

MUE 2700: BRASS METHODS**0-2-1****Days/Time:****Classroom:****Instructor:****Email:****Phone:****Office Room:****Office Hours:**

CATALOG DESCRIPTION: Techniques of performance and methods of teaching brass instruments. Music or Music Education majors only.

RATIONALE: This course is designed to develop students understanding of the fundamentals of brass instruments at the elementary, middle, and high school levels. Students will be exposed to pertinent solo, pedagogical and other reference literature.

TEXT:

A Complete Guide To Brass. Whitener, Scott. 3d ed. Schirmer Books, New York, 2006.

COURSE OBJECTIVES:

1. Students will participate in and demonstrate teaching techniques to enhance their understanding of the performance practices associated with all brass instruments. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, Planning and Instruction**
2. Students will demonstrate proficiency on three of the brass instruments. **COE-CFS: I Content and Curriculum, IV Assessment**
3. Students will prepare a brass instrument reference manual. **COE-CFS: Professionalism, II Knowledge of Students and Their Learning Environments**

DEPARTMENT OF MUSIC - EDUCATIONAL OUTCOMES:

- #2. Develop skills in and functional knowledge of conducting, rehearsing, and wind, string, fretted and percussion instruments and/or voice performances.
- #3. Develop the ability to apply analytical and historical knowledge of curriculum development, lesson planning, and daily classroom and performance activities.
- #4. Develop skills in assessment and evaluation strategies.
- #5. Acquire the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

College of Education
Valdosta State University
Department of Music
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE REQUIREMENTS:

Note the coded COE Conceptual Framework Standards outcomes listed following each requirement. Consult the key to find out how each assignment relates to the Standards, Knowledge, Dispositions, and Performances demonstrated by effective classroom teachers.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Daily assignments and presentations:

Short assignments pertaining to the teaching and playing of brass instruments will be given throughout the semester. Topics will include, but are not limited to the following: 'Wind and Song,' outlining a first class session, a brief history of brass instruments, selection of brass instruments, and quality brass instrumentalists/performers and recordings. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction**

Quizzes:

There will be three written quizzes and three playing quizzes. Written quizzes will cover information covered in class such as, but not limited to: Harmonic series, selection of mouthpieces, transpositions, explaining the formation of the embouchure, and specifics of each brass instrument. Playing quizzes will assess the ability of the student to adequately perform on the three primary brass instruments that will be played during the semester (trumpet, horn, and trombone). **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, IV Assessment**

Notebook:

Each student will submit an end of course notebook. This should include all notes, hand-outs, quizzes, research, repair manual, etc... These materials should be organized by topic with divider tabs and include a table of contents. This notebook, if completed properly, will serve as a brass instrument reference guide. The notebook will be due at the final regularly scheduled class meeting.

COE-CFS: I Content and Curriculum, V Planning and Instruction, VI Professionalism

Final exam/lesson:

Each student will teach a final brass lesson to an individual (you may choose the individual and which brass instrument). The lesson will be 15 minutes and should be taught on a level that is appropriate to the person being taught. Lesson plans should be written, referencing the Georgia QCC as appropriate, and will be

turned-in following the session. Final lessons will be taught during the regularly scheduled final exam meeting. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction**

Field Observation Project:

During this semester, each student will make brass class and/or school band observations. These observations can be middle or high school band classes or after school rehearsals or university brass ensemble rehearsals or performances. You must document ten hours of field observations during this course.

COE-CFS: II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, VI Professionalism

Attendance and Participation:

Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism, and students are expected to attend all classes. Each absence will result in a lowered grade according to the instructor's specific policy. The university requires that any student who misses more than 20% of a class be subject to receiving a failing grade in the course. The attendance policy in this class will also extend to tardies and "early departures." Any combination of three tardies or "early departures" will equal one class absence. **COE-CFS: VI Professionalism, III Learning Environments**

EVALUATION

You will receive a letter grade and one semester-hour credit for MUE 2700. A minimum passing grade of "C" is required for teacher certification.

Grading Scale: 90 – 100 = A; 80 – 89 = B; 70 -79 = C; 60 – 69 = D; 59 or below = F

Assignments:

1. Daily assignments and presentations	20%
2. Quizzes (written and playing)	30%
3. Notebook	20%
4. Final lesson	10%
5. Attendance	20%

COURSE CALENDAR: To be provided by the instructor.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).