overview &amp; Student Survey</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Thursday 1/26</td>
<td>Repertoire/Skills-Continuum/Scores</td>
<td>HBC Observations</td>
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<tr>
<td>Tuesday 1/31</td>
<td>Beginners &amp; Recruiting (Skills)</td>
<td>ASBDA 11-27</td>
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<td>Thursday 2/02</td>
<td>Intermediate Bands (Skills) Rep. Select</td>
<td>ASBDA 28-39 &amp; 69-75</td>
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<tr>
<td>Tuesday 2/07</td>
<td>High School Bands (Skills &amp; Lit.)</td>
<td>ASBDA 40-65</td>
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<tr>
<td>Thursday 2/09</td>
<td>NO CLASS -- KMEA Conference</td>
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<td>Tuesday 2/14</td>
<td>Motivation and Discipline / Handbook</td>
<td>ASBDA 180-187</td>
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<td>Thursday 2/16</td>
<td>Assessment and Grading/Rehearsal</td>
<td>ASBDA 79-118</td>
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<td>Tuesday 2/21</td>
<td>Score Analysis Activity</td>
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<td>Thursday 2/23</td>
<td>Unit Plan / Lesson Plans / Score Prep</td>
<td>Core Curric/Scores</td>
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<td>Tuesday 2/28</td>
<td>Rehearsal Content/Activities I</td>
<td>Rehearsal Description</td>
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<td>Thursday 3/02</td>
<td>Program Structure</td>
<td>ASBDA 154-172</td>
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<tr>
<td>Tuesday 3/07</td>
<td>Mid-Term Review (Bi-term 1 wrap-up)</td>
<td>Reh.Actv II /Transpose</td>
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<td>Thursday 3/09</td>
<td>MIDTERM EXAM</td>
<td>Take Home Content</td>
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<td>Tues/Thu 3/14-16</td>
<td>NO CLASS - SPRING BREAK</td>
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<td>Tuesday 3/21</td>
<td>Placement Content</td>
<td>Score #1</td>
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<td>Thursday 3/23</td>
<td>Philosophy I – Alsobrook I</td>
<td>Placement Proj.-JA-1</td>
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<td>Tuesday 3/28</td>
<td>Philosophy II – Alsobrook II</td>
<td>Phil 1, 2, 3 – JA-2</td>
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<td>Thursday 3/30</td>
<td>Repertoire Project - Alsobrook III</td>
<td>JA-3</td>
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<td>Tuesday 4/04</td>
<td>KMEA Structure/Festival Rules</td>
<td>KMEA Fest Rules</td>
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<td>Thursday 4/06</td>
<td>Plan &amp; Core Content - Alsobrook IV &amp; V</td>
<td>Phil. 4-5. – JA-4/5</td>
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<td>Tuesday 4/11</td>
<td>Rep. Project Hands-On (FAC 352)</td>
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<td>Thursday 4/13</td>
<td>Admin. Software</td>
<td>Handbook Project DUE</td>
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<td>Tuesday 4/18</td>
<td>Band Fest Follow-Up</td>
<td>ASBDA 188-200</td>
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<td>Thursday 4/20</td>
<td>Business, Budget &amp; Ethics</td>
<td>ASBDA 215-220</td>
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<td>Tuesday 4/25</td>
<td>Band History</td>
<td>Instruct. Sequence DUE</td>
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<td>Thursday 4/27</td>
<td>Mock Interview</td>
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<tr>
<td>Tuesday 5/02</td>
<td>Professional Develop. &amp; Career Paths</td>
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<tr>
<td>Thursday 5/04</td>
<td>Portfolios, Wrap-Up and Review</td>
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<td>Monday, May 8th</td>
<td>FINAL EXAM - 8:00 AM</td>
<td>“Take Home” DUE</td>
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**Course Required P-12 Classroom Observation or Clinical Experiences:**

**Total Number of Hours:**

**EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)**

(a) Engagement with diverse populations of students which include:

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;

2. English language learners;

3. Students with disabilities; and

4. Students from the following grade levels:

- Elementary
• Middle School

• Secondary

(b) Observation in schools and related agencies, including:

1. Family Resource Centers; or 2. Youth Service Centers

(c) Student tutoring

(d) Interaction with families of students;

(e) Attendance at school board and school-based council meetings;

(f) Participation in a school-based professional learning community; and

(g) Opportunities to assist teachers or other school professionals.

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

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<th>SPA Standard # and Description</th>
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<td>NASM VIII.B.1 Performance</td>
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<td>NASM VIII.B.2 Musicianship Skills and Analysis</td>
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<tr>
<td>NASM VIII.B.3 Composition/Improvisation</td>
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<tr>
<td>NASM VIII.B.4 History and Repertory</td>
<td>personal philosophy for Instrumental Music Education</td>
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<td>NASM VIII.B.5 Synthesis</td>
<td>course notebook/Professional Portfolio</td>
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<td>NASM IX.O.3.c.1 General Music</td>
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<tr>
<td>NASM IX.O.3.c.3 Instrumental Music</td>
<td>personal philosophy for Instrumental Music Education</td>
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