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

CRN 18841, Auburn University Department of Curriculum & Teaching, Fall 2020

INSTRUCTORS: Dr. Guy Harrison ([gharrison@auburn.edu](mailto:gharrison@auburn.edu))

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CLASS TIME: TR 8:00-9:15am – Online: <https://auburn.zoom.us/j/94604926582>, or 1403 Haley Center, or school locations

LAB TIME: Friday 8:00-10:50am – Online: <https://auburn.zoom.us/j/99439277193>

& 3203 Haley Center

OFFICE HOURS: By Appointment – given the nature of this challenging semester, please send me an email to setup a virtual meeting via zoom.

MATERIALS: **Required:**

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

Band Score for course assignments – More information to follow

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 5%

1. Score Markup 20%
2. Student Objectives 10%
3. Lesson Plans 15%
4. edTPA - Final Portfolio 20%
5. Field Experience Observation Forms

& Self-reflections 10%

1. Lab Class Participation/Small

Group Assignments 20%

**Score Selection &**

**edTPA Task 1: Context for Learning (5%) Due: by 11:59pm September 13, 2020**

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 (15%) Due: by 11:59pm October 4, 2020**

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 (15%) Due: by 11:59pm October 25, 2020**

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 (15%) Due: by 11:59pm November 15, 2020**

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 6, 2020**

Using the materials from the previous assignments, students will complete edTPA Task 1: Planning Commentary (see Canvas for templates and guides).

**Field Experience Observation Forms (10%) Due: Within 24 hours of 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.

**Lab Class Participation &**

**Small Group Assignments (20%) Due: As Assigned**

Class labs will serve as opportunities for mini deep-dives or workshops on various topics of interest. They may also serve as opportunities to put into practice some of the knowledge and skills covered during the class. There may be some small group assignments that stem from these workshops/deep-dives. Details will be provided closer to each given assignment.

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

For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades)

*Online Student Learning Expectations*

All students in this course are expected to have all the equipment and software needed to be successful in the online portions of this course.

*Academic Integrity*

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

*Late Assignment Policy*

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT on the date noted on the class calendar. Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

*Faculty Communication & Feedback*

Communication with course instructors should take place via university email. Students will expect to receive a response within 48 hours of their enquiry. Instructors will provide feedback to students *one week* after an assignment is submitted. **Instructors reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.**

*Accessibility*

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.

*Instructor Assistance with Course Performance*

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you, but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

*Diversity Statement*

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

\*Source: University of Michigan, Center for Research on Learning and Teaching

*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 & COVID Related Policies*

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as Covid-19), 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.

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/).

*Course Content*

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

Week 1 Tuesday August 18 Introduction to CTMU 5130 &

Thursday August 20 Assignment 1 Overview

Friday August 21 Beginner Instructional Videos Deep-dive

Week 2 Tuesday August 25 Chapter 9: Repertoire

Thursday August 27

Friday August 28 Evaluating Repertoire Workshop

Week 3 Tuesday September 1 Chapter 6: Special Topics: Constructivism,

Thursday September 3 Concept Attainment, & Direct Instruction

Friday September 4 edTPA Deep-dive (Dr. Kathy King)

Week 4 Tuesday September 8 Chapter 10: Score Study &

Thursday September 10 Assignment 2 Overview

Friday September 11 Score Preparation Workshop (Dr. Corey Spurlin)

**Assignment 1 due 11:59pm Sunday September 13**

Week 5 Tuesday September 15 Method Book Review & Evaluation

Thursday September 17

Friday September 18 Arranging Music Workshop (Dr. Lee Johnson)

Week 6 Tuesday September 22 Chapter 8: Curriculum, Assessment, & Grading

Thursday September 24

Friday September 25 Curriculum Workshop

Week 7 Tuesday September 29 Chapter 8: Curriculum, Assessment, & Grading,

Thursday October 1 cont. & Assignment 3 Overview

Friday October 2 Assessment Workshop

**Assignment 2 due 11:59pm Sunday October 4**

Week 8 Tuesday October 6 Chapter 12: Rehearsals

Thursday October 8

Friday October 9 Handbook Development Workshop

Week 9 Tuesday October 13 Chapter 4: Teaching Improvisation &

Thursday October 15 Composition

Friday October 16 Improvisation & Composition Workshop (Dr. Michael Pendowski)

Week 10 Tuesday October 20 Chapter 15: Directing Other Ensembles &

Thursday October 22 Assignment 4 Overview

Friday October 23 Drill Writing Workshop (Dr. Nikki Gross)

**Assignment 3 due 11:59pm Sunday October 25**

Week 11 Tuesday October 27 Chapter 7: Classroom Management

Thursday October 29

Friday October 30 Classroom Management Workshop

Week 12 Tuesday November 3 Chapter 19: Fundraising, Promotion, &

Thursday November 5 Advocacy

Friday November 6 Fundraising Workshop

Week 13 Tuesday November 10 Chapter 21: The Music Budget &

Thursday November 12 Final Portfolio Overview

Friday November 13 Budgeting Workshop

**Assignment 4 due 11:59pm Sunday November 15**

Week 14 Tuesday November 17 Chapter 17: Recruiting, Organizing, & Starting

Thursday November 19 the Band & Orchestra

Friday November 20 Recruiting Workshop

Week 15 No Class

**Final Portfolio Due 11:59pm Sunday December 6, 2020**