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

Mr. Christopher Schletter
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Phone: 352-XXX-XXX
Email: Schletter@ufl.edu
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shawn Barat</td>
<td>Buchholz High School</td>
<td><a href="mailto:baratsl@gm.sbac.edu">baratsl@gm.sbac.edu</a></td>
</tr>
<tr>
<td>Amy Beres</td>
<td>Howard Bishop Middle School</td>
<td><a href="mailto:bishopband2@aol.com">bishopband2@aol.com</a></td>
</tr>
<tr>
<td>Robert Marski</td>
<td>Santa Fe High School</td>
<td><a href="mailto:marskirc@gm.sbac.edu">marskirc@gm.sbac.edu</a></td>
</tr>
<tr>
<td>Jamie Burg</td>
<td>PK Yonge Middle School</td>
<td><a href="mailto:jburg@pky.ufl.edu">jburg@pky.ufl.edu</a></td>
</tr>
<tr>
<td>Joseph Hughes</td>
<td>Eastside High School</td>
<td><a href="mailto:hughesjd@gm.sbac.edu">hughesjd@gm.sbac.edu</a></td>
</tr>
<tr>
<td>Bill Pirzer</td>
<td>Gainesville High School</td>
<td><a href="mailto:pirzerb@gm.sbac.edu">pirzerb@gm.sbac.edu</a></td>
</tr>
<tr>
<td>Everett McConn</td>
<td>Fort Clarke Middle School</td>
<td><a href="mailto:mcconnwe@gm.sbac.edu">mcconnwe@gm.sbac.edu</a></td>
</tr>
</tbody>
</table>

- 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.
<table>
<thead>
<tr>
<th>Class/Assignment Schedule:</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Aug. 24</td>
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<td>Class 2</td>
<td>Aug. 31</td>
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<td>Class 3</td>
<td>Sept. 7</td>
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<td>Class 4</td>
<td>Sept. 14</td>
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<td>Class 5</td>
<td>Sept. 21</td>
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<tr>
<td>Class 6</td>
<td>Sept. 28</td>
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<tr>
<td>Class 7</td>
<td>Oct. 5</td>
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<tr>
<td>Class 8</td>
<td>Oct. 12</td>
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<tr>
<td>Class 9</td>
<td>Oct. 19</td>
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<tr>
<td>Class 10</td>
<td>Oct. 26</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
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</tbody>
</table>
| Class 11 | Nov. 2 | **GUEST SPEAKER:** Prof. Scott Wilson  
Jazz Education  
*Preparation:* Add to binder – 1 advocacy article |
| Class 12 | Nov. 9 | **The Administrative Band Director**  
*Preparation:* READ: Chapters 32-37  
Add to binder – 1 music/technique article  
*ASSIGNMENT DUE:* Teacher Observation Reports |
| Class 13 | Nov. 16 | **Microteaching 1** |
| Class 14 | Nov. 30 | **Microteaching 2** |

**Dec. 4 - DUE:** Microteaching and Self-evaluation Forms *(Due By 4pm)*  
**Dec. 11 – Due:** Townville City High School Band Program Project *(Due by 4pm)*  

TBA – Mock Interview/Portfolio Review  

Notes:
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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: ________

**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

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

#### Communication and Pacing

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions unclear</td>
<td>Directions mostly clear</td>
<td>Clear directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical comments inaccurate</td>
<td>Musical comments mostly accurate</td>
<td>Musical comments accurate and focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments often long, rambling</td>
<td>Comments not always concise</td>
<td>Rapid play-talk-play or sing-talk-sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing interrupted in transitions</td>
<td>Pacing slows in transitions</td>
<td>Rehearsal flows even in transitions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Conducting

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

#### Sequence

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<tr>
<th>1</th>
<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>No clear focus to rehearsal</td>
<td>Parts of rehearsal are focused</td>
<td>Clear focus throughout rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence not clear or logical</td>
<td>Some sequential teaching</td>
<td>Logical sequence to all activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No rehearsal frames</td>
<td>Rehearsal frames incomplete</td>
<td>Complete successful rehearsal frames</td>
<td></td>
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</tr>
</tbody>
</table>

#### Monitoring & Feedback

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot identify performance problems</td>
<td>Identifies tangential problems</td>
<td>Identifies major performance problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No specific corrective feedback</td>
<td>Some specific corrections</td>
<td>Very specific corrective feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No positive feedback</td>
<td>Some general positive feedback</td>
<td>Specific positive feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Instructional Techniques

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<tr>
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<th>2</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No use of modeling</td>
<td>Some use of modeling</td>
<td>Frequent modeling of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical ideas inappropriate for style</td>
<td>Musical ideas mostly fit the style</td>
<td>Musical ideas clarify and enhance style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No inst/choral techniques employed</td>
<td>Uses techniques inappropriate to problems</td>
<td>Uses techniques appropriate to problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Achievement

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No ensemble improvement</td>
<td>Limited specific improvements</td>
<td>Overall improvement in performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No individual/section improvement</td>
<td>Individual/section improvement inconsistently demonstrated</td>
<td>Individual/section improvement clearly demonstrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate negative attitude</td>
<td>Students not engaged in rehearsal</td>
<td>Students demonstrate positive attitude</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Comments:**