

**Iowa State University – Department of Music
Music 358B, Instrumental Lab Ensemble
Fall Semester, 2021
Tuesdays, 12:10-1:00 pm**

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Description:

“Review and selection of appropriate literature for ensembles of differing levels and abilities; conducting and rehearsal experience. Intended for music education students”

This course provides instrumental music education students with experience similar to k-12 ensemble settings. Students will participate as “student” instrumentalists on secondary instruments and as teacher/conductors in rehearsal planning, preparation, and facilitation. **This course is part of the teacher education preparation program and is intended to provide authentic teaching experiences.**

Students should enroll in this course every semester beginning with the spring semester of their first year and continue until student teaching.

Course Objectives:

1. The student will acquire rehearsal and teaching skills appropriate for the elementary and middle school levels.
2. The upper students will plan, teach, and conduct the ensemble.
3. The student will improve their skills on secondary instruments.
4. The student will gain a basic knowledge of band and string repertoire for the elementary and middle school levels.

Learning Outcomes

- The student will demonstrate the ability to plan, select, prepare, rehearse, and conduct the educational repertoire
- The student will demonstrate rehearsal techniques applicable for teaching instrumental music at the K-12 level
- The student will demonstrate proficient playing ability on a variety of secondary instruments.

This course addresses ISU Standards 2, 3, 4, 5, 6, 7, 8, & 10

General Information:

As attendance is a measure of your character and as such, has direct bearing on your potential for success as a music educator, you should be on time and present at every class meeting – even if you are not conducting.

Evaluation & Grading:

You should check Canvas each week for any updates & scheduling.

You will receive a grade each week of the semester. Attendance and having your instrument are important on face-to-face class days.

As this is a Pass/Fail class, you must earn 70% to receive a “P”

Expectations:

Students are responsible for living the tenets established in ISU’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit ISU’s Principles of Community website (<http://www.diversity.iastate.edu/principles-of-community>)

Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor’s goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor’s mailbox.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/educator-preparation-resources/conceptual-framework/>

The ISU/INTASC Standards can be found at the end of the syllabus.

For all ISU Teacher Education Policies, see:

<https://www.education.iastate.edu/educator-prep-program/policies-procedures/>

Iowa State University Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.