MMED715/PMED715 The Complete Band, Summer 2017

Instructor

Keith Hodgson, Assistant Professor of Music Education
609-317-0906
khodgson@uarts.edu
Website: www.keithwhodgson.com
Remind Group Code: Text to: 81010 @uarts2017

Pre-Assignment

1. Students should gather information on varied levels of appropriate band repertoire.
2. Students should bring assessment samples that they use in their program.
3. Students should gather information on facilities and budgets (both school district and booster)
4. Students should bring information about their current professional development status and previous experiences.
5. Students should gather information, photos, logos, clipart, videos, links, and materials that would be resourceful in designing a website.

BRING TO CLASS

Baton
Laptop
Primary instrument
Sample band methods to share
Pencils, pens, highlighters
Music Technology APPS to share

Program Objectives

Students completing graduate music education coursework through The University of the Arts…
Understand the foundations of current music and education trends

- Design, employ and deliver quality instructional, curriculum and assessment approaches to learning and student growth
- Utilize effective pedagogical methods to support student musicianship
- Evolve as creative and innovative musicians who share these musical strengths with their learners through teaching

Course Description

This course will focus on the essential elements of a successful concert band school program. Effective ensemble rehearsal strategies, pedagogical foundations, repertoire selection, assessment methods, and how to commission works will comprise the musicianship/musical aspects of the course. Recruitment and retention, staffing, scheduling, budgeting, inventory, and ensemble rehearsal and performance space will comprise the organizational understandings of the course. How to build relationships with music vendors and the selection of high quality instruments for student musicians of all ages will be addressed. Additionally, entrepreneurial strategies, networking, and advocacy resources will complete the awareness-building component of the course to support band directors in visioning, creating, and ultimately deploying the complete band program. Students will be expected to play a band instrument during this course.

Student Learning Outcomes

Students will...

- learn about and understand the critical components to creating a complete concert band program
- engage in deepening understanding of effective ensemble strategies
- understand means to successfully implement organizational strategies to maximize program effectiveness

Course Outline

Schedule		Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	9	**TOPICS:** ⭐ Introductions ⭐ Interests ⭐ Motivations ⭐ Technologies	**TOPIC:** ⭐ Assessment Methods ⭐ Developing Musicianship **ACTIVITY:** *(Lab Band)* **OUTCOME:**	**TOPIC:** ⭐ Facilities cont. ⭐ Technology cont. **ACTIVITY:** *Discussion & Breakout* **ASSIGNMENT:** Project #4	**TOPIC:** ⭐ Strategic Planning **ACTIVITY:** *Interactive Presentation* **OUTCOME:** *Plan & Design K-12* **ASSIGNMENT:** Project #4	**TOPIC:** ⭐ Project work Breakout **ACTIVITY:** *Discussion & Breakout* **OUTCOME:** *Content Completion* **ASSIGNMENT:** *All Projects*
	10	**TOPICS:** ⭐ Music Education Philosophies ⭐ Literature **ACTIVITY:** *Interactive Presentation* **OUTCOME:** Project #1	**TOPIC:** ⭐ Program Structures **ACTIVITY:** *Discussion & Presentation* **OUTCOME:** Breakout & Present **ASSIGNMENT:** Project #4	**GUEST SPEAKER** **Mike Kamphuis** **CONN-SELMER PRESENTATION** ⭐ Financial Planning ⭐ Inventory Management	**TOPIC:** ⭐ Conducting **ACTIVITY:** *(Lab Band)* ✓ Score Practrice ✓ Video Preparation ✓ Demonstrating Musicianship	**TOPIC:** *Assign #2 Conducting* **ACTIVITY:** *Conducting Performances* **OUTCOME:** *Video / Critiques / Eval.* **ASSIGNMENT:** Project #2
	11	**TOPIC:** ⭐ Website Design **ACTIVITY:** *Working on Websites* **OUTCOME:** *Capstone Project (in prog)* **ASSIGNMENT:** *Website: Design Pages*	**TOPIC:** ⭐ Technology cont. **ACTIVITY:** *Working on Websites* **OUTCOME:** *Capstone Project (in prog)*		**TOPIC:** ⭐ Website Design **ACTIVITY:** *Working on Websites* **OUTCOME:** *Capstone Project (in prog)* **ASSIGNMENT:** *Website: Design*	**TOPIC:** *Assign #2 CONDUCTING* **ACTIVITY:** *Conducting Performances* **OUTCOME:** *Video / Critiques / Eval.* **ASSIGNMENT:** *Website: Final Additions*
AFTERNOON	1	**TOPIC:** ⭐ Conducting **ACTIVITY:** Basics **OUTCOME:** *Demonstrating Musicianship*	**TOPIC:** ⭐ Inst. Assessment ⭐ Portfolio Design **ACTIVITY:** *Interactive Presentation* **OUTCOME:** *Design Portfolio* **ASSIGNMENT:** Project #3	**GUEST SPEAKER** **Andrew Yozviak** ⭐ Leadership ⭐ Literature ⭐ TBA	**TOPIC:** ⭐ Standards ⭐ Teaching Evaluation Models **OUTCOME:** *Discussion & Breakout* **ASSIGNMENT:** Project #6	**TOPIC:** ⭐ Completion of Projects **ACTIVITY:** *Final Breakout* **OUTCOME:** *Content Completion* **ASSIGNMENT:** *All Projects*
	2	**TOPICS:** ⭐ Score Study ⭐ Basic Elements of Musicianship ⭐ Literature **ACTIVITY:** *(Lab Band)*	**TOPIC:** ⭐ Conducting ⭐ Literature **ACTIVITY:** *(Lab Band)* **OUTCOME:** *Demonstrating Musicianship*		**TOPIC:** ⭐ Teaching with Technology **ACTIVITY:** Working with MusicFirst **OUTCOME:** Under. Cloud Technology	**TOPIC:** *COURSE WRAP-UP* **ACTIVITY:** *Student Presentations Students present their websites to the class containing all projects as content.* **OUTCOME:** *Work Evaluation* **ASSIGNMENTS:** *Completed!*
	3	**TOPIC:** ⭐ Teaching with Technology **ACTIVITY:** Technology Presentation **OUTCOME:** Working with SmartMusic	**TOPIC:** ⭐ Facilities **ACTIVITY:** *Discussion & Breakout* **OUTCOME:** *Plan & Design Facilities*	**TOPIC:** ⭐ Conducting ⭐ New Music Reading Session **ACTIVITY:** *(Lab Band)* **OUTCOME:** Project #2	**TOPIC:** ⭐ Conducting ⭐ New Music Reading Session ⭐ Literature **ACTIVITY:** *(Lab Band)*	

