Description/Registration
Music 464 is entitled “Instrumental Administration, Materials, and Methods”. This course is designed to provide the prospective music educator with the instructional materials and methods appropriate for teaching and administrating an instrumental music program at the elementary, middle, and high school levels. Credit for or enrollment in Music 362B is necessary for participation in this course. If you have not completed or have failed to enroll in Music 362B, or have not yet enrolled in Music 464, please bring it to our attention.

Required Texts


Optional Texts
1. Miles, Richard & Blocher, Larry & Corporon, Eugene (2002). Teaching music through performance in band. Chicago: GIA Publications. (there are now seven volumes of this text, and two volumes for beginning band, plus two volumes for marches and one for jazz)


Course Objectives
1. To stimulate thinking concerning life and instrumental music teaching as evidenced through verbalization and behavior demonstrating the abilities to logically analyze, criticize, and choose alternatives that exist within some value orientation.

2. To provide the prospective music educator with experiences and information that will enable them to lead their instrumental music students in effective music-making activities while building fundamental performance skills.

3. To provide the prospective music educator with the necessary resources, information and direction to set and achieve the goals of their instrumental music program.

General Information
1. All assignments are due in class prior to or on the scheduled date. Assignments submitted after the due date will receive no credit, thus negatively impacting the final grade.

2. Consistent demonstration of professionalism is expected.

3. Any missed course requirement/assignment or deviation from recommended formats may result in a lowered grade.

4. The instructor reserves the right to raise a course grade in exceptional circumstances.

Evaluation & Grading
1. Resource Notebook (400 pts.): The compilation of a resource notebook that can be used in the instrumental music classroom is one major goal of this course. This notebook should be impeccably organized and is due April 29. The resource notebook should consist of the following and be organized in a large ring binder. The documents should be organized into the following categories:
   a. Title Label on Spine
   b. Title Page
   c. Table of Contents
   d. Handouts
   e. Class Notes (Typed)
   f. Examinations
   g. Projects & Assignments

2. Course Projects & Assignments (600 pts.): Each of the four course projects and assignments will be evaluated on a 150-point scale. A description of each project or assignment follows in the section entitled “Course Projects & Assignments”.

3. Examinations (600 pts.): Throughout the semester, you will be given three examinations. Each examination will be worth a total of 200 points. Exams will consist of objective and subjective components. Books and notes may be used in some instances.

4. Class Participation (200 pts.): Participation in this class is a function of thought, practice, and, of course, attendance. You are allowed one absence. After that, every missed course will reduce your overall score by 36 points (excepting excused and verifiable illnesses). The instructor will assign a
number of points for class discussion and participation on a scale of 0 to 5 where the following rubrics apply (this score will then be weighted X 40 making total points possible 200):

0 – Not participatory
1 – Seldom participatory; poor musical contributions; seldom considerate of others
2 – Not very participatory; most comments and questions not meaningful; not capable of diagnosing or suggesting techniques for improvement; provides fair musical contributions; not particularly considerate of others
3 – Somewhat participatory; some comments and questions meaningful; inconsistently able to diagnose and suggest techniques for improvement; provides average musical contributions; sometimes considerate of others
4 - Very participatory; most comments and questions meaningful; frequently capable of diagnosing and suggesting techniques for improvement; provides good musical contributions; always considerate of others
5 - Highly participatory; comments and questions meaningful; capable of diagnosing and suggesting techniques for improvement; provides quality musical contributions; always considerate of others

5. Observations (Competency-based): Throughout the semester you will be expected to observe in the following situations: 2 hrs. high school band, 2 hrs. middle school band, and 2 hrs. elementary band, and one hour each observing the two Cyclone Honor Band conductors (Frank Ticheli and James Fritz) or the Honor Orchestra conductor. Forms will be provided for the public school observations.

Please submit a written evaluation of the two honor band conductors that discusses the following aspects of their performance in rehearsal: rehearsal techniques employed, results achieved, rehearsal style/atmosphere (ie- serious, relaxed, etc), conducting technique, maintenance of discipline. This is a competency-based assignment. If you provide all required documents you will receive full credit for this assignment. Failure to provide all documents will result in a loss of 200 points or one letter grade. There is a form to use titled “Observation of Music Teaching.” These are due April 8.

Grade Configuration
The final grade will be determined by adding your Total Points Achieved (TPA). Total Possible Points (TPP) for this course is 1,800. Below is an approximate listing of the importance of each component listed under “Evaluation & Grading” with respect to the final course grade.

