



TM

**MOREHEAD STATE
UNIVERSITY**
DEPARTMENT OF MUSIC, THEATRE AND DANCE

COURSE SYLLABUS
INSTRUMENTAL MATERIALS AND METHODS
MUSE 376 001
FALL SEMESTER, 2017



INSTRUMENTAL MATERIALS AND METHODS

MUSE376001

Fall Semester, 2017

Instructor: Prof. DuWayne Dale, dcdale@moreheadstate.edu
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Office Hours: M/W 1pm-3pm, T/TH 9am-11am, others by appointment

Class Meeting Time: T/TH 12:30pm-1:45 pm, Baird203 (3 credit hours)

Catalog Description: Instructional procedures and materials used in instrumental teaching from the elementary grades through high school. Prerequisite: MUSE 207.

Course Description: This course is designed to provide the student with a thorough basis in the techniques of teaching and administrating elementary, middle school/junior high, and high school instrumental music programs. Course topics include school music program organization and instructional planning, rehearsal strategies (learning climates), characteristics of effective teachers (managing instruction), assessment of the instrumental music student, diversity, self-assessment of peer teaching experiences, group projects (collaborates with others), and attending conventions/workshops. Budgeting, concert and competition preparation, fundraising, scheduling, student handbooks, booster organizations, and travel issues will be addressed. In addition, this course will provide information concerning classroom management, comprehensive musicianship, method book evaluation, selection of music, and public relations. The course will address the use of the Internet as a resource, computer programs designed to ease administrative duties, software, and email as a means of networking. Today's diverse society provides ample opportunities for students to explore diversity within their environment. Students will be taught to incorporate ideas into their teaching philosophies that reflect our diversity. Inclusion is an integral component of all classrooms therefore strategies for inclusion are embedded in each course topic. The objectives for this course include relevant components from the Kentucky Teacher Standards (KTS), Kentucky Education Reform Act (KERA), Education Professional Standards Board (EPSB), the Council for the Accreditation of Educator Preparation (CAEP), National Association of Schools of Music (NASM) and MSU's Conceptual Framework (CF). (See Appendix 1)

Field Experience: 60 HOURS REQUIRED (up to 100 accepted).

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia-preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.



Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty - first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision - making and to demonstrate account ability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school - based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's):

Student learner outcomes will be demonstrated through individual assignments, field experience, written essays, and quizzes/examinations. As a result of instruction and course assignments, students will be able to:

- 1) Write a personal philosophy of instrumental music education that includes an overview of a well designed and balanced instrumental music program.
- 2) Identify characteristics of effective instrumental music teachers.
- 3) Demonstrate appropriate instructional planning that supports the development of comprehensive musicianship.
- 4) List appropriate and relevant examples of concert band/orchestra repertoire and establish guidelines for effective concert programming.
- 5) Identify and plan instruction for all students including those with learning disabilities, ADHD, intellectual disabilities, emotional and behavioral disabilities, autism spectrum disorders, communication disorders, sensory impairments, multiple disabilities, physical disabilities, health impairments, and diverse populations.
- 6) Understand, interpret, and plan instruction for students with Individualized Educational Programs (IEP) or 504 Plans.
- 7) Identify and apply strategies that promote effective classroom management while addressing the needs of a diverse student population and exceptional learners.
- 8) Develop lesson plans in the KTIP format that reflect appropriate rehearsal strategies for instrumental ensembles and address ensemble tuning, warm-up routines, and the diagnosis, prescription, and evaluation of performance problems. The use of appropriate technologies is expected.
- 9) Identify resource materials that support the development of high-quality instrumental music programs (CD's, DVD's, software programs, Internet, teleconferencing, computer software, etc.).
- 10) Develop strategies that address an effective approach to public relations.
- 11) Develop appropriate procedures for travel with a student ensemble.
- 12) Develop a grading philosophy and grading policy.
- 13) Develop an attitude which values lifelong learning in the areas of instrumental technique, instrumental methods, conducting, and instrumental literature.
- 14) Identify and understand copyright laws that apply to the technology of composing, arranging, and reproduction of music in and for the music classroom/ensembles.
- 15) Develop a budget for the instrumental music program.



