

Secondary School Instrumental Music Teaching Techniques

University of Wisconsin-Stevens Point
MUED 326 – Spring 2018

Dr. Michael S. Butler

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Office Hours: By appointment

Class Meeting Time/Location

Friday 1:00-2:50

Room: NFAC 201

Course Description

Methods, materials, curricular organization, and teaching strategies for instrumental music high school

Required Texts & Materials

1. Teaching Music with Promise by Peter L. Boonshaft
2. Selected handouts provided by instructor
3. Conducting Baton
4. Primary and secondary musical instrument

Suggested Reading

1. *The Creative Director: Alternative Rehearsal Strategies* by Edward S. Lisk
2. *Score and Rehearsal Preparation: A Realistic Approach for Instrumental Conductors* by Gary Stith
3. *Improving Intonation in Band and Orchestra* by Robert Garofalo
4. *Teaching Music with Passion Series* by Peter L. Boonshaft
5. *The System* by Gary Smith
6. *Marching Band Techniques* by Patrick Dunnigan

Course Objectives

1. Demonstrate appropriate professional behaviors
2. Develop basic competencies in administering an instrumental music program
3. Observe and report on experienced teachers' classes/rehearsals
4. Practice teaching techniques in small groups
5. Develop methods for selecting quality band and orchestra performance repertoire
6. Synthesize information from instrumental pedagogy and conducting courses

Assignments and Grading (190 points total)

A	177-190	A-	171-176	B+	165-170
B	158-164	B-	152-157	C+	146-151
C	139-145	C-	133-138		

Music Education Students

Music education students must show professional dispositions and proficiency in the skills of this course, which are essential to future success in teaching practice, by earning a grade of B- or better. Music education students who do not demonstrate proficiency will receive a grade of D+ or lower, and will be required to repeat the course in order to student teach.

1. Teaching/Observation Log (10 points)

Visit different middle and high school programs 6 times during the course of the semester to observe and gain experience teaching. Visits should alternate observing and teaching in some capacity. It is your responsibility to communicate with the teacher to determine dates and what you will be doing. Log each date you visited and have the teacher sign the form. Teaching log due with notebook on May 11.

2. First Day Scenario (10 points)

Due January 26 at 1:00 pm

Choose one of the following prompts:

Option 1: You've just been hired as the band or orchestra director at John F. Kennedy High School. It's July 1 and band camp starts in three weeks. School starts the week after on August 1 (marching band does not apply to orchestra director). Discuss your plan of action following your hire to get ready for the new school year. Keep in mind that the imminent marching season is not the only priority.

Option 2: You've just been hired as the new band or orchestra director at Abraham Lincoln Middle School. It's August 1 and school starts in two weeks. Think through method books, what instruments you'll start, etc.

Option 3: You've just been hired as the music director for George Washington High School. Responsibilities of this position include teaching band and orchestra. There is no marching band associated with this program.

Requirements:

1. Typed, double-spaced (using Google Docs)
2. Minimum 4-5 pages
3. Should be organized in a logical order of steps a new director would follow. Consider what you will do initially to get prepared for first day and beyond throughout the first year.

3. Point of Interest posts (POI) (5 points for each of the 10 readings; 50 points total)

You will be asked to write at least 2 “Points of Interest” (POI) for each of the articles and book assignments we are reading for class. These are due to the D2L forum by 4:00 pm Thursday before each class meeting. You should also have access to them (either in digital or hard copy form) during class. Each point of interest should include the point and a brief reason why you personally found it of interest and/or outline a question you have about the reading.

Example:

Boonshaft, p. 100: “Problem spots: Creating exercises from problems spots in compositions currently being rehearsed, by isolating the concepts or skills needed, is one of the most effective ways of combining objectives and saving time.”

In reading *The Talent Code* by Daniel Coyle, it is evident that the “masters” of any given profession (e.g., Yo Yo Ma, Tiger Woods, Michael Jordan, Serena Williams etc.) have worked arduously to hone their skillset on tasks that they cannot already do well. Human beings often like to repeatedly perform tasks that they are already comfortable with rather than isolating a problem area to challenge themselves (e.g., working on the few difficult rhythms in a solo, pushing yourself to run a little faster, etc.)

