

**Course Syllabus**  
**Music 325**  
**Instrumental Music Methods**

Winter Qtr. 2007 – M, W, F, 8:00am Rm 117

**Mark Lane, Professor**  
**Music Building, Office 112**  
**Phone – 963-1105**  
[lanem@cwu.edu](mailto:lanem@cwu.edu)

**Catalog Description:** Prerequisite, suitable conducting and performance skill in piano or instrument. Philosophy and psychology of music education through methods and materials; observation of teachers in the rehearsal, individual research. This course is required for all broad area and instrumental music education majors and music teaching minors.

**Course Purpose:** The mission of Music 325 is to provide the cognitive knowledge, skills, and motivation for the prospective instrumental music educator that will directly enhance his/her teaching and managerial effectiveness. Music 325, using the constructivist model of learning, “by teaching, we learn,” is designed for future instrumental music educators. Students will research and explore methods, materials, and philosophies relevant to instrumental music instructions. Through a series of projects, will develop a knowledge base and collect materials and methods appropriate for use in their future professions. Methods and models of assessment using the latest technologies will be explored and used. Some field experiences will be required of secondary instrumental groups to develop ideas of program evaluation, assessment and development.

Because of the nature of the course and the emphasis on in-class activities, demonstrations and discussions, students are required to attend all class sessions. The student’s success and comprehension of the material depends on class participation.

**Required Text:**

Cooper, L.G. (2004). *Teaching band and orchestra: Methods and materials*. Chicago, IL: GIA Publications

Boonshaft, Peter Lowel (2002). *Teaching Music With Passion*. Meredith Music Pub.

**Recommended Text and Materials:** (available from me or on reserve)

Corporon, Eugene (1997-2005) CD sets: *Teaching Music Through Performance in Band*, vol. 1-V GIA Publications

Littrell, David & Racine, Laura Reed (2005-2006) CD sets: *Teaching Music Through Performance in Orchestra*, vol. 1-II GIA Publications

Miles, R [et al.] (1997-2005) *Teaching Music Through Performance I Band vol. I-V*. Chicago: GIA Publications

Lautzenheiser, Tim (1992) *The Art of Successful Teaching: A Blend of Content & Context* /Chicago, IL : GIA Publications

Lautzenheiser, Tim (2005) *The Joy of Inspired Teaching*/ Chicago, IL: GIA Publications

Lautzenheiser, Tim (2005) *Everyday Wisdom for Inspired Teaching*/ Chicago, IL: GIA Publications

*(Other texts and materials will be recommended throughout the course)*

### **Purpose or Objectives of the Course:**

The purpose of this course is to prepare prospective music teachers to structure, organize, manage, and instruct an instrumental music program, (string and band instruments).

Specifically, the course objectives are to enable the prospective teacher to:

- A. Clearly state purposes and justification for teaching instrumental music in the elementary and secondary schools;
- B. Outline general and specific learning objectives for an instrumental music program;
- C. Outline procedures for student recruitment (including rental/purchase programs), familiar with various scheduling alternatives and various aptitude and achievement tests;
- D. Demonstrate an understanding of various approaches and teaching techniques that may be utilized in the instruction of beginning-level students;
- E. Demonstrate knowledge of criteria to be utilized in the selection of instructional materials;
- F. Develop a set of guidelines to be followed when dealing with administrators and other school personnel, music dealers, parents, booster organizations, and general public;
- G. Demonstrate knowledge of public relations techniques;
- H. Develop an understanding of various techniques to be utilized in dealing with student motivation, student discipline, "exceptional" students, students "at risk", multicultural awareness, and for providing evaluative feedback to the students
- I. Develop a knowledge of the advantages/disadvantages of music festivals/contests;
- J. Demonstrate understanding of options in ensemble seating plans and their resultant effect upon performances;
- K. Develop a knowledge of the design, selection, purchase and maintenance of equipment (including uniforms) and facilities, along with related budgetary and fund raising implications;
- L. Demonstrate knowledge of criteria to be utilized in the selection of performance literature for all age levels;
- M. Demonstrate understanding of rehearsal techniques which can be used in solving various ensemble and individual performance problems (including effective pre-rehearsal planning and study);
- N. Acquire a knowledge of available resource material and sources;

- O. Develop a knowledge of the availability and uses for computers and other technological devices in instrumental music instruction;
- P. Develop various assessment models for use in large performance based classes including the use of grading programs, *Smart Music*, and various other technologies
- Q. Develop strong communication and organizational skills through the development of a student handbook.

