

The University of Akron
College of Fine and Applied Arts
School of Music

Instrumental Practicum

7500:443:001

7500:675:002

Spring 2008

T T H F 8:50 – 9:40

Room 09 Guzzetta Hall

Dr. Laurie Lafferty, Instructor

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Syllabus

Course Description

This course is designed to give instrumental music education majors practical experience teaching and rehearsing instrumental ensembles. Emphasis will be placed on developing the pedagogical and critical thinking skills necessary for teaching and rehearsing students in large and small ensemble settings. In addition, students will continue to develop a rationale and philosophy of music education that will become their foundation for pedagogical practice.

Rationale

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 proficiency in teaching musical concepts and skills;
2. Develop proficiency in planning, sequencing, implementing, and evaluating instrumental music classes;
3. Develop proficiency in diagnostic skills of student instrumental performance problems;
4. Develop the ability to rehearse small and large ensembles effectively and efficiently;
5. Learn to prepare and utilize lesson plans;
6. Expand knowledge of relevant materials and literature for the instrumental classroom;
7. Develop strategies for establishing and maintaining good classroom discipline;
8. Develop an understanding of the many components which are integral to developing and maintaining a pedagogically sound instrumental music program;
9. Continue to develop a working philosophy of music education and the ability to defend its position in the school curriculum; and,
10. Continue to develop a professional attitude toward teaching music as indicated by thoroughness; punctuality; attendance; participation in class 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 (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 and the Office of Accessibility at (330) 972-7928.

Course Outline

Review Syllabus
Observations
Review of graduation & student teaching requirements
Band handbooks & attendance policies
Adjudicated Events
Assessment
Elliott philosophy
What is Teaching?
Levels of Instruction
Pedagogical Premises
What Should Our Students Learn?
National Standards
Percentage of Class Time
Setting a Curriculum
Learning Styles
Bloom's Taxonomy
Writing a Lesson Plan

Four Parts of a Behavioral Objective
Commonalities
Teaching Students to Read Musical Notation
Establishing a Pulse/Teaching Rhythm
Sequence of Instruction – 1st Year of Band
Three Essential Components of a Rehearsal
The Warm-up
Rehearsal Sequence
Rehearsal Techniques
Score Analysis
Pitfalls of Beginning Teachers
Professional Organizations
Method Books
Literature Selection/Literature Lists
Studying a Score
How to Tune
Peer Teaching
Check-off

Required Texts

Colwell, R.J. & Goolsby, T. (1992). *The teaching of instrumental music*. (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.

Feldstein, S. & O'Reilly, J. *Yamaha band student, book 1*. (Teachers' manual). Van Nuys, CA: Alfred Publishing

Froseth J. O., & Grunow, R.F. (1979) *MLR instrumental score reading program*. Chicago: GIA Publications (book only)

Lafferty, L. (2003). *Trio for snare drum*. Grafton, OH: Ludwig

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

Required Periodicals

Music Educators' Journal*
Teaching Music*
Triad*

- Included with your OCMEA membership

Additional Resources

American String Teacher's Association. (1988). *The Complete String Guide*.

Brass Anthology. (1992). Northfield, Illinois: The Instrumentalist.

Cook, G. D. (1996). *Teaching Percussion*. New York: Schirmer.

Dietz, W. (1998). *Teaching Woodwinds*. New York: Schirmer

Farkas, P. (1956). *The art of French horn playing*. Princeton, NJ: Summy-Birchard.

Green, Elizabeth, A. *Orchestral Bowings and Routines*. (18th printing).

Green, Elizabeth, A. *Teaching Stringed Instruments in Classes*.

Hunt, N. & Bachelder, D. (1994). *Guide to teaching brass* (5th ed). Brown & Benchmark.

