

**The University of Akron**  
College of Fine and Applied Arts  
School of Music  
**Instrumental Methods**  
**7500:442:001 7500:675:002**  
Fall 2007 2 Semester Hours  
T TH 8:50 – 9:40 AM  
Room 09 Guzzetta Hall  
Dr. Laurie Lafferty, Instructor  
Phone: 330.972.5761 Email: [laffert@uakron.edu](mailto:laffert@uakron.edu)  
Office (Room 372)  
<http://gozips.uakron.edu/~laffert/>

## Syllabus

### Course Description & Rationale

This course is designed as a “how to” class for music education majors in preparation for teaching instrumental music. Emphasis will be placed on developing an understanding of the various aspects of a successful instrumental music program at all grade levels. Through reading, projects, and class discussion students will be given the opportunity to develop the organizational and critical thinking skills necessary to be effective instrumental music teachers.

As in any profession, the ability to work within the parameters of that profession is a critical factor in determining one’s effectiveness. Therefore, students will be expected to demonstrate certain “non teaching” skills necessary for success in the public schools: (1) punctuality; i.e., being on time and prepared for class; (2) a professional demeanor during student observations, peer teaching, and class discussions; (3) the ability to organize materials and personal/professional schedules and (4) initiative.

### Course Objectives

Students will

1. Develop strategies to establish and maintain an effective instrumental music program;
2. Develop strategies for establishing and maintaining good classroom management;
3. Develop the ability to write lesson plans;
4. Develop assessment tools for both large group and small group performance.
5. Continue in the development of a working philosophy of music education and the ability to defend music education’s position in the school curriculum; and,
6. Develop a professional attitude toward teaching music as indicated by thoroughness, punctuality, attendance, class participation in discussion and activities, and overall effort to develop the necessary skills for successful instrumental music teaching.

### Student Ethics And Other Policy Information

For information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: <http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or [www.uakron.edu/studdev/conduct.html](http://www.uakron.edu/studdev/conduct.html) (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult [www.uakron.edu/access](http://www.uakron.edu/access) and the Office of Accessibility at (330) 972-7928.

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration by no later than September 8.

## **Selected Course Topics**

- 1) Philosophy of music education
- 2) What is teaching?
- 3) Rhythm and counting systems
- 4) Recruitment/instrumentation
- 5) Switchovers
- 6) The beginning band class
- 7) First Concert strategies
- 8) Motivation & classroom management
- 9) Summer rehearsal schedule and procedures
- 10) Band camp
- 11) Marching band - football games, band shows, competitions, marching band concerts, chaperones
- 12) Transition to Concert band
- 13) Scheduling (within the school day)
- 14) Scheduling (yearly)
- 15) Band Handbooks/attendance policies
- 16) Concert and contest procedures
- 17) Evaluation procedures
- 18) Private lessons
- 19) Strategies for working with administrators, parents, and booster groups
- 20) Public relations
- 21) Fund raising and trip planning
- 22) Budget planning and implementation
- 23) Curriculum development
- 24) Writing lesson plans
- 25) Fingerings and transposition

## **Required Texts**

- Colwell, R.J. and Goolsby, T. (2002). *The teaching of instrumental music*. (3<sup>rd</sup> ed). Englewood Cliffs, NJ: Prentice-Hall.
- OMEA Rules and Regulations. (13th ed.)  
Ohio Music Education Association Publication
- Walker, D.E. (1989). *Teaching music*. New York: Schirmer Books
- Williams, R. & King, J. (eds.) (2001). *The complete reference guide for band directors*.  
San Diego, CA: Kjos
- Zerull, D. (1994). *Getting started with the high school band*.  
Reston: Virginia. Music Educators National Conference.

## **Required Periodicals**

- Music Educators Journal\*
- Teaching Music\*
- The Triad\*
- included with your OCMEA membership

## **Additional Resources**

- Cook, G. D. (1996). *Teaching percussion*. New York: Schirmer.
- Dietz, W. (1998). *Teaching woodwinds*. New York: Schirmer Books
- Lindeman, C. (Ed.). (1996) *Strategies for teaching strings and orchestra*. Reston, Virginia: MENC

## **Periodicals**

- American String Teacher Journal
- The Instrumentalist Magazine \*

\*subscription rate \$11.00 for one year

## **OMEA Publication**

- Band Literature for OMEA Competitions, 1924 to Present

If books are not available at The University of Akron Bookstore you may also wish to contact:  
Stanton's Sheet Music at <http://www.stantons.com/> or by phone at 614.224.4257.

## Undergraduate Course Requirements

**Recruitment Project:** Student will write a paper documenting one school's recruitment process through observation of that school's recruitment meeting(s), interview of teachers, and collection of recruitment materials.

**First Concert Assignment:** Student will create a First Concert Program and script the demonstration portion of the concert.

**HS Scheduling Project:** Student will develop a rehearsal and performance schedule for the marching and concert band.

**Practical Questions in Music Education:** Student will be given "real life" problems in music education and be asked how he/she would approach the situation and why.

