

**MUE 4422 Materials and Methods
of Teaching Winds and Percussion**
University of Florida
College of Fine Arts
School of Music

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Office hours: Tues. 9:30 – 11:30

2017 Fall Semester Syllabus

Class Meetings: MUB 146 – Thursdays: Periods 3-4 (9:35a-11:30a)

Text:

- *Developing the Complete Band Program*, Shelley Jagow, Meredith Music Publications
- *Efficient Rehearsal Procedures for School Bands*, Nilo Hovey (provided)
- Band Director's Resource Book (provided)

Materials:

- Conductor's Baton
- Primary Instrument
- Audio/Video Recording Device

Course Description:

The purpose of this course is to develop and acquire specific teaching skills, techniques, and materials necessary of a successful middle school and high school band director. Course content will include philosophical, theoretical, and practical methods of teaching music, as well as organizing and running a band program. Students enrolled in this course must have successfully completed MUE3330 as well as the professional performance jury and musicianship jury performance.

Learning Objectives:

The student will:

- explore various roles, responsibilities, and philosophies of the school band director
- develop methods for creating a band handbook
- develop methods for handling the administrative needs of a band director
- develop methods for selecting quality band performance repertoire
- develop methods for selecting appropriate beginning band method books
- observe and report on experienced teachers' classes/rehearsals
- demonstrate appropriate rehearsal techniques
- demonstrate appropriate classroom management

Learning Activities to meet the Objectives:

Music Education Philosophy (20 points) – *Due Sept. 7th (turn-in via Canvas as a word doc. by 4pm)*

- The student will develop a 1 page music education philosophy. This philosophy should be the backbone of their educative goals and help illustrate reasons for becoming a music educator. This assignment has most likely been done in previous

courses and I encourage you to revisit those previously completed project, but I strongly urge you to read and re-read them as our philosophies are ever changing. What your philosophy is today may not be the same in 2 or 3 years; with experience come knowledge – with knowledge comes understanding.

Beginning Band/Method Books Review (30 points – 10 points each) – *Due Sept. 28th*
(turn-in hard copies at beginning of class)

- The student will evaluate three (3) beginning band or band warm-up method books for appropriateness, usability, strengths/weaknesses, and teaching opportunities. Please include which text you would use and why. Please be sure to reference both the teachers' and students' editions.

Repertoire Project (30 points) – *Due Oct 19th* (turn-in hard copies at beginning of class)

- The student will create and submit an excel database of 12 examples of “significant” concert literature for high school band. You may use state contest lists, class discussions or the *Teaching Music Through Performance* series for determination of “significance.”
- The Excel database should have the following columns: TITLE, COMPOSER, ARRANGER, PUBLISHER, DIFFICULTY RATING, TIMING, and STYLE.
- In addition, the student will provide a Word document with SELECTION NOTES for each piece. Notes should address questions such as: Why is this piece considered significant? What do the students have to gain from this piece? Programming Considerations (opener? closer? etc.)

Teacher Observation Reports (10 pts each; total: 40 points) – *Due Nov. 9th* (turn-in hard copies at beginning of class)

- Each student will observe two (2) middle school band rehearsals and two (2) high school band rehearsals. This activity is not to determine which approach is “best,” but to observe various “methods” and “materials” of band directors. Students will use the attached *Teacher Observation Form* for the reports. Please make sure to adequately address each content area on the *form*.
- The following Alachua County Band Directors have agreed to allow you in their rehearsals. Please contact them to arrange a date/time to observe.

Shawn Barat	Buchholz High School	baratsl@gm.sbac.edu
Amy Beres	Howard Bishop Middle School	bishopband2@aol.com
Robert Marski	Santa Fe High School	marskirc@gm.sbac.edu
Jamie Burg	PK Yonge Middle School	jburg@pky.ufl.edu
Joseph Hughes	Eastside High School	hughesjd@gm.sbac.edu
Bill Pirzer	Gainesville High School	pirzerb@gm.sbac.edu
Everett McConn	Fort Clarke Middle School	mconnwe@gm.sbac.edu

- Please be sure to:
 - Dress professionally
 - Check-in and check-out at the school's front desk
 - Be early

- Be silent (you are only to observe – not teach or assist)
- Take copious observation notes

Microteaching & Self-Evaluation forms (20 pts each; total: 40 points) – *Due Dec 4th (no later than 4pm)*

- Students will choose one (1) piece from his/her repertoire project for use in this assignment. The student will prepare the piece for two (2) microteaching rehearsals in class. **Students should have hard-copy lesson plans for each session.** The student is responsible for videotaping his/her rehearsals for reflection and completion of the Peer/Self Evaluation Form.