Resource Notebook (400 points) = 22%
Course Projects & Assignments (600 points) = 33%
Examinations (600 points) = 33%
Class Participation (200 points) = 12%
Missed Class is -36 points (2% of your grade)

Letter Grade Conversion
1620-1800 = A
1440-1619 = B
1260-1439 = C
1080-1259 = D
Below 1080 = F
Course Projects & Assignments

1. Band Handbook (Due 2/2): Write a high school band handbook. Include: cover page, table of contents, welcome letter from principal, welcome letter from band director, philosophy of band program, descriptions of your ensembles, audition procedure, calendar for the year, grading and attendance policy, instrument and uniform policy, information on purchase of supplies, how/when instruments are sent out for repairs, and a fee schedule.

2. Warm-up & Technical Routine and Teaching Practica (Due 2/16): Design a warm-up and technical routine (lesson plans) for 4 consecutive lessons. You will be asked to teach (a portion) of one of your lessons to the class. The lesson that you teach cannot be a student’s “first lesson.” Please refer to the “Classroom Teaching Assignment” sheet for information.

3. Newsletter (Due 3/11): Write a two page (front and back) middle school (or high school) newsletter containing any or all of the following information: school band news, quarterly calendar with special rehearsals and performances, band uniform news, fundraising news, booster meeting news, review of expectations, recent student awards, motivational quotes, etc… This needs to look professional and provide succinct information for parents.

4. Biography of Two Composers for Band (Due 4/20): Write a biography of two composers/arrangers for band – one being a composer for elementary/middle school band, and the other being for high school/advanced. Where did they study, and what influenced their music? Provide a complete list of their compositions and/or arrangements. What is unique about their style? Is there a specific grade level that this person writes for? Who published/publishes their music? What does a conductor need to know about this composer or their music? Where would you find recordings of their music?

OR

5. Concert Programs (Due 4/20): Prepare concert programs for the following ensembles: (1) middle school concert band, (2) high school concert band [grade 2-3 literature], and (3) high school symphonic band [grade 4-6 literature]. Include a cover page (name of ensemble and conductor, date, time, and place of performance), program (title of works, composer, date of composition, dates of composers birth and death), program notes, and personnel. Please make this as realistic as possible, e.g. feel free to add artwork, inspirational quotes concerning the benefits of music, audience etiquette, etc. 8 1/2” X 11” paper is suggested, but not required. Use a format with which you are comfortable.

Outline of Topics
Course Introduction and Expectations
“Philosophy of Your Program” and “What Is It That We Teach”
“Curriculum: What Drives Your Program?”
“Developing the Elementary Program & Recruiting”
“Communication, PR- Promoting & Protecting Your Program”
“Budgets & Fundraising”
“Discipline, Motivation & Classroom Management”
“Lessons, Scheduling & Grading”
“Parents and Booster Organizations”
“Building a Balanced Band Sound”
“Method Books & Evaluating Them”
“Warming Up the Band”
“Rehearsal Tips”
“Band Seating”
“Managing Your Library, Equipment and Instruments”
“Composers and Repertoire for Beginning, Middle School and High School Band”
“Programming”
“Acquiring a Job/Resume”
“Professional Organizations and Personal Growth”

Additionally, there may be several guest presenters throughout the semester, e.g. instrumental directors from different level programs, first-year directors, etc. If you have ideas for guest or topics that will help make this course more informative/relevant, please let me know.

**Disability Statement**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodations you will need.

**To Be a Teacher...**
excerpt from the book, *Random Thoughts: The Humanity of Teaching* by Louis Schmier

If you want to be a teacher, you first have to learn how to play hopscotch and hide-and-seek, learn how to watch a snail crawl, blow bubbles, read *Yertle the Turtle*.

If you want to be a teacher, listen to a distant train, wiggle your toes in the mud and let it ooze through them, stomp in rain puddles, and be humbled by the majesty of a mountain.

If you want to be a teacher, you have to be inspired and inspire.

If you want to be a teacher, you have to bring joy into everything, watch in awe a sunset or sunrise, ride on a swing, and respect even a cockroach as a miracle of life.

If you want to be a teacher, you have to think silly thoughts, swirl a Tootsie Pop in your mouth.

If you want to be a teacher, you have to fall in love each day.

If you want to be a teacher, you have to put aside formal theories, intellectual constructs, axioms, statistics, and charts when you reach out to touch that miracle called the individual human being.