©MusicMaestro2016 Keith W. Hodgson

Envisioning and Creating…

COURSE PROJECTS:

PROJECT #1: LITERATURE DATABASE
(Database) Students will collaborate in small groups to work by grade level to research and create a shared Google database of quality band literature.

PROJECT #2: CONDUCTING PERFORMANCE
(Video) Students will prepare and perform a score for a video recording, critique and evaluation by the end of the week.

PROJECT #3: INSTRUMENTAL ASSESSMENT PLAN
(PDF) Students will individually create an instrumental assessment plan for implementation in their program setting.

PROJECT #4: PROGRAM AND FACILITIES DESIGN (K-12)
(PDF) Students will work with a colleague to design a K-12 well-rounded music program. Also a part of this project will include designing dream facilities for a music department.

PROJECT #5: BUILDING RELATIONSHIPS
(PDF) Students will individually prepare a one-page position paper about the importance of building relationships.

PROJECT #6: DESIGN YOUR PROFESSIONAL
(PDF) DEVELOPMENT PLAN Students will design a professional development plan for themselves as they look forward to the next 10 years of their career.

CAPSTONE WEBSITE DESIGN & PROJECT: CLASS PRESENTATION
(Online Website) Using Weebly or Wix website builders, students will design their own vision of a complete and creative band / music program. All course projects and other professional work and ideas will make up the content added to the site. Students will present their sites to the class at the end of the week.

PRESENTATIONS:
1. PHILOSOPHY OF MUSIC EDUCATION
2. BASIC MUSICIANSHIP
3. ENSEMBLE BUILDING / DEVELOPING MUSICIANSHIP
4. ASSESSMENT IN THE MUSIC CLASSROOM
5. PORTFOLIO ASSESSMENT
6. CONDUCTING TECHNIQUES
7. STANDARDS / QUALITY TEACHING
8. EVALUATION / PROFESSIONAL DEVELOPMENT
9. RECRUITMENT / RETENTION

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.

	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 or 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.

Notice of Nondiscrimination

The University of the Arts is a supportive community committed to individual and artistic integrity and inclusion. We promote and respect self-expression, a wide range of ideas, and diversity in all of its forms. We are committed to creating an inclusive environment in which University community members are able to access academic, social, recreational programs and services, as well as opportunities for admissions and employment on an equitable and nondiscriminatory basis.

The University expressly prohibits any form of discrimination and harassment on the basis of any protected classification, including race, color, religion, sex, gender identity, national origin, age, mental or physical disability, veteran status, genetic information, the use of a guide or support animal because of the blindness, deafness or physical handicap of any individual or independent contractor, possession of a GED instead of a high school diploma and military status as defined by Pennsylvania law, sexual orientation, marital status, familial status and domestic/sexual violence victim status, in accordance with federal, state, and local non-discrimination and equal opportunity laws. The University also prohibits acts of retaliation against those who report acts of harassment discrimination or who cooperate with the investigative process.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law.

The University will promptly and equitably respond to all reports of discrimination and harassment based on protected classifications. Complaints of discrimination, harassment, and retaliation may be directed to the University's Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu or (215) 717-6362. Complaint procedures can be found in Appendix A of the faculty, staff, and student handbooks.

Note: All faculty and professional staff at the University must report any incidents of sexual misconduct to the University's Title IX Coordinator. To make a report, e-mail titleix@uarts.edu or file a report through the Title IX Resource Page: www.uarts.edu/titleix.