

Marching Band Techniques MUE 4480-7409

Syllabus - FALL 2019

Time: Tuesday & Thursday 6th period
12:40pm – 1:40pm

Class Location: SBH /MUB 147

Instructor: Prof. John M. Watkins, Jr.

Email: Watkins@ufl.edu

Phone: (352) 273-3152

Office: 107 Steinbrenner Band Hall

Office Hours: By appointment

Course Description:

All of you are talented, skilled musicians and intelligent, well-educated individuals who will be a welcome addition to our profession. This course is designed to introduce you to the fundamental principles of effective instruction with respect to the contemporary marching band and to provide you with opportunities to practice applying these skills in learning how to prepare, organize, teach, and rehearse this type of ensemble. In addition, I hope that you will be challenged to examine your own expectations, aspirations and biases regarding the role of the marching band in music education. Through practical assignments, guest lecturers, and multimedia presentations, you will gain a command of the terminology, pedagogy, and structure of the marching band activity.

By the end of the semester you will be able to:

1. Clearly articulate your philosophy of music education with respect to the marching band.
2. Display an understanding of the organization, administration and operation of a public school marching band program.
3. Systematically analyze and evaluate marching band performances with respect to musical and visual components.
4. Design effective learning sequences with respect to movement as it relates to marching band.
5. Speak and write clearly and cogently; giving succinct instructions and direct positive and negative feedback.
6. Display an understanding of the concepts of marching band show design using both individual and computer assisted design software.

Specialized areas of study will include: Philosophy and Purpose, Organization and Administration, Lesson Planning and Teaching Strategies, Show Planning and Repertoire, Drill Design and Computer Charting Techniques, Auxiliary Groups and Sections.

Reference Texts to be Discussed:

TEXT:

Bailey/Cannon/Payne. *The Complete Marching Band Resource Manual*, Univ. Penn. Press, 2015

ADDITIONAL REFERENCE TEXT:

Ryder, Dan. *Techniques of Marching Band Show Designing*. Austin, TX: Dan Ryder Field Drills, 2000.
Dunnigan, Patrick. *Marching Band Techniques, 2nd ed.*. Northfield, IL: The Instrumentalist, 2007.

Smith, Gary E. *The System: A Marching Band Guide*. Savoy, IL: 11 Magnolia Court, 2015.
Smith & Wolinsky. *Marching Band Techniques*. Schiffer, 2016

ACCESSORIES:

1. Tennis shoes/sneakers and socks for all class days
2. Flexi-curve, flexible-ruler
3. Large 3-Ring Binder notebook with dividers to organize all your materials

Procedures

All assignments must be organized, clear and neat. The nature of the marching band activity requires meeting deadlines; therefore, **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** unless extraordinary circumstances exist. The course schedule allows ample time for completion of all assignments.

Attendance Policy

You must contribute logical comments, thoughts, and questions during class discussion and demonstrations. To adequately do this you should miss no more than three classes *for any reason*. Each absence beyond three will result in a grade reduction of one letter. You must be on time for class due to the nature of assignments and information

Activity Summary

1. Complete assigned readings in text and other sources and submit brief summaries displaying your understanding of the material presented.
2. Design a marching band fundamentals handbook for your imagined ideal band program.
3. Design instructional sequences and present teaching demonstrations for a variety of marching fundamentals from your handbook through a series of teaching rounds, including lesson plans.
 - Throughout the semester the student will teach a variety of fundamentals (stationary, moving and combinations) to other students during scheduled class times. Sessions will be videotaped for self and teacher evaluation with respect to accuracy and organization of presented information, feedback, and peer-student achievement.
 - Lesson plans must be submitted prior to each round and will be evaluated as to completeness, accuracy and achievement.
4. Demonstrate an understanding of quality audio/visual programming for the marching band by presenting accurate and succinct analyses of marching band and drum corps shows.
5. Demonstrate an understanding of charting concepts by preparing and presenting charts designed by hand.
6. Demonstrate your ability to apply charting concepts and competency in technology using Pyware charting software.
7. Prepare and present a logical dissection of marching band music into appropriate phrasing and motion.
8. Prepare and present an in-class show design project, including instruction, using the students in the class.
9. Successfully complete Practicums as assigned; based on observations with a minimum of four high school marching bands.
10. Meet criterion on written examinations concerning topics covered in class and homework

Independent Scholarship Project: Only students who meet all the criteria for a grade of B (see Grading Criteria below) may submit an Independent Scholarship Project. This project is unique as you will decide whether to do it and, if you decide to do it, you will have total control over the size and scope of the project. To qualify for a grade of A, the project must represent your best work as a musician and drill designer, and must include printed musical score(s), flow charts, drill charts, a sample coordinate sheet, as well as an electronic file of animated, computer generated drill. You are free to select music, size of ensemble, instrumentation, number and type of auxiliary personnel, etc..

