



Pacific University Oregon  
College of Arts & Sciences  
Department of Music

## **MUS 303**

### **Music in Secondary Schools: Instrumental**

### **Spring, 2017**

**Class Days & Times:** Tu./Th. 9:45-11:00 a.m.

**Room:** TMDE 100

**Credits:** 4.00

**Prerequisites:** MUS 212 & MUS 282

**Instructor:** Dr. Dijana Ihas

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**Office Hours:** Monday 2:00 – 3:30 p.m.; Tuesday & Thursday 10:00-11:00 a.m.;  
Wednesday 11:00-12 p.m. & Friday and any other times by appointment.

#### **Objective of the Course**

The objective of this course is to prepare music education majors to successfully teach instrumental music in secondary schools (6<sup>th</sup> to 12<sup>th</sup> grade). In theoretical portion of this course students will gain knowledge that pertains to effective directing middle and high school music programs including recruiting, scheduling, organizing rehearsal space, managing music budget, purchasing instruments and sheet music, establishing and sustaining booster programs, advocating, and aligning school music programs' outlooks with NAFME *Opportunity to Learn Standards*. In practical portion of this course students will gain knowledge and skills that pertain to high quality instruction in middle and high school music programs including writing unit and lessons plans, writing student learning outcomes in three educational domains that reflect NAFME *National Core Standards in Music*, demonstrating various applicable pedagogical practices, developing various assessment tools, and developing ensemble's handbook. *Comprehensive Musicianship Through Performance* (CMP) approach to music education will serve as

theoretical framework for learning rehearsal techniques including score preparation, daily routines, selection of music, and preparations for concerts and festivals. The course will also introduce students to contemporary performing practices based on principles of *teaching artistry*.

### **Students' Learning Outcomes**

#### **Cognitive Learning Outcomes:**

At the end of this course, student who regularly attended classes and completed assigned readings and written assignments **will demonstrate knowledge and understanding** of:

- Principles of administering successful instrumental music programs, from recruiting, scheduling, budgeting, purchasing instruments and music, advocacy, to use of technology in instrumental music classes
- Principles of effective score study, rehearsal planning and strategies, and concert/festival preparations
- Historical and philosophical background as well as practical application of the *Comprehensive Musicianship Through Performance* (CMP) music education approach
- Principles of *teaching artistry* approach to performance (e.g., *Concerts That Teach*)
- Components of effective *Instrumental Music Handbook* (e.g., *Band Handbook*, *Orchestra Handbook*, etc.)
- Challenges and trends in the continuously changing world that are influencing music education

#### **Psychomotor Learning Outcomes:**

At the end of this course, student who regularly attended classes and practiced all music learning and teaching assignments **will be able to perform following tasks with an easy and proficiency**:

- Create an effective and adaptable instrumental music handbook
- Write the unit plan that focuses on selected objective and outcomes
- Write lesson plans with three types of student learning outcomes (cognitive, psychomotor, and affective) and corresponding assessment strategies
- Write the list of selected and graded musical examples appropriate for middle and high school instrumental music classes
- Write the list of recruiting strategies
- Write and deliver two-minute long advocacy speech
- Write short annotated bibliography (minimum of eight titles) of music education and pedagogy books students may use in their teaching practices
- Write the analysis of the selected score that will include detailed explanation of teaching points

- Mock teach instrumental group lesson (up to 20 minutes) and complete self-observation form
- Write observation of public school teacher

### **Affective Learning Outcomes:**

At the end of this course, student who regularly attended classes and enthusiastically participated in all projects **will exhibit behaviors that are characterized by following attitudes and habits:**

- Appreciation of regular studying and regular completion of the assignments
- Appreciation of an opportunity to teach high quality music
- Appreciation CMP and teaching artistry practices
- Valuing dedication to life-long learning

### **Required Texts**

Colwell, R. J. & Hewitt, M. P., *The Teaching of Instrumental Music* (4<sup>th</sup> edition). Routledge, Taylor & Francis Group, London and New York. 2016.

O'Toole, P., *Shaping Sound Musicians: An Innovative Approach to Teaching Comprehensive Musicianship Through Performance*. GIA Publications, Inc.

Every student is REQUIRED to have his/her own textbooks.

