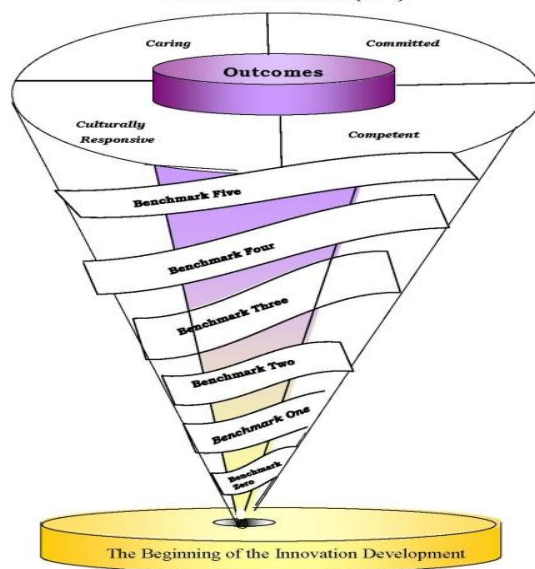


**LANE COLLEGE**  
**JACKSON, TENNESSEE 38301**  
**COURSE SYLLABUS**  
**VOCAL MUSIC METHODS MUS 425**



## Department of Education

**Instructor:** Alexis Rainbow, Assistant Professor

**Office Location:** JCM Choir Rm.

**Office Hours:** M-W 8:00, TH 8:00- 9:00

**Email:** arainbow@lanecollege.edu

**Course Meeting Days:** M & W 9:00 - 9:50

**Course Location:** JCM Choir Room

**Phone:** (731)265-6646

*NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies/assignments presented by the instructor during the course.*

**Course Description:** A study of the historical, technical, strategies, and organizational foundations of Vocal Music education. Focus is on the distinctive features of vocal music education and the role of music educators in teaching elementary, middle, and high school students. Lesson planning, curricular materials, instructional and rehearsal strategies for all academic levels. Practicum observation. A Christian worldview is integrated throughout all learning experiences.

**Required Textbook(s)/Resources**

All students are required to purchase the following text:

Choral Music Education, Paul F. Roe

The Structure of Singing, Richard Miller

Basic Choral Concepts, Daniel Moe

**Vision Statement**

The Department of Education is committed to the preparation of 21<sup>st</sup> century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

**OVERARCHING UNIT GOALS**

**Unit Operations Goals**

- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

**Unit Program Goals**

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.
- Unit Candidate Goals
- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

**CONCEPTUAL FRAMEWORK**

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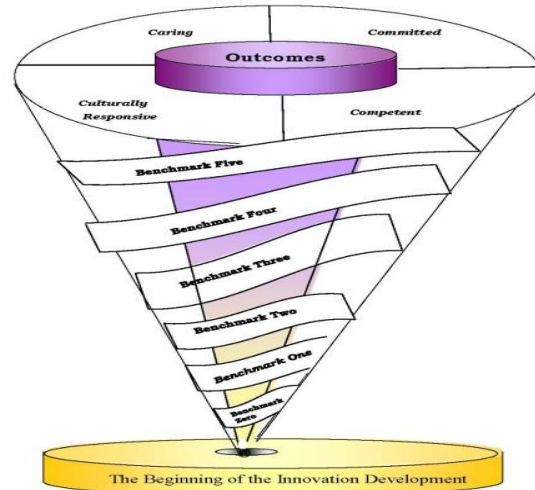
## Description of the Conceptual Framework

A graphic schema was constructed to incorporate the department of education's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model.