Townville City High School Band Program Project (100 points) – *Due Dec 11th (due no later than 4pm and turn in hard copies to Mr. Schletter or Ms. Pearce in the SBH office)*

- The student will develop a three-year plan for a mock high school program. The proposal will include: A handbook, a 3-year budget proposal (including expense and revenue reports), plans for performances, travel, instruments repair, uniform purchase/repair, recruitment and more. This is the large project for the class and will provide the mock experience required for future band directors.
- All the necessary information will be provided in a separate packet.
- This is a semester long project and I suggest you start reading all the material and start thinking about it ASAP.

Mock Interview/portfolio review (40 points) – *Date/Time: TBA*

- The student will take part in a mock job interview for a middle school or high school band director position (student's choice). Students should be prepared to answer questions relating to all content covered in this course. Additionally, students should bring a professional portfolio containing:
 - **current resume**
 - **music education philosophy (1 page)**
 - **example lesson plans**
 - **video(s) of classroom teaching**
 - **supplementary material**
 - **drill writing**
 - **compositions/arrangements**

Band Director's Resource Binder (50 points) – *Due Dec. 11th with TCHS Project*

- The student will create a resource binder throughout the semester which will include the following items (much of this is your class work/assignments):
 - **Music Education Philosophy**
 - **Music Education Advocacy Articles** (6 total)
 - **Musical/Instrumental Technique Articles – can be found in music periodicals and online** (6 total)
 - **Townville City High School Band Project**
- When time allows, a short descriptive discussion about the articles will occur.
- Please check the Google Doc and be sure to pick articles that haven't been picked.

Class/Assignment Schedule:

Class 1	Aug. 24	Introduction to the course, review syllabus The Many Hats We Wear / Then and Now & Curriculum <i>Preparation:</i> READ: Chapters 38, 1 - 5 Add to binder – 1 advocacy article
Class 2	Aug. 31	The Anatomy of ENSEMBLE Music Making: Section I <i>Preparation:</i> READ: Chapters 6, 7 (plus pg. 123), & 8 Add to binder – 1 music/technique article
Class 3	Sept. 7	The Anatomy of ENSEMBLE Music Making: Section II <i>Preparation:</i> READ: Chapters 9 (plus pg. 124), 10, & 11 Add to binder – 1 advocacy article <i>DUE: Music Education Philosophy</i>
Class 4	Sept. 14	The Anatomy of ENSEMBLE Music Making: Section III <i>Preparation:</i> READ: Chapters 12 (plus pg. 125), 13, 14 (plus pg. 126-127), 15-17 Add to binder – 1 music/technique article
Class 5	Sept. 21	Beginning Band <i>Preparation:</i> Duitman Article Add to binder – 1 advocacy article
Class 6	Sept. 28	Motivation and Leadership <i>Preparation:</i> READ: Chapters 18-22 & Davison Article Add to binder – 1 music/technique article <i>ASSIGNMENT DUE: Beginning Band/Method Books Review</i>
Class 7	Oct. 5	Repertoire <i>Preparation:</i> READ: Chapters 25 & 27 Add to binder – 1 advocacy article
Class 8	Oct. 12	Rehearsal Plans/Techniques <i>Preparation:</i> READ: Chapter 24, and Hovey excerpts Add to binder – 1 music/technique article
Class 9	Oct. 19	Assessment and Evaluation GUEST SPEAKER: TBA <i>Preparation:</i> READ: Chapter 23 Add to binder – 1 advocacy article <i>ASSIGNMENT DUE: Repertoire Project</i>
Class 10	Oct. 26	The Administrative Band Director <i>Preparation:</i> READ: Chapters 26, 28-31 Add to binder – 1 music/technique article

Cumulative Grade:

A	323-350	B-	279-288	*D+	233-243
A-	314-322	C+	268-278	*D	219-232
B+	303-313	C	254-267	*D-	209-218
B	289-302	*C-	244-253	*E	0-208

**Music majors earning a C- or below must repeat the course.*

Policy on late work:

Late work will not be accepted. All assignments must be received no later than 4pm on the due date (unless otherwise noted). If you choose to submit assignments electronically, the assignment must be received in my inbox no later than the date / time assigned. There will be no allowances made for difficulties as a result electronic submission (i.e. internet connectivity, attachment problems, etc.)

