MUE 4422 – Materials and Methods of Teaching Winds and Percussion
Fall 2012

Instructor: Ben Rochford
Office: Steinbrenner Band Hall, Room 104
Office Hours: Monday Period 9 (4pm-5pm) or by appointment
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Email: brrochford@ufl.edu

Class Meeting: Thursday Periods 3 - 4 (9:35am - 11:30am)
Credits: Two
Class Location: MUB 146

Purpose: To familiarize 4th year music education students with the requirements and responsibilities of teaching winds, strings, and percussion in middle and secondary schools. To have the students develop critical thinking skills in the area of instrumental music education through review of scholarly literature and the discussion of current issues facing music educators. The development of a personal philosophy of music education will be emphasized throughout the course.

Pre-requisite(s): MUE 3330, professional performance jury and musicianship performance jury.

Required Text: Developing the Complete Band Program, Shelley Jagow, Meredith Music Publications

Goals: As a result of being participating members of this class, students will be prepared to effectively manage an instrumental music program at the elementary or secondary level. Students will also develop philosophical, theoretical, and practical methods of teaching music in the classroom.

Learning Objectives: At the conclusion of this class, students will be able to select a beginning band/warm-up method for their students, create a list of “quality” band works from a variety of grade levels, develop a band handbook, and create a resource notebook of class materials.

Attendance Policy: As a pre-professional course, students are expected to attend every class session and to be on time. Each unexcused absence will result in a deduction of 5 points. Arrangements for an excused absence must be made with the instructor one-week prior to the absence. The decision to grant an excused absence is at the discretion of the instructor.

Grading Scale:

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<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<td>A</td>
<td>93 - 100</td>
<td>80 - 82.99</td>
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<tr>
<td>A-</td>
<td>90 - 92.99</td>
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**Grading Criteria:** All assignments and projects are due at the beginning of class on the due date or as noted.

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Article Review</td>
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<td>Cover Letter</td>
<td>5 pts</td>
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<td>Resume</td>
<td>5 pts</td>
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<tr>
<td>Beginning Band/Warm-Up Methods Project</td>
<td>15 pts</td>
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<tr>
<td>Music Review</td>
<td>15 pts</td>
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<tr>
<td>Repertoire Project</td>
<td>20 pts</td>
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<tr>
<td>Band Handbook</td>
<td>20 pts</td>
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<tr>
<td>Mock Interview</td>
<td>15 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
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**Assignment Descriptions**

**Article Review**
Each student will read one article related to instrumental music education over the course of the semester. The review will include a brief summary of the article and their thoughts/opinions on the article/subject. The student will present this review to the class for discussion on the assigned due date.

**Beginning Band / Warm-Up Methods Project**
The student will evaluate three beginning band or band warm-up method books for appropriateness, usability, and teaching opportunities. The student will discuss how this would be incorporated in their program.

**Music Review**
Each student will select one piece of band or orchestra music they determine as ‘good’ quality. He/she will provide a written analysis of the work along with a description of why he/she considers it of ‘good’ quality. Examples will be given in class.

**Repertoire Project**
The student will create and submit a database of concert literature appropriate for their chosen grade level (middle school: grade 1, 2, 3, and 4; high school grade 3, 4, 5, and 6).

**Band Handbook**
The student will create a handbook for their future band program (middle school or high school). This handbook should be comprehensive in covering all aspects of the program, including information for students, parents, and administrators.

**Mock Interview**
The student will participate in a mock interview that draws on the concepts discussed throughout the semester.
August 22- Introduction to Course, Review Syllabus, Establishing Professional Communities of Practice

August 29- Forming a Music Education Philosophy

September 5- Starting a Band Program, Instrument Rentals, Recruiting and Program Retention

September 12- Assessing Beginning Band Method Books

September 19- Establishing Successful Habits for Beginning Band Students

September 26- Intermediate Band- Selecting Appropriate Repertoire, Effective Concert Programming

October 3- Effective Planning: Score Study, Lesson Plans, Rehearsal Schedules,

October 10- Large Classroom Management, Ensemble Grading Procedures

October 17- Working with Booster Organizations, Band Uniforms and the Bid-Process

October 24- Dealing with Individual Instrument Issues within an Ensemble Rehearsal

October 31- Contemporary Trends in Music Technology, Creating a Band Handbook

November 7- Orchestra and Jazz Ensemble Techniques, Fundamentals of Teaching Jazz Improvisation

November 14- Completing a Successful Interview, Writing a Cover Letter and Resume

November 21- Defending Music Education, Advocacy Tools

November 28- Thanksgiving Break

December 5- Assignment Due: Band Handbook

December 12- Final Exam: Mock Interview

Caveat: The above procedures and course schedule are subject to change as deemed necessary by the instructor.
E-Learning: MUS 4422 is a web-enhanced course which will utilize E-Learning as a supplement to in-class content. You can access the online portion of this website by logging on to Sakai at the following web address:

http://lss.at.ufl.edu/

Academic Honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Students Requesting Accommodations Due To Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.