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)



## 21 DOE Proficiencies

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

### A List of Candidate Proficiencies

#### A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**

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4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

**A committed and culturally responsive educator:**

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

**A caring educator (dispositions)**

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended

**Council for the Accreditation of Educator Preparation (CAEP) Standards**

Standard #1: Content and Pedagogical Knowledge

Standard #2: Clinical Partnerships and Practice

Standard #3: Candidate Quality, Recruitment, and Selectivity

Standard #4: Program Impact

Standard #5: Provider Quality Assurance and Continuous Improvement

### **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Standard #4: Content Knowledge

Standard #5: Application of Content

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

### **Student Learning Outcomes**

Students will be able to:

1. Gain knowledge and skill in the selected area(s) of specialization sufficient to teach middle and high school instrumental students effectively.
2. Implement knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal music
3. Apply laboratory experience in teaching middle and high school vocal students individually, in small groups, and in larger classes.
4. Demonstrate the ability to lead performance-based instruction in a variety of settings.
5. Utilize knowledge of current methods, materials, repertoires available in various fields and levels of music education appropriate to the teaching specialization.
6. Demonstrate the ability to use instruments, equipment, and technologies associated with area(s) of specialization.
7. Demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
8. Develop an understanding of child growth and development and an understanding of principles of meeting assessed needs.
9. Demonstrate vocal and pedagogical skill sufficient to teach effective use of the voice.
10. Demonstrate experiences in solo vocal performance and in ensembles. Ensembles should be varied both in size and nature.

### **Curriculum Alignment to Department, CAEP, InTASC, and Tennessee Standards**

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COE Proficiencies		CAEP Standards	National Standards INTASC	Tennessee Standards Domains	Student Learning Outcomes	Key Assessments	Description
During my course work I demonstrated:	S=Skill K=Knowledge						
<b>A Competent educator:</b> 1.demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;	K	1	4, 5	I – VI	1,2,5	discussions Learning activities Homework /Vocabulary assignments Examinations	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will participate in classroom learning activities designed to enhance their understanding of course content.  Students will complete problem solving based homework assignments  Students will demonstrate their understanding of musical terms and course content through a comprehensive assessment.
2. demonstrates the capacity to problem solve, and to think critically and reflectively;	K	1	5, 7	V	1, 3,4	Class discussions Learning activities Homework assignments	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will participate in classroom learning activities designed to enhance their understanding of course content.  Students will complete problem solving based homework assignments.
3. demonstrates an understanding of human development, and the ability to act on this understanding;	S	1	1	VII	2.8	Class discussions Learning activities	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will participate in classroom learning activities designed to enhance their understanding of course content.
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;	S	1	3, 7	VII	3.4.7	Class discussions Learning activities Band Handbook	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will participate in classroom learning activities designed to enhance their understanding of course content.  Students will create a handbook for their future

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							band program (middle school or high school). The handbook should be comprehensive in covering all aspects of the program including information for students, parents, and administration. Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will present a complete music lesson using instructional strategies comprehended throughout this course.  Students will complete problem solving based homework assignments.
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;	S	1	1, 2, 3, 8	VII	3,7,8	Class discussions  Reflective Journal Paper	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will reflect on readings, instructional strategies, and content using a weekly journal.
6. demonstrates an understanding of effective communication and collaboration strategies;	K	1	8, 9, 10	VII, VIII, IX	3,5,7	Class discussions  Teaching demonstration  Reflective Paper	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will present a complete music lesson using instructional strategies comprehended throughout this course.
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;	K	1	6, 7, 8	VIII	2,5,7	Class discussions  Teaching demonstration  Homework assignments	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will present a complete mathematics lesson using instructional strategies comprehended throughout this course.  Students will complete problem solving based homework assignments.
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and	S	1	3, 9, 10	VII, VIII	8	Class discussions  Reflection journal	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will reflect on readings, instructional strategies, and content using a weekly journal.

