

Cover Sheet: Request 13401

MUE 4422 Teaching Instrumental Music

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	William Bauer wbauer@ufl.edu
Created	12/11/2018 6:22:26 PM
Updated	3/11/2019 1:25:35 PM
Description of request	Name change; credit hour change.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Music 011303000	Kevin Orr		12/13/2018
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		1/18/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to February agenda.	2/13/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/13/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 13401

Info

Request: MUE 4422 Teaching Instrumental Music
Description of request: Name change; credit hour change.
Submitter: William Bauer wbauer@ufl.edu
Created: 12/11/2018 6:11:22 PM
Form version: 1

Responses

Current Prefix MUE
Course Level 4
Number 422
Lab Code None
Course Title Materials and Methods of Teaching Winds and Percussion
Effective Term Fall
Effective Year 2019
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes
Current Course Title Materials and Methods of Teaching Winds and Percussion
Proposed Course Title Teaching Instrumental Music
Change Transcript Title? Yes
Current Transcript Title Matls/Meth Tch Wind
Proposed Transcript Title (21 char. max) Teach Instr Music
Change Credit Hours? Yes
Current Credit Hours 2
Proposed Credit Hours 3
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 3
Change Course Description? Yes
Current Course Description Presents topics of special importance to teachers of music in the schools.
Proposed Course Description (50 words max) Develop musical and pedagogical knowledge, skills, and dispositions essential for teaching elementary, middle school, and high school instrumental music. Field work in schools.

Change Prerequisites? No

Change Co-requisites? No

Rationale The name change is to provide a more contemporary title that better reflects the nature and content of the course. The addition of 1 credit hour will be used to add applied, field-based experiences in area schools.

SYLLABUS

University of Florida | School of Music

MUE 4422 - Teaching Instrumental Music

3 Credit Hours

Class Meeting Times: TBD

Music Building, Room TBD

Semester, Year

Instructor

Office: Phone:

Email:

Office hours:

Course Description

Develop musical and pedagogical knowledge, skills, and dispositions essential for teaching elementary, middle school, and high school instrumental music. Field work in schools.

Course Objectives

Throughout this course students will practice, perform, read, discuss, and teach in individual and group settings in order to achieve the following objectives:

1. Discuss effective techniques for recruiting and retaining instrumental music students.
2. Demonstrate an understanding of ranges and transpositions for wind, strings, and percussion instruments.
3. Develop an awareness of instructional materials and the ability to select materials to match students' musicianship and established curricula and standards.
4. Analyze individual parts and full scores for aural, technical, rhythmic, harmonic, ensemble, and expressive content and to create materials and apply instructional approaches to help students understand the content and master the challenges.
5. Employ sound pedagogical techniques for developing the **aural and technical skills** of beginning, intermediate, and accomplished instrumentalists.
6. Employ sound pedagogical techniques for developing the ability of beginning, intermediate, and accomplished instrumentalists to **read music notation** with accuracy, fluency, and understanding.

7. Employ sound pedagogical techniques for developing the ability of beginning, intermediate, and accomplished instrumentalists to perform with **musical expression**.
8. Employ research-based approaches for cultivating **creative thinking** in music through composition and improvisation.
9. **Differentiate** content, instruction, and assessments to enable students with diverse interests, aptitudes, and experience to engage in learning and demonstrate their musical accomplishments.
10. Create lesson plans for instrumental music instruction.
11. Design, implement, and interpret effective assessments of musical achievement and provide feedback to help students achieve musical objectives.
12. Exhibit growth in teaching skills by completing field and in-class teaching experiences.

Required Textbook

Feldman, E. and Contzius, A. (2015). *Instrumental music education: Teaching with the musical and practical in harmony (2nd Ed.)*. New York: Routledge.

Supplemental Resources

The following is a list of recommended additional resources that address many aspects of instrumental music performance and pedagogy. Required readings for this course from sources other than the Feldman and Contzius text will be available on Canvas.

Conway, C. (Ed.). (2014). *Musicianship-focused curriculum and assessment*. Chicago, IL: GIA.

Ely, M. C., & Van Deuren, A. E. (2009). *Wind talk for brass*. New York, NY: Oxford.

Ely, M. C., & Van Deuren, A. E. (2009). *Wind talk for woodwinds*. New York, NY: Oxford.

Garofalo, R. (1976). *Blueprint for band*. Ft. Lauderdale, FL: Meredith.

Garofalo, R. (1996). *Improving intonation in band and orchestra performance*. Ft. Lauderdale, FL: Meredith.

Haugland, S. L. (2013). *Crowd control (2nd ed.)*. Lanham, MD: Rowan and Littlefield.

Hoffman, R. (2009). *The rhythm book (2nd ed.)*. Franklin, TN: Harpeth River.

- Kohut, D. L. (1973). *Instrumental music pedagogy: Teaching techniques for school band and orchestra directors*. Englewood Cliffs, NJ: Prentice-Hall.
- Lisk, E. (2010). *The musical mind of the creative director*. Galesville, MD: Meredith.
- McBeth, W. F. (1972). *Effective performance of band music*. San Antonio, TX: Southern.
- Miles, R., & Dvorak, T. (Eds.). (2001). *Teaching music through performance in beginning band: Grade 1*. Chicago: GIA.
- Miles, R. (Ed.). (2008). *Teaching music through performance in beginning band, vol. 2*. Chicago: GIA.
- Millican, S. I. (2012). *Starting out right*. Lanham, MD: Scarecrow Press.
- Rush, S., Scott, J., & Wilkinson, E. (2014). *Habits of successful middle school band director*. Chicago: GIA.
- Schleuter, S. L. (1997). *A sound approach to teaching instrumentalists (2nd ed.)*. Belmont, CA: Schirmer.
- Stith, G. (2011). *Score and rehearsal preparation: A realistic approach for instrumental conductors*. Galesville, MD: Meredith.
- Sweet, B. (2016). *Growing musicians: Teaching music in middle school & beyond*. New York, NY: Oxford University Press.
- Thurmond, J. M. (1982). *Note grouping: A method for achieving expression and style in musical performance*. Galesville, MD: Meredith.
- Walters, D. (2010). *A concise guide to assessing skill and knowledge with music achievement as a model*. Chicago, IL: GIA.
- Wiggins, G., & McTighe, J. (2006). *Understanding by design (2nd ed.)*. Upper Saddle River, NJ: Pearson.
- Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.

Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Assignment Completion and Submission

Completing work thoroughly and on time is another fundamental aspect of professionalism essential to success as a student or teacher. Assignments are due on the announced due date. Late work will not be accepted without the prior approval of the instructor. Since students do not master skills at the same pace, students are encouraged to ask for additional time, help, and modifications as needed to complete playing assignments. Please make arrangements with the instructor if you experience extenuating circumstances that you feel necessitate any modification to an assignment or due date. Due dates published in this syllabus are subject to change based on the progress of the class.

Communication

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to an instructor during the week (M-F), you can expect a reply within 24 hours (barring extenuating circumstances). We will reply on weekends as we are able.

Students Requiring Accommodations

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 accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Additional Support

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Evaluation

Your feedback is essential to assuring that this course prepares you for the rigors of the music teaching profession and provides the support you need to thrive. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Class Demeanor

This class involves continuous active participation. You will be too busy listening, singing, moving, thinking, and playing to eat breakfast, drink coffee, or consult your phone. As professionals, we will be open to and respectful of diverse opinions expressed by students and instructors.

Digital Device Policy

Laptops and tablets may be used for taking notes during lectures at the discretion of the professor and teaching assistant. Cell phones must be silenced and put away in a pocket or bag during class. Students using digital devices for purposes unrelated to the class will lose the opportunity to use devices during class.

University Honor Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

Assessment

Assignment	Percent of Grade
Online Reading Quizzes	10%
Reading Reflections	10%
Transposition Worksheets	3%
Tonal Pattern Delivery	5%
Rote Song Peer Teaching	5%
Method Book Analysis	5%
Sectl. Lead Sheet Sketch	3%
Sectional Lead Sheet	5%
Sect. Lesson Plan Sketch	3%
Sectional Lesson Plan	5%
Sectional Peer Teaching	5%
Fieldwork	15%
Full Ens. Lead Sheet Sketch	3%
Full Band Lead Sheet	5%
Full Ens. Lesson Plan Sketch	3%
Full Band Lesson Plan	5%
Full Band Teaching Final	5%
Digital Binder	5%

Grading Scale

98-100	A+	73-76	C
93-97	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	0-59	F
77-79	C+		

Additional information on grades and grading policies is available here:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Calendar

	Topic
week 1	Sound-to-Symbol Immersion <ul style="list-style-type: none"> • tonic/dominant tonal patterns • building block rhythms • Lightly Row with bass & harmony
week 2	Principles of Sound-to-Symbol Pedagogy <ul style="list-style-type: none"> • rote song demo: He's Got the Whole World • sound-to-symbol discussion
week 3	Recruiting and Teaching Rote Songs <ul style="list-style-type: none"> • students lead tonal patterns • learn Saints, Jingle Bells, This Old Man • recruiting discussion
week 4	Introducing Notation <ul style="list-style-type: none"> • rote song peer teaching • introducing notation and rehearsing notation presentation • classroom management and assessment discussion
week 5	Evaluating Method Books & Musical Creativity in the Elementary Instrumental Classroom <ul style="list-style-type: none"> • evaluating materials presentation • improvisation and composition demonstration • begin fieldwork
week 6	Building Fundamentals: Tone, Blend, & Balance <ul style="list-style-type: none"> • building tone, blend, & balance presentation • using pitch ladders, chromatic circle, and moving chords by half steps demonstration
week 7	Building Fundamentals: Intonation <ul style="list-style-type: none"> • building intonation in stages demonstration • designing a sectional lead sheet presentation
week 8	Building Fundamentals: Technique <ul style="list-style-type: none"> • pitch ladder demonstration – “bent” scales, extended scales, differentiated thirds, tonic & dominant arpeggios • designing a sectional lesson plan
week 9	Building Fundamentals: Rhythmic Precision, Independence, & Alignment <ul style="list-style-type: none"> • rhythmic precision presentation & demonstration
week 10	Rehearsal Techniques <ul style="list-style-type: none"> • rehearsal technique demonstration

week 11	Creativity in Large Ensembles <ul style="list-style-type: none"> • composition (Marche Diabolique) • improvisation (Groovee) demonstration
week 12	Designing a Full Band Lead Sheet <ul style="list-style-type: none"> • peer teaching using rehearsal techniques • complete Lead Sheet Construction worksheet in class • conclude fieldwork
week 13	Rehearsal Planning <ul style="list-style-type: none"> • lesson planning presentation • begin lesson plan in class
week 14	Assessing Musical Achievement <ul style="list-style-type: none"> • fundamentals of assessment presentation • fieldwork discussion
week 15	Student Engagement, Self-Regulation, & Classroom Management <ul style="list-style-type: none"> • student engagement & self-regulation presentation • discussion of engagement challenges in fieldwork • student teaching preparation
date TBA	Final Exam <ul style="list-style-type: none"> • lead sheet and repertoire excerpt peer teaching