

Course Outline
Music 366
Fundamentals of Teaching Instrumental Music In the Public Schools
Fall 2003

Instructor:	Dr. Charles Turner	Location:	223 Presser
Office:	Presser, Room 125	Time:	12:00-12:50 PM
Phone:	#3528	Days:	MTWF
Office Hours:	10:00 or (after class) or by appointment		

COURSE DESCRIPTION

The *Fundamentals of Instrumental Music Education* course provides an overview of the instrumental music education profession, including the philosophies, methodologies, and pedagogical foundations of instrumental music teaching, which are essential for successful teaching. The course is intended to guide the prospective instrumental music educator in his/her development of necessary musical, teaching, administrative-management, and communication skills. The course requirements include 10 hours of field experience.

MATERIALS: Three Ring Notebook for notes, handouts, returned papers and quizzes.

MEMBERSHIP: Membership in *Music Educator's National Conference, Kentucky Music Educator's Association*

REQUIRED TEXTS:

Hoffer, Charles. *Teaching Music in the Schools*, 5th edition.
Walker, Darwin. *Teaching Music: Managing The Successful Music Program*, 2nd ed.
Bailey, Wayne. *The Complete Marching Band Resource Manual*
Pyware Java 3D Marching Band Software (supplied)
Sebelius Music Writing Software (supplied)
Instrument Repair Manual
Instrumentalist Magazine subscription (student charged)
Music Teacher Magazine subscription (supplied)
Blue Grass News (KMEA)
Membership to Music Educator's National Conference (student charged)

REQUIRED ATTENDANCE

10 hours of field observation practicum experience
Attendance at a Marching Band Field Competition
Attendance at CMENC Retreat, Nov. 7 & 8 at Rough River State Park

RESERVE (Hutchins Library)

So You're the New Band Director, Now What Do You Do?
Pyware 3D Java Video Demonstration.
Film: *Texas State Marching Band Competition, Preliminaries and Finals, 2002.*
Foundations

MUSIC EDUCATION LIBRARY - PRESSER

Pyware 3D Java Software

Sibelius Music Writing Software

Ryder, Dan. *Drill Writing Techniques Book and Workbook*

JAVA 3D Band Office Administration Software

COURSE GOALS

Students will develop an understanding of:

- How philosophy of teaching and long range and short range planning effect teaching.
- How to develop a philosophy of music education
- Philosophies, methodologies, and pedagogical strategies of teaching
- Demonstrate methods of instruction, which emphasize both cooperative and independent inquiry
- What to teach?
- Learning styles. Including Howard Gardner's *Eight Intelligences*
- Making room for the arts in the school curriculum
- The music educator's role as a leader, administrator, and communicator as an advocate for the band program and for music education in general. Includes relations with students, students' peers, colleagues, community, administration, parents and parent organizations, the Athletic Director, and the media. Students will develop means of communication (written and verbal).
- Knowledge of assessment techniques including KERA goals
- What kind of leadership style do you have?
- Importance of self assessment
- Public School music curriculum design, and various types of school scheduling options, including block scheduling.
- Importance of lesson planning, unit planning, short and long term goals, student monitoring, and self assessment. Lesson Plan design and instructional unit design, which reflect KRA goals, and National Goals 2000.
- Importance of mentor relationships
- The role of the music educator in the community including relationships with the community, school administration, colleagues, band student's peers, and parents.
- Available resources. Students must have knowledge of sources, methods, music, CDs, appropriate software, and in-service activities.
- Classroom management techniques, including motivation, discipline, and reinforcement techniques.
- Instrumental Ensemble and marching band organization and rehearsal techniques
- Marching show writing techniques, utilizing Pyware Java 3D Drill Writing software
- Appropriate software for instrumental music programs including music notation formatting software, band office management software, and Pyware Java 3D Marching Band Software.
- Festival, trip, and performance planning and implementation.
- The important role of public relations

- Parent Booster Club Organization and Management and the role of booster organizations. Fund Raising techniques for Not-for Profit Organizations. The role of the active parent. Parent committees.
- Importance of life long learning
- Knowledge of professional organizations for continued growth as an instrumental music educator. In-service opportunities. Helpful Web-sites.
- * Demonstrate a basic understanding of school law as it pertains to instrumental music teaching
- Complete your Philosophy, Resume, and prepare for the Job Interview and Job-hunting process.