### **Required Materials**

- Three-ring binder with pocket-folders and lined paper for taking notes and properly storing handouts that will be distributed in class. The binder must be labeled with student's name and the name/semester/year of the course.
- Pen/pencil and eraser
- Lap top computers

### **Methods of Evaluation and Assessment**

Students' academic progress will be regularly assessed through weekly summary assignments, written unit tests, oral presentations, simulated teaching segments, and larger project oriented assignments.

## **Attendance Competency**

This course is designed to cover a vast amount of learning materials in a limited period of time, and your REGULAR and PROMPT ATTENDANCE is of paramount importance for the success in this course.

Attendance will be taken promptly at 7:55 a.m. Students are expected to be in their seats at least five minutes before that time with text books and all required materials ready on their desks.

NO TARDINESS will be accepted. Arriving to class after it begins will result in a half absence. NO EXCEPTIONS!

You may miss no more than TWO CLASSES per semester. Two absences are excused (for any reason but **not** on the day of a major quiz or assignment). More than two absences will automatically **lower your grade for one full grade point**. Therefore, SAVE your excused absences for **true** emergencies only.

## **Assignments Explained:**

**Weekly Summaries:** In order to ensure that students are completing their weekly reading assignments on a regular basis, at the beginning of Tuesday's class, students need to submit a short summary (SPUNKI Form) of the assigned reading. Each summary will be worth 60 points. Active participation in discussion will be worth 40 points for total of 100 points per class (1400 over the period of 14 weeks)..Make-up summary assignments will be worth only 20 points **(Due each Tuesday starting September 6<sup>th</sup>)**

**Self-Motivated Assignments Agenda:** Students will develop calendar on which they will type the titles of all assignments for this class with the due dates. Students will then type the date when they will start working on respective assignments in order to complete it in time while using backward design approach. **(Due Date: September 1<sup>st</sup>)**

**Mid-Term Written Exam:** At the conclusion of Chapter 10 of *The Teaching of Instrumental Music* students will have a comprehensive written exam on materials that were covered in the first 10 chapters of the textbook. The maximum number of points for this exam will be determined. **(Due Date: October 6<sup>th</sup>)**

**Observation of Professional Secondary Music Teacher:** Students will observe local secondary music teacher. Students will summarize their observations on provided template. **(Due Date: October 25<sup>th</sup>)**

**Lecture Presentations:** Students will give short lecture on teaching their primary instrument. Each student will create short PP presentation and will distribute one page long handout containing basic information on their respective instrument. The maximum number of points for this assignment will be 200. **(Due Date: TBA - week 8 and on)**

**Unit Plan Assignment:** Students will write Unit Plan on selected topic that will culminate in public performance at the end of learning period (six weeks). This plan will state objectives (educational and pedagogical) of the plan along with the list of warm ups and piece they are planning to work on during six weeks period. Students will present Unit Plans to the class. The maximum number of points for this assignment will be 300. **(Due Date: TBA)**

**Lesson Plan Assignment:** Students will write four lesson plans based on the Ten Components template. The maximum number of points for each lesson plan will be 100 points (400 in total). **(Due Date: September 10th, October 4th, November 10th & December 4)**

**Assessment Assignment:** Students will develop six assessment samples (two for cognitive, two for psychomotor, and two for affective domains) to be used in their respective music classes. Students will use New Music Core Standards and Taxonomies of Educational Domains as a conceptual framework for development of varied assessment tools applicable in secondary music classes. The maximum number of points for each sample will be 50 for total of 300 points. **(Due Date: September 15th)**

**Recruitment Strategies Assignment:** Students will write the list of recruitment strategies that are applicable in their area of specialty. The maximum number of points for this assignment will be 100 points. **(Due Date: September 22nd)**

**Teaching Segments (Practicum) Assignment:** Students will select two pieces (one for middle school and one for high school level) of music they want to teach. Students will do score analysis in accordance with CMP principles and students will submit the score with conducting markings, and the lesson plan with student learning outcomes and assessment strategies for one particular day/class. Students will submit the list of teaching/pedagogical strategies applicable in their areas of specialty and students will demonstrate two strategies. Students will video-record their teaching and write self-observations. The maximum of points for each teaching segment will be 300 for total of 400 points. **(Due Date: October 2nd & November 10th)**

**Technology in Instrumental Music Classes Assignment:** Students will develop the list of soft wares to be used in their respective music classes. The maximum number of points for this assignment will be 150 points. **(Due Date: September 29th)**