Johnson, K. (1991). *The art of trumpet playing*. Ames, IA: The Iowa State University Press

Mayer (Editor). *The String Orchestra*. Reston, Virginia: Music Educator's National Conference

Periodicals

American String Teacher Journal

The Instrumentalist Magazine *

*Subscription rate \$11.00 for one year

Undergraduate Course Requirements

Peer teaching: Each student will teach/rehearse the class as an instrumental ensemble a minimum of four times. Experiences will include rehearsing/teaching ensembles at elementary, middle school, and high school levels. Professional dress, lesson plans, videotaping, and self-evaluation will be a part of the evaluation of each peer teaching assignment. All students must meet individually with Dr. Lafferty prior to teaching.

Fingering/transposition exam & pedagogy exam/written final exam: These exams will be considered an exit exam and must be passed with 90% or higher (with no less than 85% in any one area or instrument). The exam will be given as a final exam during the regularly scheduled final time. However, it may be scheduled individually during the semester and retaken until the student receives a passing score. **Failure to pass the exams by the end of the semester will result in an incomplete for the semester.**

Field observations: Two hours group observations in the public schools. Eight hours of observation with OMEA adjudicators at an OMEA large group adjudicated event and solo and ensemble adjudicated event. **Failure to complete the observation hours before the end of the semester will result in failure for the course.**

Fingering/transposition assignments & in class quizzes

Error detection assignments

Score analysis project

Tabbed resource notebooks containing all class handouts

All music education majors are required to join OCMEA.

Grading

Peer teaching assignments	40%
Fingering/trans assignments & in-class quizzes	15%
Error detection assignments	5%
Observations	10%
Resource notebooks/participation*	5%
Score analysis project	15%
Fingering/transposition/pedagogy exam	10%

*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.

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- = 70 - 72)
D	60 - 69	(D+ = 68 - 69)	(D = 63 - 67)	(D- = 60 - 62)
F	59 and below			

Points of procedure:

- § All assignments must be word processed.
- § 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 and MLR assignments must be turned in at the beginning of class on the date due (even if not in class). Late fingering/transposition and MLR assignments will not be accepted. Other late assignments will be penalized one letter grade for each school day they are late.
- § Quizzes will be given at the beginning of class. Missed quizzes, except for rare exceptions, cannot be made up.
- § A grade of incomplete will revert to an F at the end of the Summer Session, 2008.
- § Please do not wear hats in class. Make sure cell phones are turned off or in silent mode.

Graduate Course Requirements

Peer teaching: Each student will teach/rehearse the class as an instrumental ensemble a minimum of four times. Experiences will include rehearsing/teaching ensembles at elementary, middle school, and high school levels. Professional dress, lesson plans, videotaping, and self-evaluation will be a part of the evaluation of each peer teaching assignment. All students must meet individually with Dr. Lafferty prior to teaching.

Fingering/transposition exam & pedagogy exam/written final exam: These exams will be considered an exit exam and must be passed with 90% or higher (with no less than 85% in any one area or instrument). The exam will be given as a final exam during the regularly scheduled final time. However, it may be scheduled individually during the semester and retaken until the student receives a passing score. **Failure to pass the exams by the end of the semester will result in an incomplete for the semester.**

Field observations: Two hours group observations in the public schools. Eight hours of observation with OMEA adjudicators at an OMEA large group adjudicated event and solo and ensemble adjudicated event. **Failure to complete the observation hours before the end of the semester will result in failure for the course.**

Fingering/transposition assignments & in class quizzes

Error detection assignments

Score analysis project

Tabbed resource notebooks (containing all handouts)

All music education majors are required to join OCMEA.

Grading

Peer teaching assignments	40%
Fingering/trans assignments & in-class quizzes	10%
Error detection assignments	5%
Observations	10%
Resource notebooks/participation*	5%
Score analysis project	10%
Fingering/transposition/pedagogy exam	5%
Graduate Project (See attached sheet)	10%

*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.

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- = 70 - 72)
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- § Please do not wear hats in class. Make sure cell phones are turned off or in silent mode.

Graduate Project

Design a project to help to develop technical/teaching skills and/or deepen your understanding of some aspect of the teaching profession. Instructor approval required.

Due Tuesday, April 29