TEP GOALS

This course has a special responsibility to assist prospective teachers of music in meeting the goals for Berea College's Teacher Education Program and in preparing students to meet the Kentucky New Teacher standards. The specific focus of this class includes the following Teacher Education goals:

1. Teachers demonstrate their understanding of the centrality of inquiry in a learning community, the critical role of communication in inquiry, and the confidence that grows with the development of our ability to participate in a community of inquiry.

Examples: Discussion and peer evaluation. Written self-evaluation, written observations of professional teachers including context statements.

2. Teachers demonstrate that they understand that authentic learning requires experience (direct and vicarious), inquiry, time, interest, self-correction, and external criticism.

Examples: Class discussion of methods, micro-teaching sessions, and observations. Peer evaluation and oral constructive criticism. Written observations, including context statements. Written assignments which require "thinking about education." Video taping of micro-teaching sessions and constructive class discussion.

3. Teachers demonstrate understanding of and the ability to employ appropriate technological tools for developing students' knowledge, understandings, skills, and dispositions.

Examples: Video taping of Micro-teaching sessions, instruction in use of Sibelius Music formatting software, Pyware Band Office software, Pyware Marching Band Drill Writing software, music theory learning software, and midi software to enhance instruction.

4. Teachers assume responsibility for their own professional development and for their own learning as a lifelong process.

Example: all students in the class becoming members of the Berea College Student Chapter of CMENC.

REQUIREMENTS (tentative)

- Field/practicum experiences
- Marching Band Competition observation
- Reading assignments
- Written assignments
- Design an instructional unit
- Pyware Marching Band software skills
- Sibelius music writing software skills
- Pyware Band Office Software skills
- Construct lesson plans, units
- Develop long-term and short-term goals
- Compile a Band Hand Book
- Compile Teaching Portfolio, Philosophy of Music Education, Resume, and Cover Letter
- Compile a Bibliography
- Research projects
- Design marching drill
- Rehearsal techniques
- Micro teaching
- Classroom management techniques

ATTENDANCE

Because of the collaborative aspect of the course students must attend all classes, and must be responsible for all material covered in each class. Students may make up assignments if the absence is excused in advance. Excessive tardiness or absences will not be tolerated. Late work will not be accepted.

METHOD OF EVALUATION

1.	Philosophy, Resume, Cover Letter	100 points
2.	Writing assignments	100 points
3.	Research	50 points
4.	Instructional unit/lesson plans	40 points
5.	Plan a band trip	15 points
6.	Band Hand Book	45 points
7.	Sibelius project	15 points
8.	Field Observations	100 points
9.	Field Show Writing Project/software	100 points
10.	Band Office software	10 points
11.	Plan Marching Instructional Unit	100 points
12.	Annotated Bibliography	25 points
13.	Tests and Quizzes	200 points
14.	Final Exam	100 points
TOTAL		1000 points

GRADE DISTRIBUTION

A	=	930-1000	points	(93%-100%)
BA	=	880-929	points	(88%-92%)
B	=	830-89	points	(83%-87%)
CB	=	780-829	points	(78%-82%)
C	=	730-779	points	(73%-77%)
DC	=	680-729	points	(68%-72%)
D	=	600-679	points	(60%-67%)
F	=	599-	points	(59% pr below)

EXAMS

Exams include multiple choice, computer software proficiently, and essay questions.

No make-up quizzes will be granted. Whenever you miss a quiz or exam, you may designate that quiz to be your deleted score (your lowest quiz score will be dropped).

TEST DATES

Test and exam dates will be posted in the course schedule

LATE ASSIGNMENTS

Late assignments will not be accepted

Parent organizations and Fund raising

Week 10 Lessons plans and instructional unit for concert band

Week 11-13
Marching Band Techniques
Marching Band Writing Software
Music Arranging Software
Writing a Marching Band Drill
Planning Marching Band Instruction
Planning Marching Band Camps
Planning Marching Band Trips
Field Experiences