**Fingering/transposition assignments (red or green pen/pencil only) & in class quizzes.**

**Weekly Rhythm Assignments, Quizzes, & Classroom Management Outline**

**Written Mid-term Exam**

**Written Final Exam**

**Field Observations:** Ten hours (600 minutes) is required in instrumental music: Five hours (300 minutes), grades 4(5) – 8; five hours (300 minutes), grades 9 –12. A minimum of 6 hours (360 minutes) must be actual classroom observations. Two hours (120 minutes) can be at an adjudicated event, clinic, honor band, or other non school day music education event. Two hours (120 minutes) are required at OBDC observing rehearsals and/or clinics of guest composer and/or clinician. Observations will be checked during the final exam. **Failure to complete the observation hours before the end of the semester will result in failure for the course.**

Although observations can be done with other students, observations must be written independently.

**Tabbed Resource Notebook** containing all class handouts.

**Class Participation:** In order to participate fully, texts and method books must be purchased and assignments must be read. Method books and resource notebooks must be kept up to date and brought to class as needed. Observations must be completed in a timely fashion. **All music education majors** are required to join OCMEA.

### Grading

Recruitment Project	15%
First Concert Program	15%
HS Scheduling Project	10%
Practical Questions in Music Education	15%
Transposition and Fingerings	10%
Rhythm Quizzes, Classroom Management Outline	10%
Mid-tem Exam	5%
Final Exam	10%
Tabbed Resource Notebook	5%
Participation*	5%

All assignments will be graded on the following scale:

A	90 - 100	(A+ = 99 - 100)	(A = 93 - 98)	(A- = 90 - 92)
B	80 - 89	(B+ = 88 - 89)	(B = 83 - 87)	(B- = 80 - 82)
C	70 - 79	(C+ = 78 - 79)	(C = 73 - 77)	(C- = 60 - 62)
D	60 - 69	(D+ = 68 - 69)	(D = 63 - 67)	(D- = 60 - 62)
F	59 and below			

Points of procedure:

- After two absences student's grade will be lowered one increment (A to A-, A- to B+, etc.) for each additional absence.
- Tardies over 25 minutes will count as an absence. Three tardies of less than 25 minutes will equal one absence.
- All fingering/transposition assignments and practical questions must be turned in at the beginning of class on the date due (even if not in class). No late homework assignments will be accepted. Other late assignments will be penalized one letter grade for each school day they are late.
- All assignments must be word processed.
- Quizzes will be given at the beginning of class. Missed quizzes, except for rare exceptions, cannot be made up.
- Please do not wear hats in class. Please make sure cell phones are turned off or in silent mode.

## Graduate Course Requirements

**Recruitment Project:** Student will write a paper documenting one school's recruitment process through observation of that school's recruitment meeting(s), interview of teachers, and collection of recruitment materials.

**First Concert Assignment:** Student will create a First Concert Program and script the demonstration portion of the concert.

**Scheduling Project:** Student will develop a rehearsal and performance schedule for the marching and concert band. + **Grad Project # 1**

**Weekly Practical Questions in Music Education:** Students will be given 14 "real life" problems in music education and be asked how they would approach the situation and why.

**Fingering/transposition assignments (red or green pen/pencil only) & in class quizzes**

**Weekly Rhythm Assignments, Quizzes, Classroom Management Outline**

**Written Mid-term Exam**

**Written Final Exam**

**Director Questionnaire (Grad Project # 2)**

**Grad Project # 3**

**Field Observations:** Ten hours (600 minutes) is required in instrumental music: Five hours (300 minutes), grades 4(5) – 8; five hours (300 minutes), grades 9 –12. A minimum of 6 hours (360 minutes) must be actual classroom observations. Two hours (120 minutes) can be at an adjudicated event, clinic, honor band, or other non school day music education events. Two hours (120 minutes) are required at OBDC observing rehearsals and/or clinics of guest composer and/or clinician. Observations will be checked during the final exam. **Failure to complete the observation hours before the end of the semester will result in failure for the course.** Although observations can be done with other students, observations must be written independently.

**Tabbed Resource Notebook** containing all class handouts.

**Class Participation:** In order to participate fully, texts and method books must be purchased and assignments must be read. Method books and resource notebooks must be kept up to date and brought to class as needed. Observations must be completed in a timely fashion. **All music education majors** are required to join OCMEA.

### Grading

Recruitment Project, First Concert Project, Scheduling Project	30%
Practical Questions in Music Education	15%
Transposition and Fingerings	10%
Rhythm Quizzes, Classroom Management Outline	5%
Mid-tem Exam	5%
Final Exam	10%
Director Questionnaire	5%
Grad Project # 3	10%
Tabbed Resource Notebook	5%
Participation*	5%

All assignments will be graded on the following scale:

A	90 - 100	(A+ = 99 - 100)	(A = 93 - 98)	(A- = 90 - 92)
B	80 - 89	(B+ = 88 - 89)	(B = 83 - 87)	(B- = 80 - 82)
C	70 - 79	(C+ = 78 - 79)	(C = 73 - 77)	(C- = 60 - 62)
D	60 - 69	(D+ = 68 - 69)	(D = 63 - 67)	(D- = 60 - 62)
F	59 and below			

### Points of procedure:

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