**Repertoire List Assignment:** Students will develop the list of eight pieces they plan/wish to perform with their perspective ensembles based on *Teaching Music Through Performance in .....* series and other applicable resources. Students will write the title of the compositions, the composer/arranger, grade level, short background of the piece, short explanation of the teaching points, and reason why would they like to teach/perform proposed pieces. The maximum number of points for this assignment will be 400 points. **(Due Date: November 8<sup>th</sup>)**

**Handbook Assignment:** Students will develop a handbook for their perspective ensembles. Handbook will contain:

- Introductory Letter to Parents and Students
- Classroom Rules and Expectations Explained
- Teaching Explained
- Assessment Explained
- Calendar of Events (tentative)
- Concerts/Festivals Behaviors and Expectations Explained
- Field Trips and Traveling Behaviors Explained
- Photo, Video and Audio Release Form
- List of Private Teachers (tentative)
- Contract Form

The maximum number of points for this assignment will be 500 points. **(Due Dates: November 10<sup>th</sup>, November 17<sup>th</sup>, November 22<sup>th</sup> & November 29<sup>th</sup> final version)**

**Advocacy Speech Assignment:** Students will write and present three/four-minute long advocacy speech conveying to the audience of administrators and parents why music education matters. The maximum number of points for this assignment will be 400 points. **(Due Date: September 27<sup>th</sup>)**

**Final Exam:** Final exam will have three components for maximum number of 1500 points.

**Unit Concerts That Teach Assignment:** Students will determine the theme for their imaginary concert. Students will decide what pieces of music their imaginary ensemble would play in such concert and students will create concert program with program notes for each piece. Students will write Unit Plan (week by week for period of six weeks) based on CMP approach. The maximum number of points for this assignment will be 800 points. **(Due Date: Final Exam Date)**

**Teaching Segments (Practicum) Final Assignment:** As an extension of *Concerts That Teach* assignment students will have an opportunity to teach one of the pieces they selected to present at the concert. Students will submit the score with conducting markings, analysis of the piece in accordance to CMP, and the lesson plan for one particular day. Students will video-record their teaching and write self-

observation. The maximum number of points for this assignment will be 400. **(Due Date: Final Exam Date)**

**Organization of the MUS 302 Binder:** Students are expected to take notes during the class and to keep all handouts in an organized fashion. Organization of the binder will be graded on pre-set criteria. The maximum number of points will be 300 **(Due Date: Final Exam Date.)**

**Final Exam Date:**

December 14, 12-2:30 p.m.: Room 100

**Important Dates:**

**September 12:** Last day to drop/add Fall semester course

**October 7:** All faculty conference/Fall semester break

**October 17:** Last day of first half of the semester/midterm exams

**November 23-15:** Thanksgiving

**December 6:** Last day of classes

**December 14:** Final Exam

**Extra Evidence Policy:**

Because this course provides diverse opportunities for students to enhance their learning, there is NO NEED FOR EXTRA EVIDENCE.

**Grading:**

Your grade will be based on the total accumulation of points of your attendance and points earned on all of the assignments as explained above. All grades are equally based out of 100 %. The grading scale is as follows:

A	95-100	A -	90-94		
B +	87-89	B	83-86	B -	80-82
C +	77-79	C	73-76	C -	70-72
D +	67-69	D	65-66		
F	64 or below				

**Classroom Conduct:**

- Students should come to class on time and with all assignments and materials prepared.
- Students should come to the class with a positive attitude and all students should actively participate in class discussions.
- Cell phones and other electronic devices must be turned off. If a student uses these items during class, the student will be asked to leave the class and will be marked absent.
- No gum, food, or beverages (except water) are allowed during the class.

- Only polite and kind language is permitted in this class.

**This syllabus and course agenda is subject to change, with advance notice, at the discretion of the instructor.**

**Academic Misconduct:**

Pacific University has no tolerance for academic misconduct. It is university policy that all acts of misconduct be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

**Tutoring and Learning Center (TLC):**

The TLC is located in Scott Hall. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects. Students should consult with the center’s director for information on tutoring available for other subjects. Day and evening hours; walk-ins welcome!

**Learning Support Services for Students with Disabilities:**

If you have documented challenges that will impede your learning in any way, please contact our LSS office at ext.2107. The Director or Assistant Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any ADA accommodations for specific courses.



