

Syllabus for Secondary Music Methods - Spring 2024

MUS 3316
Credit: 3

Place: FAB 200 (Choir Room)
Time: MWF @ 11:00 AM - 11:50 AM

Instructor:

Dr. Andrew Alegría
Office: FAB 200A
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Office Hours:

M/W/F 2:00pm-3:00pm
or by appointment

Course 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.

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 or vocal music. (*Skills*)
2. Rehearse a studied piece in a variety of ways to address rehearsal and conducting techniques, 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 or vocal 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 the 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 or vocal program (*Knowledge, Skills*)

Major Assignments with Matched SLOs

- Each student will develop and execute a lesson plan for three different areas of instrumental or vocal instruction. The students will be evaluated on their lesson plans, rehearsal techniques, and 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 or vocal music. They will also be expected to complete a repertoire project throughout the course of the semester that overviews multiple instrumental and vocal pieces of varying grade levels. (*2,3,6*)
- Instrumental students will complete a survey of current instrumental method books/sight reading books, while vocal students will complete a survey of choral vocal warm-ups/sight singing studies. Everyone will present their findings to their peers in an effort to expose everyone to the maximum number of books available and to discuss the pros of each. (*1,7*)
- Each student will develop a mock budget for a middle or high school instrumental or vocal program. (*7*)

Required Materials

- Blackboard access
- Score for score analysis project (will be assigned by instructor)
- A baton
- 3 ring binder with paper for notes
- Pencil, pen, colored pencils/fine-tipped markers, large eraser

Recommended Textbook

Feldman, Evan and Ari Contzius. *Instrumental Music Education: Teaching with the Musical and Practical in Harmony*. 3rd ed. New York Routledge, 2021.

Neuen, Donald. *Choral Concepts*. Los Angeles: Schirmer, 2002.

Grade Weighting

Grading Categories	Weighting
Lesson Plans and Evaluations	20%
Homework and Participation	20%
Project	50%
Notebook	10%

Class Attendance Policy

Tardy/Late to Class will be determined as the following. Every three tardies will equal one absence. Even if you are more than 10 minutes late, still come to class. If you know you're going to be tardy, send me a message via text.

Excused absences include university activities and sickness. For both categories, an email must be sent to Dr. Alegría by either an SRSU professor, the SRSU university system, or a letter from your physician. Remember, a severe illness is one that needs hospitalization or follow-up visits with a physician. Unless you are contagious, have a fever, or have projectile bodily fluids, make plans to come to rehearsal and sit in the back without singing.

Unexcused absences will be decided by the conductor on a person-by-person basis. Known conflicts should be submitted by email as soon as possible. This includes but is not limited to mental health day, mental health week, forgetting that you have class, hanging out with friends and/or family, car problems, house problems, pet problems, personal illness in which the singer does not plan to see the doctor (e. g. headaches, tummy-aches, toothaches, bowel movement problems, etc...).

Each singer will receive three unexcused absences for the whole semester. (A)

Upon the 4th unexcused absence, you will be dropped one letter grade. (B)

Upon the 5th unexcused absence, you will be dropped another letter grade. (C)

Upon the 6th unexcused absence, you will be dropped another letter grade. (D)

Upon the 7th unexcused absence, you will be dropped another letter grade. (F)

DO NOT schedule doctor's appointments, trips, etc. which conflict with class time. DO NOT take off early for or return late from scheduled college vacations.

Participation

* Paying attention, asking relevant questions, giving constructive feedback when called upon will all be considered when determining the class participation grade.

* You are responsible for notes, handouts, and all assignments from missed classes. Dr. Alegría will not repeat classes nor provide his lecture notes.

American with Disability Act

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

COURSE CALENDAR

Week 1

Wed., Jan. 17 - Syllabus and Introduction

Fri., Jan. 19 - Basic Rehearsal Technique
Homework: Biography and Résumé

Week 2

Mon., Jan. 22 - Basic Rehearsal Technique
Due: Biography and Résumé

Wed., Jan. 24 - Components of an Effective Rehearsal

Fri., Feb. 02 - Components of an Effective Rehearsal
Homework: Philosophy of Music Education
TMEA Assignment

Week 3

Mon., Feb. 05 - Diagnosis of and Prescription for Common Problems

Homework: Repertoire Project and Band Method/Choral Warm-up Books

Wed. Feb. 07 - No class, TMEA-**Attend two sessions relevant to this course at TMEA (see Course Assignments)*

Fri. Feb. 09 - No class, TMEA-**Attend two sessions relevant to this course at TMEA (see Course Assignments)*

Week 4

Mon., Feb. 12 - Score Study

Due: Philosophy of Music Education

Wed., Feb. 14 - Score Study

Homework: Program Notes and Score Study Project

Fri., Feb. 16 - No Class

Week 5

Mon., Feb. 19 - Score Study
Due: TMEA Assignment

Wed., Feb. 21 - Repertoire
Due: Program Notes

Fri., Feb. 23 - Repertoire
(Music Major for the Day)

Week 6

Mon., Feb. 26 - Large Ensemble Set-Up
Due: Score Study Project

Wed., Feb. 28 - Large Ensemble Set-Up
Homework: Band Seating Cart

Fri., Mar. 01 - No Class

Week 7

Mon., Mar. 04 - Classroom Management
Due: Band Seating Cart

Wed., Mar. 06 - Classroom Management

Fri., Mar. 08 - Classroom Management
Due: Repertoire Project and Band Method/Choral Warm-up Books

Week 8 - Spring Break

Week 9

Mon., Mar. 18 - Curriculum, Assessment, and Grading
Homework: Lesson Plan I Assignment

Wed., Mar. 20 - Curriculum, Assessment, and Grading

Fri., Mar. 22 - Curriculum, Assessment, and Grading

Week 10

Mon., Mar. 25 - Recruiting, Organizing, and Starting Ensembles
Due: Lesson Plan I Assignment
Homework: Lesson Plan II Assignment

Wed., Mar. 27 - Recruiting, Organizing, and Starting Ensembles

Fri., Mar. 29 - Recruiting, Organizing, and Starting Ensembles

Week 11

Mon., Apr. 01 - Sound-to-Symbol in the Beginning Instrumental Classroom
Due: Lesson Plan II Assignment
Homework: Lesson Plan III Assignment

Wed., Apr. 03 - Sound-to-Symbol in the Beginning Instrumental Classroom

Fri., Apr. 05 - Planning and Managing a Concert/Concert Etiquette

Week 12

Mon., Apr. 08 - Planning and Managing a Concert/Concert Etiquette

Due: Lesson Plan III Assignment

Wed., Apr. 10 - Fundraising, Promotion, Advocacy

Fri., Apr. 12 - Fundraising, Promotion, Advocacy

Week 13

Mon., Apr. 15 - The Music Budget

Homework: Budget Project

Wed., Apr. 17 - The Music Budget

Fri., Apr. 19 - The Music Budget

Due: Self and Peer Evaluations of both Modeling and Silent

Week 14

Mon., Apr. 22 - Copyrights

Wed., Apr. 24 - Copyrights

Fri., Apr. 26 - The Job Search and Interview

Week 15

Mon., Apr. 29 - The Job Search and Interview

Wed., May 01 - Review for Final Exam

Due: Notebook with Budget Project

Final Exam

Tues. May 07

10:15 AM - 12:15 AM

Room: FAB 200