

Sul Ross State University
Secondary Music Methods-MUS 4215
Spring 2019

Professor: Mary-Elizabeth Thompson, D.M.A.

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Office: FAB 202

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Class Meetings: M/W 11:00 a.m.-12:15 p.m., FAB 200

Office Hours: Mondays and Wednesdays 10:00-11:00 a.m.; Tuesdays 1:30-2:30 p.m.; Fridays by appointment.

Description

This course will survey and put into practice major elements of implementing and maintaining a successful secondary instrumental/orchestral/vocal music program. Topics covered include but are not limited to: pedagogical methods of rehearsing; score study and analysis; age-appropriate method books and repertoire; giving effective feedback; developing assessment tools; creating an instrumental program budget; classroom management and discipline; and state and national standards. Prerequisite: Junior standing and/or consent of the instructor.

Student Learning Outcomes for Music Majors:

SLO 1: All students will demonstrate the ability to integrate appropriate musical expression into performance.

SLO 2: All students will demonstrate the ability to research and prepare appropriate program notes.

SLO 3: All students will demonstrate the ability to evaluate and critique a musical performance.

This course contributes to meeting these cumulative SLOs.

Student Learning Objectives (SLOs)

After completing this course, students should be able to:

- 1) Plan for teaching/rehearsing by self-teaching the score and identifying concepts and issues within a piece of intermediate instrumental music. *(Skills)*
- 2) Rehearse a studied piece in a variety of ways in order to address rehearsal and conducting technique, specific instrument issues, and pedagogical knowledge of how students learn. *(Skills, Attitudes or dispositions)*
- 3) Complete an in-depth analysis of an assigned piece of instrumental music. *(Attitudes or dispositions)*
- 4) Consider identified and researched issues of teacher/conductor effectiveness while evaluating self, peer, and in-field teaching. *(Knowledge, Attitudes or dispositions)*
- 5) Develop appropriate and applicable assessment tools for evaluation of instrumental music progress and achievement. *(Skills, Attitudes or dispositions)*
- 6) Complete an overview study of both instrumental method books and Grade 1-6 pieces of instrumental music. *(Knowledge, Skills, Attitudes or Dispositions)*
- 7) Design a mock budget for a middle or high school instrumental program. *(Knowledge, Skills)*

Major Assignments with Matched SLOs

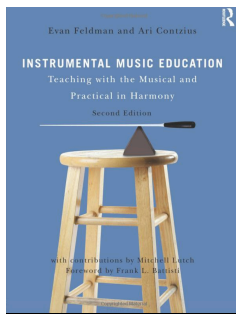
- Each student will develop and execute a lesson plan for three different areas of instrumental instruction. The students will be evaluated on their lessons plan, rehearsal technique, and on written peer and self-evaluations. *(1,2,4,5)*
- Students will be assigned a score study project in which they will complete an in-depth study of a piece of instrumental music. They will also be expected to complete a repertoire project throughout the course of the semester that overviews multiple instrumental pieces of varying grade levels. *(2,3,6)*
- Students will complete a survey of current instrumental method books and will present their findings to their peers in an effort to expose everyone to the maximum number of method books available and to discuss the pros and cons of each. *(1,7)*
- Each student will develop a mock budget for a middle or high school instrumental program. *(7)*

Required Materials

- Textbook
- Blackboard access
- Score for score analysis project (will be assigned by instructor)
- A baton
- Primary or secondary instruments for labs
- Reference materials from other classes (*conducting, string/percussion/woodwind/brass methods, etc.*)
- 3 ring binder with paper for notes
- Pencil, pen, colored pencils/fine-tipped markers, large eraser

Textbook options

- 1. Hard copy: **Instrumental Music Education: Teaching with the Musical and Practical in Harmony, 2nd edition**
Author: Evan Feldman and Ari Contzius
ISBN 978-1138921405
- can be purchased through the SRSU Bookstore, Amazon, Routledge Publishing, or other sites
 - Publishing website: <https://www.routledge.com/Instrumental-Music-Education-Teaching-with-the-Musical-and-Practical-in-Feldman-Contzius-Lutch/p/book/9781138921405>
 - eBook version also available and would be acceptable for your course needs