### **Attendance and Assignment Policy:**

As a pre-professional course, students are expected to attend every class session and to be on time. Participation in class discussions and presentations is a vital part of this course. Being late to class is unacceptable and unexcused absences will result in point deductions from your final class point total. Please notify me in advance of any absences. Excused or unexcused will be determined on an individual basis. All assignment and projects are due on the assigned date and late assignments will not be accepted.

### **Special Projects:**

- Create and concisely state your personal philosophy of music education. This paper should be 1-2 pages only and should be a thoughtful and scholarly reflection of your own beliefs about music education in the schools. It should begin with a summary statement of philosophy followed by a description and justification of your statement. **DUE on or before Jan 19th: \*\***
- Students will review and briefly write summaries on various beginning band/orchestra methods as well as methods books appropriate for middle and high school. **Due Feb. 2<sup>nd</sup>.**
- Using a large three ring binder, create an ongoing record of everything we do in class plus: assignments, materials collected, articles and reviews, resources, web pages, advocacy materials, literature lists by grade level for band and orchestra, etc. The notebooks will be an ongoing project that needs to be well organized in such a way that it is a useful reference tool on the job. **DUE: LAST DAY OF CLASS**
- Research and develop a template of a handbook that can be used in your first job. Don't re-invent the wheel. Be resourceful, (your handbook will not be the first one ever written), and find what you think will work for you. The book should be designed for students, parents, and administrators. Include such items as: grading policy, rehearsal expectations, performance expectations, scheduled events and extra rehearsals, behavior items, travel policies (bus...motel...behavior...etc), required concert wear, marching outfit requirements, equipment care, concert etiquette... **DUE Feb. 26<sup>th</sup> \*\***
- In groups, design and produce a recruiting presentation to be used with 5<sup>th</sup>, 6<sup>th</sup>, or 8<sup>th</sup> grade students and their parents. The presentation must be at least 10 slides in PowerPoint and each group will do a ten-minute presentation for the class. We will create a CD of all the presentations to be available for each class member. Be sure to include: advocacy, what band/orchestra does for their child, expectations, and their future in band/orchestra. **DUE on or before FEB 15th. \*\***

- Students will listen to and adjudicate a total of 8 bands & orchestras during the CWU wind festival and orchestra festivals. (This assignment can be used for your conducting class assignment as well) **Due March 7<sup>th</sup>.**
- Students will rehearse and observe their peer rehearse the Cascade Middle School Band from Vancouver, Washington. (Date TBD). Possibly set up time with some of the Ellensburg groups as well.
- All students will teach a beginning band/orchestra lesson during class – peer teaching – lesson plan – self-evaluation.
- Write four article reviews from current music education journals. **(I will assign due dates through out the quarter as we discuss various topics)**

**\*\* Assignments 1, 4 & 5 will be used in the students “Live Text” portfolio**

### **Assignments and Grading**

Project 1	Philosophy	100pts.
Project 2	Method reviews	100pts
Project 3	Notebook	100pts
Project 4	handbook	100pts
Project 5	recruiting power point	100pts
Project 6	adjudication forms	100pts
Project 7	lesson plans/rehearsal	100pts
Project 8	beginning band/orch/lesson	100pts
Project 9	four article reviews	100pts
Final		100pts
		<hr/>
Total points possible		1000

### **Grading Scale**

90-100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

<b>Session &amp; dates of Class</b>	<b>Session Topics &amp; Assignments</b>
<b>1/3/07</b>  <b>1/5/07</b>	
<b>1/8/07</b>  <b>1/10/07</b>  <b>1/12/07</b>	
<b>1/17/07</b>  <b>1/19/07</b>	

<b>1/22/07</b>	
<b>1/24/07</b>	
<b>1/26/07</b>	
<b>1/29/07</b>	
<b>1/31/07</b>	
<b>2/2/07</b>	
<b>2/5/07</b>	
<b>2/7/07</b>	
<b>2/9/07</b>	
<b>2/12/07</b>	

<b>2/14/07</b>	
<b>2/16/07</b>	<b>All-Northwest MENC Conference</b>
<b>2/21/07</b>	
<b>2/23/07</b>	
<b>2/26/07</b>	
<b>2/28/07</b>	
<b>3/1/07</b> <b>3/2/07</b> <b>3/3/07</b>	<b>CWU Bandfest</b> <b>CWU Bandfest</b> <b>CWU Bandfest</b>
<b>3/5/07</b> <b>3/6/07</b>	<b>CWU Orchestra Festival</b> <b>CWU Orchestra Festival</b>
<b>3/7/07</b>	
<b>3/9/07</b>	
<b>3/14/07</b>	<b>Final</b> <b>4pm – 6pm</b>