CTMU 5130 001: *School & Community Instrumental Music Education*

CRN 17039, Auburn University Department of Curriculum & Teaching, Fall 2016

INSTRUCTOR: Dr. Guy Harrison

CLASS MEETINGS: T/TR 8:00-9:15am – Haley Center 1408

LAB TIME: M 1:45-4:45pm – Goodwin 229

OFFICE HOURS: Monday/Wednesday: 10:30am-12:00pm – 218 Goodwin

Tuesday/Thursday: 9:30-11:00am – 5094 Haley Center

Other Times by Appointment

MATERIALS: **Required:**

Feldman, E., Contzius, A., andLutch, M. *Instrumental Music Education: Teaching with the Musical and Practical in Harmony, 2nd ed*. Routledge.

Hendrickson, C. V. (1957). *Handy Manual Fingering Charts for Instrumentalists.* Carl Fischer.

 Other readings may be assigned as necessary and provided on Canvas.

*Course Description*

From the undergraduate catalog: *Musical development and learning of instrumentalists. Curriculum, methods, and assessment for community and school instrumental music learning settings.*

*Course Objectives*

1. Students will:
	1. Review materials for music education and critique these materials.
	2. Demonstrate basic knowledge of woodwind, brass, percussion and string instruments.
2. The student will develop, teach, and evaluate lessons that demonstrate knowledge of:
	1. Technology that can be used to enhance the performance of music.
	2. The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.
	3. The Comprehensive Musicianship through Performance (CMP) approach.
3. The student will demonstrate ability to:
	1. Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.
	2. Compose and arrange music and adapt music from a variety of sources.
	3. Interpret representative works of the past and present and evaluate the quality of musical works and performances.
	4. Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.
4. Play woodwind, brass, percussion and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups.

*Course Assignments*

1. Class Reading Summaries 25%
2. Score Selection 5%
3. Score Markup 20%
4. Midterm Assignment 15%
5. Final Portfolio Draft 5%
6. Final Portfolio 20%
7. Lab Observation Forms & 10%

Self-reflections

**Chapter summaries (25%) Due: by 11:59pm day before class**

Students will complete a 1 page, typed, and double spaced reading summary of the chapter to be discussed in the next class meeting. Reading summaries are due at 11:59pm the day before class in Canvas.

**Score Selection (5%) Due: by 11:59pm September 8, 2016**

Select a score for a Class BB or above work for band from the [ABA Cumulative Music List](http://www.abafest.com/publicmusiclist.asp?c=). Students will need to purchase a copy of the score for this assignment and those related assignments that follow. Students will then provide a 1 page, typed, and double spaced justification for their selection as well as a scanned copy of the score’s title page.

**Score Markup (20%) Due: by 11:59pm September 20, 2016**

Students will mark their selected score using the instructions provided in the *Score Analysis Instructions* (Sections I – XI) document in Canvas. Students will fill out the required sections in the *Score Analysis Instructions* (Sections I – XI) document and will then complete the *Score Analysis and Planning Guide* template provided in Canvas. Students will also provide a scanned copy **(in color)** of their marked score via Canvas.

**Midterm Assignment (15%) Due: by 11:59pm October 6, 2016**

Become familiar with the edTPA Performing Arts Handbook as well as the Task 1: Context for Learning and Task 1: Planning Commentary documents. These will aid you in your preparations for not only this assignment but the ones that follow. These documents are in the 'Files' section  in Canvas in the edTPA folder. Note, for Task 1: Context for Learning you will need to "make up" a classroom. Be sure to create a classroom that will help you complete the Task 1: Planning Commentary document.

For this assignment, students will resubmit their Score Markup assignment with any corrections that needed to be made. Using their *Score Analysis and Planning Guide* and their *Score Analysis Instruction* form, students will create a list of measureable student objectives based upon the [2014 National Music Standards](http://www.nafme.org/my-classroom/standards/) as well as corresponding formative and/or summative assessments and relevant academic language.

**Final Portfolio Draft (5%) Due: by 11:59pm November 28, 2016**

Students will complete the edTPA Task 1: Context for Learning template using a ‘made-up’ classroom. Students will submit a series of lesson plans (3 - 5) based upon several of the measurable student objectives and assessments created for their midterm assignment using the provided *Lesson Plan Template*. Students will then complete edTPA Task 1: Planning Commentary. The *Lesson Plan Template,*edTPA Task 1 templates, and other edTPA documents that will aid in your assignment planning can be found in Canvas. Draft assignments will be assessed by your peers in a small group activity using the edTPA rubrics as guide for assessment.