Caveat:

The above procedures and course schedule are subject to change as deemed necessary by the instructor.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students Requesting Accommodations due to Disabilities

To request classroom accommodations, contact the Assistant Dean of Students/Director of the Disability Resources Program at P202 Peabody Hall or call 392-1261 (V), 392-3008 (TDD). That office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

OBSERVATION OUTLINE

Middle School Observation 1

School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

Ensemble (name/grades): _____ Number of students: _____

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Middle School Observation 2

School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

Ensemble (name/grades): _____ Number of students: _____

.....

High School Observation 1

School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

Ensemble (name/grades): _____ Number of students: _____

.....

High School Observation 2

School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

Ensemble (name/grades): _____ Number of students: _____

OBSERVATION QUESTIONS

SPECIFICS

- List the instrumentation for each of the ensembles you observed.
- Outline the sequence of the class period from beginning to end. Include time, activities, materials and titles of the pieces played.

WARM-UP

- Did these classes include any sort of warm-up or skills practice? If so, what performance fundamentals were **DIRECTLY** addressed by the teachers during warm-ups? Were there any fundamentals addressed **INDIRECTLY**?
- What tuning procedure was used? Individual? Section? Was an electronic tuner used? Did the procedure rely on the teacher's ear? The students' judgment?
- How would you describe the teachers' interactions with the students during this part of the rehearsal?

LITERATURE

- What pieces did the group rehearse (including composer/arranger)?
- In what ways did the pieces each group was playing match the strengths and/or weaknesses of the ensemble?
- To what extent did each piece engage (or not engage) each section of the ensemble?
- Did you notice any clues concerning how well the students liked the pieces they were playing?

ASSESSMENT

- On what specific aspects of performance (either fundamentals or contextual music making) did the students demonstrate noticeable improvement?
- For each piece rehearsed, list two specific musical issues that the teacher addressed and explain how did the teacher correct these problems?
- Pretend you were going to be teaching the next rehearsal for each of these ensembles - based on what you heard during your observation, identify one specific musical issue and describe how you would address it with each ensemble.

INTANGIBLES

Compare and contrast each teacher's approach to his or her class.

- What sort of "podium personality" did each demonstrate?
- How did they establish the mood of their classroom?
- How would you describe their interactions with their students?
- Were there any striking differences or similarities that you observed among these three teachers?

APPLICATION

- From each observation, identify one concept you would like to take with you into your own teaching experience.

Peer / Self Teaching Evaluation Form

Magnitude	1	2	3	4	5	
	No eye contact with group Voice not audible or expressive Little variety in energy, facial expression Does not move from podium		Some sporadic eye contact Voice audible but not expressive Energy fluctuates, face sometimes changes Some movement toward group		Eyes constantly survey the group Lots of inflection in speaking voice High energy, expressive face Moves around room as needed	

Communication and Pacing	1	2	3	4	5	
	Directions unclear Musical comments inaccurate Comments often long, rambling Pacing interrupted in transitions		Directions mostly clear Musical comments mostly accurate Comments not always concise Pacing slows in transitions		Clear directions Musical comments accurate and focused Rapid play-talk-play or sing-talk-sing Rehearsal flows even in transitions	

Conducting	1	2	3	4	5	
	Eyes constantly in score Gesture unclear No clear prep breath/cues Gesture disconnected from musical ideas		Eyes up at times Gesture clear but mechanical Prep breath/cues inconsistent Gesture connects to some musical ideas		Eyes up constantly Gesture clear and expressive Clear expressive prep gesture/cues Gesture supports musical ideas	

Sequence	1	2	3	4	5	
	No clear focus to rehearsal Sequence not clear or logical No rehearsal frames		Parts of rehearsal are focused Some sequential teaching Rehearsal frames incomplete		Clear focus throughout rehearsal Logical sequence to all activities Complete successful rehearsal frames	

Monitoring & Feedback	1	2	3	4	5	
	Cannot identify performance problems No <u>specific</u> corrective feedback No positive feedback		Identifies tangential problems Some <u>specific</u> corrections Some general positive feedback		Identifies major performance problems Very <u>specific</u> corrective feedback Specific positive feedback	

Instructional Techniques	1	2	3	4	5	
	No use of modeling Musical ideas inappropriate for style No inst/choral techniques employed		Some use of modeling Musical ideas mostly fit the style Uses techniques inappropriate to problems		Frequent modeling of ideas Musical ideas clarify and enhance style Uses techniques appropriate to problems	

Student Achievement	1	2	3	4	5	
	No ensemble improvement No individual/section improvement Students demonstrate negative attitude		Limited specific improvements Individual/section improvement inconsistently demonstrated Students not engaged in rehearsal		Overall improvement in performance Individual/section improvement clearly demonstrated Students demonstrate positive attitude	

Other Comments: