

## MMED/PMED 716 Rehearsal Strategies and Repertoire for Young Band

SUMMER 2018

### Instructor:

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### Required Texts/Materials:

Course Workbook, by Scott Watson

Course website: <http://www.drwatsonmusic.com> (Click "University Courses → Band Workshop)

**PRE-ASSIGNMENT:** Instructions for the course pre-assignment, writing a "Program Profile," can be found here: <http://bit.ly/2pwyRYj>

### Program Objectives

*Students completing graduate music education coursework through The University of the Arts...*

- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

### Course Description

This intensive course includes topics of interest and vital importance to music educators working with elementary and middle school concert band ensembles. Topics covered include leading effective small group lessons and large ensemble rehearsals; evaluating, choosing, and using methods; concert planning and selecting repertoire; recruitment, retention, and switching instruments; assessment; and managing student records. In-service teachers are encouraged to share their successful techniques as well. Participants should bring a primary and secondary instrument to use to try techniques presented and to play during ensemble repertoire reading sessions.

### Student Learning Outcomes

Students will...

- learn effective small group lesson as well as large ensemble rehearsal strategies
- learn about the spectrum of young band repertoire available and to select high quality repertoire to advance student musicianship
- learn and understand the myriad components to successful young band ensembles: recruitment and retention, instrumentation and how to manage student records
- learn high quality formative and summative assessment strategies to utilize with you bands

## Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

*Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.*

	Basic	Average	Superior
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.

The [Grading Policy](#) can be found in the Course Catalogue.

## Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend ***Introduction to Research and Documentation*** available on the University Libraries website.

## Absences

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

## Technology

[Policies on Technology](#) may be found in the Course Catalogue.

## Class Format

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.

Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

## **Educational Accessibility**

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at [215-717-6616](tel:215-717-6616) or [access@uarts.edu](mailto:access@uarts.edu) to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

## **Course Outline**

*Syllabus is subject to change.*

### **MONDAY**

Introduction, Survey, Philosophy/Mission; Getting Things Started; Lesson Groups/Sectionals; Fun Games & Challenges; **ASSIGNMENT: Read one article, “Establishing and Effective Rehearsal Procedure for Middle School Students,” by Erin Cole; “Make Them Think,” by Rob Shaver; or “A Comprehensive Approach to Teaching Grade 1 Band Music,” by Marguerite Wilder. Outline article’s main points/suggestions for discussion.**

### **TUESDAY**

Ensemble Rehearsal (warm up, tuning, phrasing, other musical goals, student agency, patterns in music, rehearsal planning, etc.); Guest Composer/Director Chris Bernotas; Young Band Music Reading Session.

### **WEDNESDAY**

Repertoire and Score Prep. Thoughts on selecting repertoire. **Special Guest Presenters: Dr. Jenny Neff** (Bala Cynwyd MS and UArts): Topic TBA; **Tiffany Hitz** (Carson MS Band, Fairfax Co, VA): best practices.

**ASSIGNMENT: Read two articles, “Discipline Comes Before Instruction,” by Jim Shaw & “Why Classroom Management Is So Crucial for Bands,” by Mike Pearce. Take notes for class discussion.**

**ASSIGNMENT for Fri: Annotated Concert Program (Repertoire, Order and Notes).**

### **THURSDAY**

Classroom Management; The Concert Event; Assessment; Rehearsal Lab: participants teach/direct 6-8 mins.

### **FRIDAY**

Retention/Advocacy; Tech Tools for Band; Nuts & Bolts of a Commission; Presentations: Annotated Concert Programs.