Class Attendance and Participation

- Absences will be excused for medical emergencies or serious personal conflicts, but **prior approval or documentation is required.**
- Every three tardies of less than 15 minutes equals **one absence.**
- **A tardy of more than 15 minutes will be recorded as one absence.** (I still encourage you to come to class even if you are late. You will be less likely to miss information that way.)
- Please call or email *prior* to the start of class if you are going to be absent or tardy.
- Paying attention, asking relevant questions, giving constructive feedback when called upon will all be considered when determining the class participation grade. **With that in mind; the use of cell phones, pagers, beepers, iPods, iPads and any other personal electronic devices are strictly prohibited by students.** If you are found to be using any of these devices during class, I will take possession of the device for the rest of the class and you will be asked to leave class for the day, counting it as an unexcused absence.
- Given the complexity of the subject material for this class and the necessity it bears on your music education curriculum, you are allotted only **3 unexcused absences for this course. Each unexcused absence after the third will take one letter off of your FINAL grade for the course.**
**Note: this attendance policy will be strictly adhered to with no exceptions for this course. This is possibly the most important class you will take prior to student teaching and attendance is imperative.*

Grading Procedures

Your final grade will be determined by the following formula:

1. Lesson plan for rehearsals: 45 points (15 each rehearsal)
2. Lab rehearsals

- a. Rehearsal: 45 points (15 each rehearsal)
- b. Evaluation, peer and self: 30 points (5 each for peer/self, 10 each rehearsal)
- 3. Homework/Reading Quizzes: 25 points
- 4. TMEA papers: 20 points (10 each)
- 5. Score Project: 80 points
- 6. Method Book Project: 50 points
- 7. Repertoire Project: 60 points
- 8. Budget Project: 65 points
- 9. Course Notebook: 25 points

Grading Point Scale

- A: 385-445 points
- B: 314-384 points
- C: 233-313 points
- D: 142-232 points
- F: 0-141 points

The instructor will provide detailed information and due dates for assignments on a separate handout.

--No late assignments will be accepted without a doctor's note or professor's prior approval.

--Attendance at lab classes (see Course Outline) is mandatory! There is no make-up for a missed lab.

Professional Communication Policy

- All communication with me should be done either in person, by office phone, or through email.
- You are expected to check your email and Blackboard **DAILY** for updates and information for this course.

Students with Disabilities

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu

Tentative Weekly Course Outline (Subject to change)

1. Week of January 21

Syllabus and Introduction, What This Class Is and Is Not; Chapter 12-Rehearsals, Part I-Basic Rehearsal Technique

2. Week of January 28

Chapter 12-Part II-Components of an Effective Rehearsal; Part III-Diagnosis of and Prescription for Common Problems

3. Week of February 4

Chapter 10-Score Study; **No class meeting Wednesday**, *online assignment on Chapter 5-Brief History of Music Education*

4. Week of February 11

***2.12-Lab I—Omar, Warm-ups**

Guest Lecture, Dr. Alegría—Vocal/Choral Pedagogy

No class Wednesday, TMEA-**Attend two sessions relevant to this course at TMEA (see Course Assignments)*

5. Week of February 18

***2.19-Lab II—Omar, Modeling Rehearsal**

Chapter 10 cont...; Finding age-appropriate literature I-Method Books (Chapter 9)

6. Week of February 25

***2.26-Lab III—Omar, Silent Rehearsal**

Chapter 7-Classroom Management and Discipline; Chapter 11-Ensemble Set-Up

7. Week of March 4

Chapter 8-Assessment/Grading; **Skype lecture—Dr. Jordan Kinsey**

8. Week of March 11

Chapter 8 cont...

Method Book Project Presentations

9. Week of March 18

Spring Break, No classes

10. Week of March 25

Score Study Project Part I Due

Finding age-appropriate literature II-Repertoire (Chapter 9)

11. Week of April 1

Chapter 18-Planning a concert; Chapter 21-Budget

12. Week of April 8

***4.9-Lab I—Jonathan and Val, Warm-ups**

Chapter 19-Fundraising, Promotion, Advocacy

13. Week of April 15

***4.16-Lab II—Jonathan and Val, Modeling Rehearsal**

Chapter 14-Intonation; Chapter 16-Motivation

14. Week of April 22

***4.23—Jonathan and Val, Silent Rehearsal**

Chapter 20-Communication; Chapter 17-Recruiting, Organizing, and Starting Ensembles

15. Week of April 29

Mouthpiece Testing; Chapter 22-Copyright

Repertoire Project Due

16. Week of May 6

Chapter 15-Directing Other Ensembles

Ethical considerations and professionalism

Score Study Project Part II Due

17. Tuesday, May 14

Final Exam: 10:15 a.m.-12:15 p.m.

Budget Project Due

Course Notebook Due