

**Instrumental Curriculum/Techniques**  
**MUE 4610 CRN: 20877**  
**M 1:00-2:40 p.m. FA 261**  
**F 11:00-11:50 a.m. Band Room**  
**Dr. Joe H. Brashier Band Office**  
**333-5809 E-mail: jhbrashi@valdosta.edu**

**BULLETIN DESCRIPTION:** Materials and techniques of instrumental music instruction in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. Music or Music Education majors only. Prerequisites: MUSC 3650 and MUE 3600.

**RATIONALE:** Instrumental Curriculum and Techniques provides the foundation for instrumental music teacher education. The course presents the materials and techniques required for the successful practice of music education at the elementary and secondary levels.

**TEXT:** Rush, Scott. *Habits of a Successful Band Director*  
Jagow, Shelley, *Tuning for Wind Instruments*  
Newell, David, *Classroom Management in the Music Room*

**COURSE OBJECTIVES:** Upon successful completion of this course, students will be able to:

1. Develop competency in the techniques of instrumental music education: lesson planning, rehearsal techniques, literature and methods, assessment and evaluation. InTASC #6, 7
2. Develop competency in score reading, aural discrimination, and error detection/correction. InTASC #4

**EDUCATION OUTCOMES:** This course meets the following Education Outcomes:

- #1. Students will be able to demonstrate an understanding of the central concepts, tools of inquiry, and structures of the fields of knowledge he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. InTASC #1
- #2. Students will be able to demonstrate an understanding of the ways in which children learn and develop, and provide learning opportunities that support their intellectual, social, and personal development. InTASC #1, 8
- #4. Students will be able to demonstrate an understanding of, and show a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. InTASC #8
- #5. Students will be able to demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction and active engagement in learning. InTASC #3, 10
- #6. Students will be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. InTASC # 2, 4

**EVALUATION:** 80% of the course evaluation is based on prompt completion of assignments and presentations; 20% is based on attendance. For attendance, each absence beyond one drops your grade by a letter. Please refer to the Undergraduate Bulletin regarding the attendance policy.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

- Jan. 13 Introduction (Notebooks, GACE Music Exam)  
Setting the Learning Environment, The Lesson Plan, pacing  
Literature
- 20 No Class, MLK Holiday
- 27 Budget (planning and administration)  
Inventory (instrument, uniform, music, etc.)  
*Classroom Management*: Pages 6-15, summary due  
Literature
- Feb. 3 Attrition  
Recruiting beginners  
Beginners, Letter #1 due (recruiting beginners)  
*Habits of a Successful Band Director*: Chapter 1 summary due  
*Classroom Management*: Pages 16-40, summary due  
Literature
- 10 Field Experience #1
- 17 Literature assignment (Graded I-III) due  
Beginner methods  
Starting beginners  
*Habits of a Successful Band Director*: Chapter 2 summary due  
*Classroom Management*: Pages 41-50, summary due  
Literature
- 24 Justifying music  
The rehearsal process: Preparation  
The rehearsal process: Warm-up (Pitch Center, Technical lesson)  
*Habits of a Successful Band Director*: Chapter 3 summary due  
*Classroom Management*: Pages 51-76, summary due  
Literature
- March 3 Keeping students in the Middle/High School band  
The rehearsal process: Tone, Balance/Blend/Resonance/Color  
*Habits of a Successful Band Director*: Chapter 4 summary due  
*Classroom Management*: Pages 77-95, summary due  
Literature: Graded I-III
- 10 Selecting Quality Literature  
The rehearsal process: Pitch  
*Habits of a Successful Band Director*: Chapter 5 summary due  
*Classroom Management*: Pages 96-120, summary due  
Tuning for Wind Instruments – Shelley Jagow  
Literature

- 17 Spring Break
- 24 What I Didn't Learn in College, Letter #2 due (keeping 8<sup>th</sup> graders in the high school band), Charms, Cal30  
*Habits of a Successful Band Director*: Chapter 6 summary due  
*Classroom Management*: Pages 121-140, summary due
- 31 The rehearsal process: Dynamics, Tempo, Pulse Center  
 The rehearsal process: Style (genre--march, chorale, etc.; composer)  
 Articulation, Note length  
*Habits of a Successful Band Director*: Chapter 7 summary due  
*Classroom Management*: Pages 141-160, summary due  
 Literature
- April 7 Field Experience #2
- 11 Field Experience – Region Honor Bands
- 14 Literature Assignment (Graded IV-V) due  
 The rehearsal process: Form, Interpretation  
 The rehearsal process: Assessment/Evaluation  
*Habits of a Successful Band Director*: Chapter 8 summary due  
*Classroom Management*: Pages 161-182, summary due  
 Literature
- 21 MENC Goals/QCC  
 Communication  
*Habits of a Successful Band Director*: Chapters 9, 10 summary due  
*Classroom Management*: Pages 183-205, summary due  
 Literature: Grade IV-V
- 28 Copyright Laws  
 Art of the interview  
*Classroom Management*: Pages 206-236, summary due  
 Notebooks due  
 Q & A session
- May 5 Classroom Management Document due  
 Wrap-up session

Field Experience and Observations: There are several observations and field experiences. This is mandated by the Great State of Georgia, and I must require that you complete both the observation and the field experience component. You have been approved to visit Berrien High School. Any questions, concerns, or problems should be addressed to the Office of Field Experience in the College of Education.

\*NOTE REGARDING CHAPTER SUMMARIES: Chapter summaries should be typed and give the key points of the text. It can be done in outline form, as a list, or as a narrative—whichever best fits your needs. It needs to emphasize the important aspects of each chapter's focus. Please place your name on the summary.

**VERY IMPORTANT: YOU ARE REQUIRED TO DO YOUR OWN WORK. PLEASE START BY REVIEWING THE UNIVERSITY POLICY ON PLAGARISM. YOU MAY**

**NOT USE THE INTERNET TO COMPLETE THE LETTER WRITING OR LITERATURE ASSIGNMENTS. YOU MAY NOT USE THE WORK OF OTHERS AS THE BASIS OF YOUR WORK. ACADEMIC DISHONESTY WILL RESULT IN AN "F" FOR THE COURSE, AND I WILL DO EVERYTHING IN MY POWER TO HAVE YOU EXPELLED FROM THE UNIVERSITY.**