Texts/References and Other Requirements:

- Cooper, L. (2004). *Teaching Band and orchestra*. Chicago, IL: GIA Publications. (required)
- Pearson, B. & Nowlin, R. (2011). *Teaching Band with excellence*. San Diego:Kjos Music Co. (required)
- NAfME student membership (required)
- Organizational materials (required)

Course Evaluation:

The students' course evaluation will be determined by in-class and out-of-class assignments, to include: lesson plans/reflections, written assignments, quizzes, exams, handbook, portfolio, and journal. The course evaluation is based upon points. The points will be added and the grading scale follows the tables. All assignments are to be turned in on time and typed, using Times New Roman (12 font) on coursework. Other formatting expectations specific to each assignment will be explained at the time assigned. Explanation of assignments and their point values are explained in the two tables provided in the syllabus.

CAEP/ EPSB Accreditation Alignment of SLO's and CFO's:

Aligned with	Kentucky Teacher Standards (KTS)	Education Professional Standards Board (EPSB)/ NCATE	National Standards of Music Education (NASM)	CAEP
Field Experience CFO: 1-5 SLO: 2-10, 13	1-10	Diversity, assessment, literacy, achievement gap	3-9	1, 2
Handbook Assignment CFO: 1-4 SLO: 2, 3, 4, 7, 8, 9, 10, 11, 12, 13	1-5, 7, 9	Diversity, assessment, literacy, achievement gap	3-9	1
Portfolio/Notebook CFO: 1-5 SLO: 1-14	1-9	Diversity, assessment, literacy, achievement gap	7-9	1
Budget Assignment CFO: 1-5 SLO: 1-14	1-9	Diversity, assessment, literacy, achievement gap	7-9	1
Written Assignments/Peer Teaching CFO: 1 SLO: 1-14	1-10	Diversity, assessment, literacy, achievement gap	6-9	1
Philosophy Paper CFO: 1-4 SLO: 1-13	1-10	Diversity, assessment, literacy, achievement gap	3-9	1
Mid-Term Exam CFO: 1, 2, 4 SLO: 1-14	1-9	N/A	6-9	1
Final Exam CFO: 1, 2, 4 SLO: 1-14	1-10	N/A	6-9	1

Assignment Descriptions:

INSTRUMENTAL MATERIALS AND METHODS MUSE376	
Assignment	Description
Field Experience & Reflection (290 points)	Students will earn a minimum of 60 hours of field experience <i>during the semester</i> . This will include twenty (20) hours of small group teaching at RCMS/RCHS. Six (6) hours of field experience will be earned through special education experiences. Ten (10) hours of observation/interaction at Tri-State Middle School Clinic with a diverse population. NAFME Fall Conference six (6) hours or 6 hours of additional instrumental music classroom field experience are required. Eighteen (18) hours may be obtained through an approved university sponsored educational activity involving K-12 instrumental music students or out-of-county field experiences, but <u>pre-approval is required</u> . Each experience has a reflection component. All FE hours must be reported using the required format. Signatures for each hour must be obtained from the supervising educator. A FINAL Field Experience Video Project is required. (See Appendix 3) Half of the FE hours (30 hours) must be completed by Friday, October 13th. ALL field experience hours (60 hours), the required reflections, and signature sheets, must be completed and turned in no later than December 1. Failure to complete field experience hours will result in failure of this course.
Handbook (100 points)	Students will create a high school band/orchestra handbook that encompasses all aspects of maintaining a successful band/orchestra program including classroom management, grading policy, rehearsal strategies, parent organizations, travel, and other pertinent topics.
Exceptional Children and Classroom Management (minimum 50 points)	The addition of <i>inclusion</i> issues in this course will enhance the teaching of exceptional children. Assigned readings / class discussion / essays.
Philosophy of Music Education (50 points)	Students will revise their philosophy of music education.
Portfolio/Notebook (100 points)	Students will keep a class notebook with tabs on subject areas; class notes and all assignments will be contained therein. Notebooks will be typed/word processed and presented for grading at the end of the semester.
Reading and Written Assignments (minimum 100 points)	Students will read assignments in the text and supplementary materials including professional journals. Each reading assignment will be accompanied by a written component designed to enhance understanding of the topic. Due as assigned.
Quizzes (minimum 50 points)	The student will be prepared to take content quizzes in class that demonstrates skill on concepts taught or understanding of a reading assignment.
Scheduling Project (50 points)	The student will design a music schedule that includes multiple levels of band, orchestra, chorus, and additional music offerings for an entire school curriculum.
Budget Project (50 points)	The student will design an annual operating budget for a high school instrumental music department. Specific bids, prices, internal operating funds, and parent booster funds will be included.
Listening Log (50 points)	The student will listen to and be able to identify specific pieces of literature as assigned by the instructor.
Final Exam (50 points)	The final exam will apply to course lectures, text materials, and professional development activities including field experience.