4. Résumé (20 points; 10 points for draft and 10 points for final)

Draft due March 9 by start of class to Dr. Butler’s email

Final due April 27 by start of class to Dr. Butler’s email

5. Sample Concert Program (20 points)

Due April 20 by start of class to D2L

6. Recruitment Plan (10 points)

Due April 20 by start of class to D2L

7. Grading/Assessment Philosophy (10 points)

Due May 4 by start of class to D2L

8. Marching Band Drill (20 points) *only for winds and percussion

Due May 4 with presentation in class

9. String ensemble arrangement (20 points) *only for string players

Due May 4 with presentation in class

10. Final Exam - Job Interview (10 points)

11. Classroom participation in discussions (10 points)

12. Attendance (10 points)

13. Notebook (can be digital or hard copy) of all assignments, articles, notes, etc.
Due May 11 (10 points)

Attendance Policy

You may miss 2 classes for whatever reason necessary, so save them for illness or trips. Two tardy days = one absence. Please be on time so not to interrupt any student presentations. *Perfect Attendance* means no absences or tardies.

Electronic Devices

All cell phones and electronic devices should be turned off before entering the classroom.

Student with disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/disability/Pages/faculty/lawAndPolicy.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center at the beginning of the course and then contact me. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www.uwsp.edu/disability/Pages/default.aspx>.

Caveat

This syllabus is subject to change at the discretion of the instruction.

Class Schedule

(subject to change)

Please read assigned handouts prior to each class session

- Class 1 - January 26, 2018 **Due:** First day/year job scenario
First day/year scenario presentations. 5 minutes per student
- Class 2 - February 3, 2018 **Readings:** “A Basic Guide to using Pyware”
Boonshaft preface – pg. 22
- Discussion on Marching Band in the program
Show Design and Pyware Tutorial (in CMC)
- Class 3 - February 9, 2018 **Readings:** “Marching band philosophy”
“Teaching Marching Fundamentals” by Frank
Troyka
Boonshaft pg. 23 – 54
- Continued Pyware Tutorial/Show Design (in CMC)
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- Class 4 - February 16, 2018 **ONLINE CLASS – NO CLASS MEETING**
- Readings:** “Ensemble Fundamentals” by Tom Bennett
“Band and Orchestra Intonation” by James
South
- Discussion on teaching modalities (verbal, non-verbal,
modeling, imagery, and combination)
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- Class 5 - February 23, 2018 **Readings:** Boonshaft pg. 55 – 118
- Bring a secondary musical instrument that you are proficient
at a middle school or intermediate high school level along a
solo or etude you have prepared. 5 minutes per person

Class 6 - March 2, 2018

ONLINE CLASS – NO CLASS MEETING

Readings: “Rehearsal strategies for strings”
“Why Tough Teachers Get Results” J.
Lipmann
“Social emotional leadership” by Curt
Ebersole

Assignments: Complete personality profile
(<https://www.16personalities.com/>) and “Music Teaching
Style Inventory” by Alan Gumm

Class 7 - March 9, 2018

Readings: Boonshaft pg. 119 – 148
“My Administrator Hates My Music
Program!”
“Keeping me out of trouble”

Discussion about communicating with Administrators

First draft of Résumé due (print 1 copy for peer review and
email word file to Dr. B prior to class)

Class 8 - March 16, 2018

Readings: “Literature Selection” by Ken Williams
“Choosing Music” by Lynn Cooper
Boonshaft pg. 149 – 184

Bring secondary musical instrument and baton. 5 minutes per
student rehearsing the group.

Class 9 - March 23, 2018

ONLINE CLASS – NO CLASS MEETING

Readings: “Leadership” by Tim Lautzenheiser,
“Real Key to True Leadership” by
Lautzenheiser
“The Conductor as Servant Leader” by
Ramona Wis

Discussion post about Student leadership, booster
organizations, etc. and POI’s for each of the readings

Class 10 - April 6, 2018

Readings: “Approaching Concert & Marching Ensembles with the Same Vision” by John Madden
Boonshaft pg. 185 – 227

“Assessment”

Discussion about participation grade vs. performance based and participation type grading etc.

Practice assessment using basic rubrics to assess Solo/small group performances. WSMA rubrics and others. Start working on your own rubric.

Class 11 - April 13, 2018

Readings: “Getting serious about recruitment and retention”
“Advanced string methods for the non string player”
“Play more talk less” by Elliot Del Borgo

Practice assessment of solos and large ensembles.

Class 12 - April 20, 2018

Concert Programs Due

5 minutes per student to present and discuss

Recruitment Plan Due

5 minutes per student to present and discuss

Class 13 - April 27, 2018

Discussion about teaching observations “The good and the bad.” Come prepared to share positive and negative teacher traits that you’d like to employ or not use.

Final Résumé Due

Class 14 - May 4, 2018

Grading/Assessment Philosophy Due

Drill Project and Arranging Projects Due

Share Pyware projects and string arrangements (CMC) and Grading philosophies

Class 15 - May 11, 2018

Final Exam: Job Interview

Turn in notebook