NOTES: Any assignments(s) may be changed with my prior approval. If you are able to demonstrate your knowledge of the material, do not waste time with busywork. All assignments must be completed and submitted on the printed dates in order to receive credit. No incomplete grades (X) will be given for any reason.

Grade Criteria:

- A Satisfy all criteria for B plus Independent Scholarship Project
- B Written course requirements completed with competence and accuracy *and* all criteria met with demonstrated competence on 5 of 5 videotaped in-class teaching assignments
- C Written course requirements adequately completed, *and* all criteria met on 4 of 5 videotaped in-class teaching assignments
- D One or more written course requirements not adequately completed, *and* all criteria met on 4 of 5 videotaped in-class teaching assignments
- F One or more written course requirements not completed *or* failure to meet all criteria on any 2 of videotaped in-class teaching assignments

See above for Attendance Policy and its relationship to the final course grade.

All students enrolled in this course will be expected to follow the University of Florida Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted for credit by students at the university, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by

providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.”

Note: Scheduled discussion topics may change during the semester as guest speakers are available.

DATE	TOPIC	ASSIGNMENT
T August 20	Introductions / course outline / materials / policies / philosophy	Dunnigan: Ch.1, 2,12
Th August 22	Organization/ administration/ lesson plans/ video examples	
T August 27	Fundamentals / handbooks /video examples / critical analysis	Philosophy , Ch. 7, 8
Th August 29	Fundamentals / handbooks /video examples / critical analysis	B/C/P: Ch. 1-4
T September 3	Show planning / selecting music / flowcharting / story-boarding	Stationary Fund.
Th September 5	forms / lines / shapes / terminology / practice teaching	Behav. Exp. , Smith
T September 10	Teaching Round I – Stationary Fundamentals	Lesson Plan , BCP: 5
Th September 12	Sketching forms / lines / shapes	Self-Evals ,
T September 17	Software overview / types of drill movement / micro-drill tasks	Assesment , BCP: 7
Th September 19	Lab: software overview / micro-drill tasks	Flowchart
T September 24	Lab: software overview / micro-drill tasks	Moving Fund.-1
Th September 26	Practice Teaching	Lesson Plan
T October 1	Teaching Round 2 – Moving Fundamentals (fwd/back)	BCP: 8
Th October 3	Lab: software overview / micro-drill tasks	Self-Evals
T October 8	Lab: computer charting / class drill assignment	
Th October 10	Lab: computer charting / class drill	Handbook Due
T October 15	Lab: computer charting / class drill	Moving Fund.-2
Th October 17	Practice Teaching	Lesson Plan
T October 22	Teaching Round 3 – Moving Fundamentals (slides/adj.step)	Class Drill
Th October 24	Lab: computer charting / discuss individual drill project	Self-Evals
T October 29	Lab: individual drill projects	
Th October 31	Lab: individual drill projects	Lesson Plan
T November 5	Teaching Round 4 – basic movements (arcs/lines, arcs/arcs,etc.)	Self-Evals
Th November 7	Practice Teaching	Lesson Plan
T November 12	Teaching Round 4 – basic movements (arcs/lines, arcs/arcs,etc.)	Self-Evals
Th November 14	Lab: individual drill projects	
T November 19	Lab: individual drill projects	Lesson Plan
Th November 21	Teaching Round 5 – your drill!	Self-Evals
T November 26	Teaching Round 5 – your drill!	Self-Evals
Th November 26	THANKSGIVING	
T December 3	Semester Wrap-Up, Final Exam Prep	Self-Evals

F December 13 10:00 – 12:00 FINAL EXAM

Self-Evals / Optional Project Due