

New Course to begin in Spring Semester 2011

Syllabus In Development

Music Education 414 Practicum in Music Education III

Description. Principles, programs, and practice in teaching instrumental music at the elementary and secondary grade levels. The focus is on instrumental ensembles in elementary and secondary school. The theoretical framework for the course is entitled "The Reflective Practitioner," and the model to implement this framework is the PAR model: Planning, Action, Reflection. Planning includes the development of appropriate strategies for transformation and presentation. Action implies the implementation of instructional decisions. Reflection emphasizes the critical understanding that informs the entire process.

This is the third of a three-semester course that seeks to combine practical and theoretical elements. Throughout this semester, students will observe and conduct band rehearsals, private lessons, and sectional. Discussions will include appropriate materials and teaching strategies to use. This course is the fourth in the Professional Sequence that leads ultimately to certification and professional employment. The attitudes and behaviors of professional teachers are expected.

In this course, the principal focus is on instrumental music in grades 5-12, with secondary attention on Music in Special Education. The venues for teaching are TBA (elementary) and Alan Shawn Feinstein Middle School (secondary) in Coventry.

Goals:

- 1) Prepare students for the art of teaching instrumental music by developing students' excellence in education, musicianship, pedagogy, and scholarship.
- 2) To develop a working knowledge of problem areas and corrective measures for brass, woodwind, and percussion instruments.
- 3) To develop an understanding of developmental issues that determines age-appropriate musical activities for instrumentalists of all ages.
- 4) To develop knowledge concerning instructional materials and resources for use in instrumental rehearsals.
- 5) To develop knowledge concerning band repertoire for elementary, middle, and high school students.
- 6) To become familiar with strategies for efficient choral singing.
- 7) To organize and build knowledge of music pedagogy in relation to the instrumental music classroom (sight-reading; warm-ups; rhythm; tone quality; blend; musical styles; intonation, score analysis; error detection; repertoire; etc.).
- 8) To develop organizational, planning, and managerial skills necessary for establishing school instrumental programs (lesson plans; recruiting; auditioning; budgets; management skills; professional organizations; teacher evaluation; measuring and evaluating student achievement; etc.).

Objectives:

- 1) To observe and describe the appropriate abilities of instrumental groups of various age levels.
- 2) To select music appropriate for elementary, middle school, and high school instrumentalists.
- 3) To organize repertoire for concert programming.
- 4) To plan and conduct band warm-ups.
- 5) To provide a thorough score analysis of a band score.
- 6) To develop criteria for group and individual performance assessment.
- 7) To observe and analyze instrumental teachers in the field as well as self and peer evaluations.
- 8) To demonstrate musical skills in the instrumental rehearsal by singing and chanting accurately and expressively and preparing scores for rehearsal.
- 9) To demonstrate skills of a reflective practitioner and life-long learner by
 - a. developing good teaching habits (completing work on time; thoroughly preparing for rehearsals; identifying strengths and weaknesses and suggestions for change through video analysis)
 - b. developing the ability to learn and make transferences into one's own teaching by observing excellent music teaching by experienced music teachers.
 - c. critically reading, analyzing, and discussing research related to teaching instrumental music.
 - d. participating in conferences, in-services, professional music organizations, and contributing your services to the Rhode Island Music Education Association events.
- 10) To demonstrate an understanding of instrumental music instruction for students with special needs.

Instructors:

Robert Franzblau

Cooperating Teachers:

TBA (elementary)

Tony Costa (secondary)

Texts:

Essential Elements 2000, Conductors Books 1, 2, and 3. Hal Leonard.

Getting Started with Middle Level Band, David G. Reul. Music Educators National Conference, 1997. ISBN 1-56546-049-3 (Out of print. Legal copies will be provided.)

Required Professional Memberships and Professional Journals:

National Association for Music Education (MENC)

Music Educators Journal; Update; Teaching Music; Journal of Music Teacher Education

Supplies:

Blank mini digital tapes and DVD's.

Assignments and Grading:

- A. The most important individual assignments are the rehearsals you will conduct at the two schools. For each rehearsal, you will prepare the scores, develop a rehearsal plan, conduct the rehearsal, and have a post-rehearsal interview with the instructor. (These rehearsals will account for 50% of your grade.) The grade for each rehearsal depends on the specific assignment. Written assignments will also be counted as part of this grade.
- B. A portfolio. This portfolio will account for 50% of the grade. Instructions for each portfolio are attached. Due May 6.

Attendance: Attendance is required at all classes, laboratories, and lectures at RIC and the middle and high schools. Punctuality, appropriate dress and demeanor, and all other attributes of professionalism are expected.

Attendance at the following events is required:

Senior All-State Festival Rehearsal. Observe at least one hour of rehearsal by the Chorus **and** an hour by the Band or Orchestra. Complete an observation report for each.

RIMEA In-Service

RIMEA Band Festival

RIMEA Choral Festival

MusEd Technology Workshop

Solo/Ensemble Festival

Preparing to Teach Portfolio:

This portfolio is not a requirement of MUSE 414, but is required for approval to student teach. See instructions. Students with an instrumental focus will complete portfolios during practicum III (students with a choral focus should have completed the PTT portfolios during practicum II)

Course Overview

Week	Teaching Site	Lecture Topic at RIC
1	RIC	Score Reading Workbook; Philosophy Revisited; Recruitment
2	TBA	The First Lesson; Beginning Band Methods and Teaching Aids
3	TBA	Organizing the Rehearsal; Seating Plans; Classroom Management
4	Choral Festival Band Festival	Curriculum and Standards; Developing Assessment Tools
5	TBA	Rehearsal Techniques; Performance Issues; Problem Solving
6	TBA	Intermediate/Advanced Band Methods and Aids
7	TBA	Instrument Repair
8	TBA	Planning for and Building a Program
9	FMS	Marching Band Techniques
10	FMS	Recruitment and Auditions; RIMEA Policy and Procedures for All-State and Solo & Ensemble Festivals
11	FMS	Managing the Instrumental Program
12	FMS	Selecting Music – Elementary (large and small ensembles)
13	FMS	Selecting Music - Middle School & High School (large and small ensembles)
14	FMS	Designing an Instrumental Music Curriculum 5-12