

Iowa State University
Course Syllabus – Spring 2024
Music 464 – Instrumental Administration, Materials, and Methods.
Music Hall room 125 – TR 9:00 - 9:50

Instructor: Dr. Natalie Steele Royston
Music Hall 003
Email: nasteele@iastate.edu

Required Texts:

1. Feldman, Evan & Contzius, Ari (2021). *Instrumental Music Education – Teaching with the Musical and Practical in Harmony*. 4rd edition
2. Pearson, Bruce & Nowlin, Ryan (2011). *Teaching Band with Excellence – A Comprehensive Curricular, Pedagogical, and Administrative Resource*. San Diego, CA: Neil Kjos Co.

Course Description:

This course acquaints students with effective ways to develop, organize and maintain a successful instrumental program for any age group, based on a comprehensive instrumental music education model. Topics and content include considerations for selecting repertoire; rehearsal techniques; record keeping; planning for the rehearsal; recruitment, auditioning, and placement; team teaching and collaborative learning; managing an instrumental program; participation in professional activities; effective use of technology in the instrumental program; philosophy; and national, state, and professional standards.

Goals and Objectives:

At the conclusion of this course, instrumental music pre-service teachers will:

- express a personal rationale for instrumental music education;
- describe recruiting procedures useful for the school band and orchestra programs;
- list materials used for instrumental music instruction;
- write lesson plans for instrumental music instruction;
- explain the general procedures involved in budgeting, requisitioning, and purchasing as it applies to school music programs;
- describe procedures for promoting the music program through public relations/advocacy techniques;
- discuss basic procedures to be followed when fundraising for school groups;
- describe the role(s) and management of music booster organizations;
- discuss basic procedures to be followed when traveling with school groups;
- explain the pros and cons of music contest/festival participation;
- describe methods for locating and evaluating the suitability of instrumental music literature;
- discuss concerns of the secondary instrumental music teacher and how their role interacts with administrators, students, parents, and faculty;
- describe professional societies, associations, and workshops in secondary instrumental music education;

- describe and model short and long-term lesson/rehearsal planning for effective teaching at the secondary level;
- exhibit organizational skills through assembly of a resource notebook;
- describe ways to implement the National Music Standards and Iowa Music Standards in instrumental music education;

Encouraged:

Collegiate IBA membership, NBA membership

Attendance:

As this course is part of the educational core curriculum required by the state of Iowa for licensure, attendance is expected of all students. Failure to consistently attend class may result in grade deductions, failure to demonstrate standard competencies, as well as difficulties in continuing in teacher education, and clinical experiences.

If you have a situation that merits an accommodation, please contact the university for documentation and accommodation arrangements.

You are responsible for the class materials and all assignments. Incompletes will not be given unless you are in an emergency situation. Office hours will be announced, and appointments may be made by contacting me. If you need to be certain of meeting with me, making an appointment will guarantee private, uninterrupted time.

Email: All students need to regularly check their email. Important communication regarding this course may take place via email. Make it a part of your daily routine.

Professional Expectations:

You are expected to view yourselves as professionals, and, therefore, to act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same from you. This is an interactive class, and we will be learning from each other. At this point, you should prepare yourself for the professional world. I would not expect a professional to skip work; therefore, I do not expect you to skip class.

Class Participation:

There will be frequent class activities and discussions that require participation, and students are expected to be prepared. Class preparation and participation will be factored into evaluation. This means completing the required reading and actively participating in class every day so that discussions can be as meaningful as possible.

Projects/Assignments

The development of skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and cogency. All assignments are to be completed on time and are **due at the beginning of class**. Written work is to be typed, double-spaced, error-free, in proper essay form, and *stapled* in the upper left-hand corner, if needed. Any missed course requirement/assignment or deviation from recommended formats may result in a lowered grade. **Be mindful in backing up your work.**

Assignment details will be available on Canvas.

If you are absent, you are still responsible for turning in assignments on time. Likewise, it is your responsibility to find out what was assigned for the following class. Regardless of whether or not you were absent, you are still expected to turn in work on time.

Final Exam Time: Tuesday, May 7, 9:45am

Grading Scale:

92 - 100%	= A
90 - 91%	= A-
88 - 89%	= B+
82 - 87%	= B
80 - 81%	= B-
78 - 79%	= C+
72 - 77%	= C
70 - 71%	= C-
60 - 69%	= D
below 60%	= F

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades. **Keep in mind that an A is the result of EXCELLENT work, a B is the result of GOOD work, and a C is the result of AVERAGE work. A “C” or better is required for this course.**

Grades will be kept current on Canvas.

Recommended Books:

Classroom Management in the Music Room; David Newell; Kjos Music Co; ISBN: 978-0-8497-0789-6

Crowd Control; Susan Haugland; Rowman & Littlefield; ISBN:978-1-57886-611-3

A Musicianship Curriculum for Middle-level and Small High School Bands; David Lewis; ISBN: 9781481054058

Conducting and Rehearsing the Instrumental Music Ensemble; John Colson; Scarecrow Press; ISBN: 978-0-8108-8260-7

Habits of a Successful Band Director; Scott Rush. GIA Publications.

Music Learning Today: Digital Pedagogy for Creating, Performing, and Responding to Music; William Bauer; Oxford Univ Press; ISBN: 978-0-19-989059-0

Performance Assessment in Band; Wendy Barden; Kjos Music Co; ISBN: 978-0-8497-2610-1

Performance Assessment in Orchestra; Wendy Barden; Kjos Music Co; ISBN: 978-0-8497-2611-8

Starting Out Right: Beginning Band Pedagogy; J. S. Millican; Scarecrow Press; ISBN: 978-0-8108-8301-7

Teaching Band and Orchestra; Methods and Materials; Lynn Cooper; GIA Publications; ISBN: 1-57999-275-7

Teaching Music Through Performance in Band/ Teaching Music Through Performance in Orchestra.

Teaching Techniques and Insights for Instrumental Music Educators; Joseph Casey. GIA.

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.

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/>

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.