**Final Portfolio (20%) Due: by 11:59pm December 6, 2016**

**Lab Observation Forms (10%) Due: by 11:59pm on the Wednesday after the observation**

*Note that class attendance will also have an effect on the grade earned for the course – see the section on University Policies, below.*

The following grading rubric will be employed for this course:

A Excellent For outstanding achievement

B Good For less than outstanding but demonstrating better performance than the normal competency required for satisfactory progress toward graduation

C Satisfactory For performance that demonstrates the normal competency required for satisfactory progress toward graduation

D Poor For performance that meets minimum course requirements but is below standards required for satisfactory progress toward graduation

F Failure For performance that does not meet minimum course requirements and for which no degree credit is justified

*Technology Policy*

The in-class use of electronic devices for purposes *not* related to the course (email, Facebook, etc.) will not be tolerated, as this compromises the learning environment of class meetings.

*University Policies*

All Auburn University policies regarding academics and student conduct are in full effect for the duration of the course, including but not limited to the following (sections in italics are taken directly from the undergraduate bulletin and/or the student handbook):

*CLASS ATTENDANCE POLICY*

[*https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)

*ACADEMIC HONESTY CODE*

<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

*ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES*

Full cooperation and assistance will be given to any student with special learning needs. If you need course adaptions or accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see the instructor as soon as possible.

*HONESTY CODE*

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

*COLLEGE OF EDUCATION PROFESSIONALISM*

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality

*THE FAMILY RIGHTS AND PROVACY ACT (Public Law 93-380)*

This Act assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

*CONTINGENCY STATEMENT*

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Harrison if you have questions about this addendum.

*Course Content*

Please note that this schedule is subject to change throughout the semester.

Week 1 Tuesday August 16 Introduction & Chapter 5

 Thursday August 18 Chapter 5 cont. & Chapter 9

Week 2 Monday August 22 MOUs, Expectations & Introduction to edTPA

 Tuesday August 23 Chapter 1

 Thursday August 25 Chapter 2

Week 3 Monday August 29 Planning ahead, integrating CMP & edTPA

 Tuesday August 30 Chapter 3

 Thursday September 1 Chapter 4

Week 4 Monday September 5 No Class (Labor Day)

 Tuesday September 6 Chapter 6

 Thursday September 8 Chapter 10

Week 5 Monday September 12 Introduction to Observation Forms

 Tuesday September 13 Chapter 14

 Thursday September 15 Chapter 11 & Chapter 15

Week 6 Monday September 19 In-school Observation 1

 Tuesday September 20 Chapter 8

 Thursday September 22 Chapter 8 cont.

Week 7 Monday September 26 In-school Observation 2

 Tuesday September 27 Chapter 12

 Thursday September 29 Chapter 12 cont.

Week 8 Monday October 3 In-school Observation 3

 Tuesday October 4 Chapter 16

 Thursday October 6 Chapter 7

Week 9 Monday October 10 In-school Observation 4

 Tuesday October 11 Midterm Review

 Thursday October 13 Chapter 13

Week 10 Monday October 17 Review of In-school Observations

 Tuesday October 18 Chapter 17

 Thursday October 20 Chapter 17 cont. & Chapter 18

Week 11 Monday October 24 In-school Observation 5

 Tuesday October 25 Chapter 19

 Thursday October 27 Chapter 20

Week 12 Monday October 31 In-school Observation 6

 Tuesday November 1 Chapter 21

 Thursday November 3 Chapter 22

Week 13 Monday November 7 In-school Observation 7

 Tuesday November 8 Chapter 23

 Thursday November 10 Chapter 24

Week 14 Monday November 14 In-school Observation 8

 Tuesday November 15 edTPA Deep Dive

 Thursday November 17 edTPA Deep Dive cont.

Week 15 Thanksgiving Break

Week 16 Monday November 28 Review of In-school Observations

 Tuesday November 29 Class Activities – Portfolio Review

 Thursday December 1 Class Activities – Portfolio Review

**Final Portfolio Due 11:59pm Tuesday December 6**