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

CRN 18289, Auburn University Department of Curriculum & Teaching, Fall 2018

INSTRUCTOR: Dr. Guy Harrison

CLASS MEETINGS/

LAB TIME: T/TR 8:00-10:15am – Haley Center 1408 & School Locations

OFFICE HOURS: Mondays: 9:00-10:30am – 218 Goodwin

Tuesdays: 2:00-3:00pm – 218 Goodwin

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.

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 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. Score Selection &

edTPA Context for Learning 10%

1. Score Markup 20%
2. Student Objectives 20%
3. Lesson Plans 20%
4. edTPA Task 1 - Final Portfolio 20%
5. Lab Observation Forms & 10%

Self-reflections

**Score Selection & Due: by 11:59pm September 7, 2018**

**edTPA Task 1: Context for Learning (10%)**

Students will complete the edTPA Task 1: Context for Learning template using a ‘made-up’ classroom. Students must include at least one student that requires accommodations. 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 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 28, 2018**

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.

**Student Objectives (20%) Due: by 11:59pm October 15, 2018**

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 **measurable student objectives** based upon the [2014 National Music Standards](http://www.nafme.org/my-classroom/standards/) as well as corresponding **formative and summative assessments** and relevant academic language.

**Lesson Plans (20%) Due: by 11:59pm November 2, 2018**

Using the provided *lesson plan template* students will create 5 lesson plans based on their measurable student objectives from the previous assignment. Lesson plans should have a central focus as described in your edTPA documents and must include assessments designed to measure student understanding. Prepare two (2) written summative assessments as part of your unit packet. Your procedures should be extremely detailed (almost to the minute), describing exactly what you will do in your lesson to help students meet your objectives.

**edTPA Task 1 - Final Portfolio (20%) Due: by 11:59pm December 3, 2018**

Using the materials from the previous assignments, students will complete edTPA Task 1: Planning Commentary (see Canvas for templates and guides). Draft assignments will be assessed by your peers in a small group activity using the edTPA rubrics.

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

Students will complete the lab observation form by responding to the provided prompts. Each lab observation will have its own form with different prompts that are intended to make you think in more detail about the actual teaching experience. If you are involved in the teaching process during a lab, please respond to the specific questions that correspond to your actual teaching experience.

*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 PRIVACY 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 21 Introduction, Syllabus, edTPA Overview,

Thursday August 23 & Chapter 1: An Introduction to Sound-to-

Symbol

Week 2 Tuesday August 28 Score Selection Assignment Overview, MOUs,

Thursday August 30 & Chapter 9: Repertoire

Week 3 Tuesday September 4 Score Markup Assignment Overview &

Thursday September 6 Chapter 10: Score Study

Week 4 Tuesday September 11 Chapter 21: The Music Budget

Thursday September 13 Chapter 17: Recruiting, Organizing, & Starting

the Band and Orchestra

Week 5 Tuesday September 18 Student Objectives Assignment Overview & Thursday September 20 Chapter 8: Curriculum, Assessment, & Grading

Week 6 Tuesday September 25 Lab Observations

Thursday September 27 Lab Observations

Week 7 Tuesday October 2 Lab Observations

Thursday October 4 Lab Observations

Week 8 Tuesday October 9 Lesson Plan Assignment Overview &

Lab Observation Review

Week 9 Tuesday October 16 Chapter 12: Rehearsals

Thursday October 18

Week 10 Tuesday October 23 Chapter 7: Classroom Management

Thursday October 25

Week 11 Tuesday October 30 edTPA Task 1 Assignment Overview &

Thursday November 1 Chapter 16: Motivation

Week 12 Tuesday November 6 Lab Observations

Thursday November 8 Lab Observations

Week 13 Tuesday November 13 Lab Observations

Thursday November 15 Lab Observations

Week 14 **Thanksgiving Break**

Week 15 Tuesday November 27 Lab Observation Review &

Thursday November 29 Final Portfolio Peer Assessment

Week 16 Tuesday December 4 Chapter 18: Planning & Managing a Concert

Thursday December 6 Chapter 22: Copyrights & Review

**Final Portfolio Due 11:59pm Monday December 3, 2018**