Attendance Policy (UAR 131.02):

The university regards student participation in class as essential to the learning process. Regular classroom attendance is therefore **required** of all students with the exception of participation in university-sanctioned activities. See UAR 131.02 for University policy on University Excuses (on Blackboard). **The final letter grade will be lowered by one letter grade for every two unexcused absences.** The instructor is not required to give make-up exams or accept work missed as a result of an unexcused absence. **Assignments will not be accepted after the due date (2:00 pm) and no points (0) will be given for assignments/Field Experience not received by the due date. Do not email assignments.**

Grading Description:

Students' progress in the course will be assessed through a point system. **All assignments are to be computer generated or typed** (unless otherwise noted) and will be assessed based on content and the grammatical presentation. Today's teacher must be able to effectively communicate ideas through verbal and written means. Therefore students will be given ample opportunity to develop these skills through classroom discussions, presentations, and written assignments.

Grading Scale:

A	=	841-940 points	(90-100%)
B	=	747-840 points	(80-90%)
C	=	653-746 points	(70-79%)
D	=	559-652 points	(60-69%)
E	=	0-559 points	(0-59%)

Note - point totals include rounding; points may vary if course assignments are adjusted

Assignments/Course Outline and Topics:

1. Assignment: Field Experience (Level III, 60 hours required) must be completed in combinations of the following areas: twenty (20) hours of tutoring: working with individual/small/large groups in a Rowan County MS/HS band class (The final FE hour will be videotaped and will include a lesson plan); six (6) hours of special education classroom observation in a special education classroom. Ten (10) hours of observation Tri-State Middle School Honor Band to observe diversity in an instrumental music setting. **A written reflection of each hour is due within one week following the FE hour or the hour will not be accepted. Total FE points = 290:**
 - 20 written reflections of ms/hs instrumental music teaching (100 pts)
 - 6 written reflections of observations for special education experiences (30 pts)
 - 6 written reflections of professional development clinics - NAFME Fall Conference (30 pts)
 - 1 written reflection of 5 hours of Tri-State Middle School Clinic (10 pts)
 - Additional reflections for the remaining 18 hours (90 pts)
 - 1 video taped lesson - 10 minutes in length (20 pts)
 - 1 lesson plan (10 pts)
2. Class Assignments/Quizzes/Participation: (minimum 150 points) class participation, lesson plans, readings/questions, e-mail assignments, etc. Readings will be selected from all required texts.
3. Assignment: Band/Orchestra Handbook (100 points)
Create a band/orchestra handbook. Follow the outline provided in class and refer to additional sources for other ideas.



Assignments/Course Outline and Topics (continued):

4. Assignment: Notebook (100 points)
5. Assignment: Attend NAFME Fall Conference. Go to a six (6) clinics/concerts, and turn in a summary of the presented material from each clinic or a concert review of each performance. Counts as 6 Field Experience hours. (30 pts as part of the 290 total FE points)
-OR-
Additional six (6) hours of Field Experience in an out-of-county setting; (30 pts as part of the 290 FE)
6. Philosophy of Music Education (50 points)
7. Budget project (50 points)
8. Listening log (50 points)
9. Scheduling project (50 points)
10. Readings / class discussion / essays regarding Exceptional Children (50 points)
11. Final Examination (50 points)

Classroom Environment:

Illegal: firearms or any other weapons, alcohol, illegal drugs, and drug related items
Food, drinks other than water, tobacco products, and spit-cups are not permitted. Mobile devices must be placed on “silent” and stowed. Behavior that disrupts the learning environment is strictly forbidden.

Academic Honesty:

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one’s own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

ADA Statement:

Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability

Campus Safety:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency

Course Topics/Assignments:

Due to the limited amount of class time and the extent of the material to be addressed in this class, the student is required to read all handouts and to include these materials in the final notebook. It is understood that the information presented in these handouts may not be discussed in class, however any questions about the additional materials are always welcome. The professor reserves the right to make changes in this course schedule pending unforeseen circumstances and student needs.



Appendix 1

Kentucky Teacher Standards:

MUSE 376 integrates the Kentucky Teacher Standards as adopted by the Kentucky Education Professional Standards Board. The course requirements, assignments, and learning outcomes address these standards to varying degrees as they are relevant to the objectives of this class.

