

INSTRUCTOR INFORMATION

(Mon Jul 01, 2019 01:00 AM - Thu Aug 01, 2019 01:00 AM)

INSTRUCTOR: Dr. Kevin Watson

EMAIL: kwatso54@uwo.ca

OFFICE: TC 116

PHONE: 519.661.2111 x 85896

OFFICE HOURS: By appointment

COURSE PREREQUISITE

Permission of the department. Unless you have either the requisites for this course or written special permission from the Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE GOALS

In this course we will explore elements of direct instruction and constructivist pedagogical approaches as they apply to instrumental music teaching in both concert band and jazz band settings. The learning objectives of the course include but are not limited to the following:

- Analyze concert band and jazz band repertoire for pedagogical purposes
- Summarize and apply evidence-based findings related to rehearsal effectiveness
- Describe approaches for teaching instrumental music that stress a comprehensive view of musicianship
- Apply effective rehearsal strategies when addressing: ensemble tone quality, intonation, rhythmic precision, musical expression, stylistic interpretation, and improvisation
- Summarize and apply evidence-based findings related to teaching individuals to practice
- Describe and apply methods for assessing students in instrumental music settings

COURSE MATERIALS

Required Text:

Instrumental Music Education: Teaching with the Musical and Practical in Harmony (2nd Edition) by Evan Feldman and Ari Contzius

Hardcopy and Ebook versions of this text are available for rental or purchase from the following sources:

<https://www.amazon.com>

Additional readings will be posted on the course site.

OWL Course Site

<https://owl.uwo.ca>

COURSE POLICIES

1. Each day all of us build our professional reputations. As such, it is expected that you will complete reading and writing assignments in a timely way, and participate fully and respectfully in class and online discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.
2. All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.

EVALUATION

The grade for MU9586L will be based on the following:

Reflection Forum Postings: 50 points

Ensemble Rehearsal Repertoire Study Sheet: 50 points

Teaching Lab Demonstration: 50 points

Rehearsal Reflection/Planning: 30 points

Observation Project: 50 points

Total: 230 points

ASSIGNMENT DESCRIPTIONS

Reflection Forum Posts

These short reflections (500 words maximum) on an interesting idea or question from class readings are primarily intended to provoke thoughtful class discussion.

Reflection #1 Due Date: Monday July 15 @ 2:00 pm

Reflection #2 Due Date: Tuesday July 16 @ 2:00 pm

Reflection #3 Due Date: Wednesday July 17 @ 2:00 pm

Reflection #4 Due Date: Monday July 22 @ 1:00 pm

Reflection #5 Due Date: Thursday July 25 @ 1:00 pm

Ensemble Rehearsal Repertoire Study Sheet

Choose one of the pieces (concert band or jazz band) that we will be working on during the summer camp and list what you feel are the important concepts/objectives to be learned from performing this repertoire. Using the score, create a study sheet containing a collection of melodic and accompaniment figures, transposed and notated so that the full ensemble can practice them in unison. You will go through your plan in class with class members serving as the ensemble. Describe how you would assess and evaluate student learning of these concepts.

Due Date: Thursday July 18 @ 2:00 pm

Teaching Lab Demonstration (10 Minute Time Limit)

Identify a rehearsal technique from the rehearsal toolkit videos within the online supplementary materials for our text: <http://www.routledge-textbooks.com/textbooks/9781138921405/the-rehearsal-toolkit.php>

Prepare a lesson to demonstrate your selected technique for the class. Post a copy of your rehearsal plan on the class OWL site. Use whichever lesson plan format you are familiar with.

Or

Take five rhythm flash cards and teach them to the class using one of the sound-to-symbol approaches outlined in the book chapter. Change the value of the pulse (i.e., what gets the beat, not the speed of the pulse) and teach them again.

Due Date: Friday July 19 @ 2:00 pm

Rehearsal Reflection/Planning

A video recording of a Band Camp rehearsal will be posted to the class OWL site. As you watch the recording, identify the musical issues you would choose to focus on in the next rehearsal. After identifying your specific rehearsal goals, discuss teaching strategies that engage a variety of skill levels and models of instructional

design. Be specific about:

- Who will the activity involve
- Which piece/part of the music
- What is your objective
- How would you achieve that objective
- How can the completion of the objective be assessed

Due Date: Wednesday July 24 @ 1:00 pm

Observation Project

Select two video recordings of Band Camp rehearsals. The selected videos may be of concert band rehearsals, jazz band rehearsals, or one of each. For each lesson describe:

A. General Characteristics

- What is the nature of the teacher/student relationship and sense of rapport?
- What were the goals/objectives of this lesson?
- What pedagogical strategies were used during this lesson?
- How would you describe the pace of the lesson?
- How does the teacher help the students maintain focus and motivation?
- What would you take away from how this teacher teaches and how would you incorporate it in your own work?

B. Specific Characteristics

- Identify two “rehearsal/teaching frames” in each video according to time interval (minute/sec).
- Describe the identified learning target, the limiting act, decontextualization of the content of the performance episode, student demonstration of the content, recontextualization of the content.
- Describe how effective the teacher/student(s) were in yielding improved understanding and/or skill during the “frame.”

Due Date: Friday July 26 @ 1:00 pm

Grade Definitions

A+ 90-100%

A 80-89%

B 70-79%

C 60-69%

D 50-59%

F below 50% or assigned when course is dropped with academic penalty

Grading Guidelines for Written Submissions

A: Outstanding work! The assignment was submitted on time and is exceptionally well planned, clear, and thorough. It is evident that you have applied both learning from the class and your own reflections and interpretations. Grammar and spelling are flawless.

B: Good work! You have completed the task as required and there is evidence that you have applied your learning from the class. The work is clear and the grammar and spelling are quite good.

C: You have completed the assignment as required. However, there may be problems in spelling or grammar, in completeness of thinking, or in the depth of your thinking.

D: There are significant problems with the submission. The work is not clearly thought through or you have missed some key concepts and have failed to take the time to ask or get help from me to complete the work.

F: Unfortunate. The assignment was poorly executed, not turned in, or you were absent on the day of a test, etc.

UNIVERSITY POLICIES

Academic Conduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found

at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com, <http://turnitin.uwo.ca/>.

Accommodation for Medical Illness

As of May 2008, the University instituted a new policy on Accommodation for Medical

Illness, http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.” Such documentation must be submitted by the student directly to the

appropriate Faculty Dean's office and not to the instructor (in Music, this means the Associate Dean, Undergraduate). It will be the Dean's office that will determine if accommodation is warranted.

Statement on Mental Health

Students that are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

HELPFUL RESOURCES

Writing Tutorial Services

Free comprehensive writing support for students and faculty.

<http://www.sdc.uwo.ca/writing/>

Writing Resources

Great information here! Check out the writing support handouts and podcasts.

<http://www.sdc.uwo.ca/writing/index.html?handouts>

Learning Skills Services

SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.

<http://www.sdc.uwo.ca/learning/>

Student Accessibility Services

<http://www.sdc.uwo.ca/ssd/>

If you need individual accommodations to meet course objectives because of a documented disability, please make an appointment with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.