Standard I: Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard II: Designs/Plans Instruction

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard III: Creates/Maintains Learning Climates

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IV: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard V: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard VI: Demonstrates Implementation of Technology

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community, and conduct research.

Standard VII: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Standard VIII: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IX: Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Standard X: Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

Conceptual Framework:

Morehead State University is dedicated to preparing teachers to function in classrooms at high levels, this course embeds the College of Education's theme, "Community Engagement: A Light to and from the Mountains" while it continues embrace the "Educator as Architect." Students enrolled in MUSE 376 will explore the historical and philosophical foundations of music education in America and their influences on current practices and influences in our schools. This fundamental knowledge provides the background necessary for the development of a personal philosophy of music education and provides a contextual basis for the advocacy of music in the schools. "Future educators are challenged to think critically about their reasons for entering the profession and to reflect on their experiences as classroom observers in light of their newly developing knowledge, personal beliefs, and career expectations." (MSU Conceptual Framework 2008)



EPSB (Education Professional Standards Board) Themes:

1. Diversity - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition, Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2000 ed.). Candidates have multiple curricular experiences from a variety of sources that give candidates a breadth of content and pedagogical knowledge relative to working with all students.
2. Assessment - Experiences that ensure the candidates develop skills to assess student learning.
3. Literacy/Reading - Experiences that ensure the ability to recognize and appropriately respond to the reading needs of all students.
4. Closing the Achievement Gap - Experiences that ensure candidates develop strategies for closing the gap.

CAEP (Council for Accreditation of Educator Preparation) <http://caepnet.org/standards/standards/> :

Professional accreditation of teacher education programs provides valuable information to those seeking to enroll in education programs and to those who hire graduates of teacher education programs. Morehead State University's Teacher Education Program is accredited by CAEP. MUSE 376 addresses CAEP Standards as students are introduced to vital information concerning American Music Education in the schools and participate in Field Experiences. Students will discuss and reflect on issues surrounding the implications and significance of working with a diverse population.

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

NASM (National Association of Schools of Music):

The accrediting body for Schools of Music is NASM. In conjunction with the standards held by NCATE, MSU's Department of Music is committed to the education of those students who seek to teach. NASM competencies are reflected in the objectives of MUSE 376.

Excerpt from the 2016-2017 NASM Handbook:

The prospective music teacher should have:

1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.



NASM Competencies:

Music Competencies. The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements.

1. **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
2. **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
3. **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
4. **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Specialization Competencies. Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

1. **Instrumental Music.** Listed below are essential competencies and experiences for the instrumental music teaching specialization:
 - a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
 - c. Experiences in solo instrumental performance and in ensembles. Ensembles should be varied both in size and nature.
 - d. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.
2. **Music: All Levels, All Specializations.** Listed below are essential competencies and experiences for programs whose published purpose is to prepare teachers in all or several areas (e.g. general, vocal/choral, instrumental, other). To fulfill this purpose consistent with this and other applicable standards, all of the specialization areas chosen are included in some manner in the curriculum as a whole. Specific forms of inclusion, proportions, and assignments are the responsibility of the institution.
 - a. Knowledge and skills sufficient to teach beginning students on instruments and/or voice as appropriate to the chosen areas of specialization.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
 - c. Experiences in solo vocal or instrumental performance.
 - d. Experiences in ensembles. Ensembles should be varied both in size and nature.
 - e. The ability to lead performance-based instruction in a variety of settings.
 - f. Laboratory experience in teaching beginning students in a variety of specializations.



NASM Competencies (continued):

3. Specific Music Fields or Combinations. Listed below are essential competencies and experiences for music teaching specialization(s) focused on either one or a combination of areas such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, music in multimedia, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations:
 - a. Knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively.
 - b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization.
 - c. In-depth experiences with the creative and/or performance and/or scholarly aspects of the selected area of specialization as required by the nature and content of that specialization.
 - d. The ability to use instruments, equipment, and technologies associated with the area(s) of specialization.
 - e. Laboratory experience in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.

Teaching Competencies. The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education. Essential competencies are:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.



Appendix 2

Topics for discussion (not exhaustive):

- Syllabus
- Course introduction
- Inclusion (embedded throughout)
- Writing lesson plans
 - Writing band/orchestra rehearsal lessons plans
 - Warm-up/review
 - Rhythm
 - Breathing
 - Tone
 - The assignment
 - New material
 - Review of the class
 - Practice assignment/test assignment
- Beginning band/orchestra
 - Introducing the instruments
 - Determining student/instrument compatibility
 - Physical concerns
 - Intellectual concerns
 - Personality considerations
 - Obtaining a balanced instrumentation
 - Teaching music fundamentals (e.g., breathing, note names, rhythm, clefs, etc.)
 - Selecting quality literature for young band/orchestra
- The middle school and high school band and orchestra
 - Selecting literature
 - Seating charts
 - Rehearsal techniques
 - Warm-up/scale methods
 - Programming a concert
 - Concert attire and etiquette
- Developing a rehearsal strategy
- Budget
- Fund raising
 - Reputable companies
 - Profits
 - Procedures for various fund raisers
 - Bookkeeping
- Music library
- Classroom management/discipline
 - School discipline codes
 - What your principal will expect
 - Suggested procedures for maintaining classroom discipline
 - Teaching exceptional learners
 - Understanding diverse learners in the music classroom
- Band/orchestra director's responsibilities
 - Organization
 - Software tools
 - Paperwork



- _____ Attitude/leadership
- _____ Scheduling models
- _____ Assessment and grading policies for school band and orchestra
- _____ Communication and public relations
 - _____ Dealing with parents
 - _____ How to enjoy a parent conference
 - _____ Progress reports
 - _____ Remember to contact about positive student behaviors
 - _____ communicate
- _____ Boosters
- _____ Travel
 - _____ Why travel? Trip or competition?
 - _____ Reputable companies
 - _____ Where to go
 - _____ Planning the trip (e.g., medical forms, insurance, etc.)
 - _____ Rules/regulations
 - _____ Itinerary
- _____ Overview of the history of band/orchestra associations
- _____ Technology



Appendix 3
Grade Sheet for Final Field Experience Video Project

Name: _____

Grade sheet for lesson plan and video. (30 pts).

Lesson Plan (_____ /10pts)

- _____ Includes date, time, number of students, etc. (1)
- _____ SLO included (2)
- _____ Materials listed (1)
- _____ Procedure is clearly stated and falls in a logical order (3)
- _____ Includes assessment (2)
- _____ Includes reflection (1)

Video (_____ /20pts)

- _____ Student is dressed in a professional manner (1)
- _____ Instructions are clear and articulate, stated with correct grammar (3)
- _____ Content knowledge (appropriate and accurate) (10)
- _____ Classroom management (2)
- _____ Interaction with students is professional and appropriate (1)
- _____ Pacing of lesson is appropriate for the situation (1)
- _____ Student is enthusiastic and motivating (2)

Comments: _____

Grade: _____ /30



Additional information:

- As part of our coursework, we make every effort to have candidates work with students from diverse populations including those from different cultures/ethnic groups, socioeconomic groups, English language learners, students with disabilities, and across all grade levels. When students visit local schools, they document this information on both field experience forms and post-field experience observations. Despite these efforts, some observations may not include students from the categories above simply because of the location, size, and cultural make-up of the area. Please visit the link to the Rowan County, KY census for more information about the limitations we encounter. (<https://www.census.gov/quickfacts/fact/table/rowancountykentucky/PST045217#viewtop>)
- In this course, students are required to complete 50 field experience hours in specific categories that include students with special needs
- A Youth Resource Center observation is required
- Students must participate in professional development activities
- Students are required to complete classroom music observation and teaching and engage in both private and small group music instruction.
- To meet the “professional learning community” requirement, students attend director sessions offered at Band Clinic and the District 8 KMEA meetings
- To ensure all field experience hours are completed, we have established relationships with music teachers at all levels in Rowan and other surrounding counties and our roles are pivotal in setting up these experiences. Students document every experience, which requires a written reflection and a formal log of the experience, which includes the signature of the teacher or other supervising professional. These hours are logged into Folio 180 and the paper documents are scanned and then housed in the Morehead State University education department. Each faculty member calculates the required hours for each student, as assigned in each course. Then, these hours are documented by assessment administrators in the education department. The music education faculty and the assessment administrators communicate regularly to make sure that music teacher candidates stay on task



SIGN UP FOR MUSE 376 REMIND TEXTS:

Text: @instmm

To: 81010





**MOREHEAD STATE
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DEPARTMENT OF MUSIC, THEATRE AND DANCE