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9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.	S	1	8	VII	2,5,6	Class discussions Teaching demonstration	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will present a complete mathematics lesson using instructional strategies comprehended throughout this course.
<b>A Committed and Culturally Responsive educator:</b> 10. acts on the belief that <i>all</i> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;	K	1	1, 2	VII	8	Class discussions Observation Report Community Profile	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will observe middle or high school choir rehearsals and reflect on their field experiences.
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;	S	1	2, 8	VII, VIII	8	Class discussions	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.
12. demonstrates a commitment to high moral and ethical values; and	K	1	9	VII, IX	2	Class discussions Reflection Journal	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will reflect on readings, instructional strategies, and content using a weekly journal.
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.	S	1	6, 7, 8	VII	4,7	Class discussions Teaching Demonstration	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will present a complete music lesson using instructional strategies comprehended throughout this course.
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.	K	1	1, 2, 3, 7, 8	VII	2,8	Class discussions Learning activities Reflection journal Philosophy of Education Community Profile	Students demonstrate the ability to integrate content from readings and research as evidenced by participation in group, interactive discussions.  Students will participate in classroom learning activities designed to enhance their understanding of course content.  Students will observe middle or high school band rehearsals and reflect on their field experiences

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### **Brief Description of Graded Assignments**

A brief introduction to each of the above listed assignments is below. Detailed descriptions of the major assignments will be provided later in class. In course MUS 426 you will be required to complete and master several Unit and Key Assessments. The Unit assessments are the Perceptual Instrument and Disposition Instrument. The Links from the LCAS system will be provided to you at the beginning of this course.

In addition, the key assessments for this courses are Teacher Observation Report, Self-Evaluation Lesson Reflection, Mock Interview, Lesson Plans, Student Band Handbook, and Teaching Presentation.

### **Teacher Presentation and Self -Evaluation Form**

The purpose of this assessment for this course in your professional preparation is to give you experience preparing lesson plans, teaching, and reflecting on best practices that impact student learning. These presentations will include 1 mini-lesson and 1 full lesson. Lesson plans must be submitted prior to the lesson. Lesson plans will be evaluated using the Lane's Department of Education Lesson plan Rubric. They will use the DOE Self Reflection Rubric to complete their self-evaluation.

The student will prepare the piece for (2) microteaching rehearsals in class. Students should have hard-copy lesson plans for each session. The student is responsible for videotaping his/her rehearsals for reflection and completion of the Peer/Self Evaluation Form.

**Teacher Observation and Reflection:** The purpose of this assessment in your professional preparation is to help you develop the habit of mind of reflecting on how your pedagogical practices impact student learning. You will receive feedback on your self-reflection and observation paper at the end of your each field experience(s). Each student will observe two middle or high school band rehearsals. This activity is not to determine which approach is "best," but to observe various "methods" and "materials" of band directors. Students will use the attached Teacher Observation Form for the reports. Please make sure to adequately address each content area on the form. Reflections and Observation papers will be evaluated using the Lane's Department of Education Complex Text Rubric.

### **Ensemble Program Handbook**

The purpose of this assessment in your professional preparation is to create a handbook for your future band program (middle school or high school). The handbook should be comprehensive in covering all aspects of the program including information for students, parents, and administration. The handbook will be evaluated using the Lane's Department of Education Complex Text Rubric. Handbooks should include topics such as:

- introduction explaining purpose of the handbook
- program philosophy
- Financial information (What is the student responsible for? What does the band provide?)
- behavioral expectations
- music/uniform/instrument procedures/policies (including colorguard)
- travel procedures
- use of student officers/student workers
- calendar of events
- grading policies

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### **Mock Interview/Portfolio Review**

The purpose of this assessment in your professional preparation is to assist students with the interview process for a career in teaching. Students will take part in a mock job interview for a middle school or high school band director position (student's choice). Students should be prepared to answer questions relating to all content covered in this course. Additionally, students should bring a professional digital portfolio containing:

- Current resume
- teaching philosophy
- Example lesson plans
- Video of classroom teaching

**Exams:** Students are required to take two exams during the semester, a mid-term exam and the final exam. Please refer to the course schedule for dates.

### **Course Evaluation**

The following list of assignments/activities will be assessed to determine your course grade.

<b>Assignment/Activity</b>	
<b>Daily Grades/Class Participation</b> (Attendance, Homework, Weekly Reflection Journals, Learning Activities)	<b>15%</b>
<b>Student Handbook / Mock Interview</b>	<b>15%</b>
<b>Teaching Observations</b>	<b>10%</b>
<b>Teaching Presentation/Lesson Plan/Self-Reflection</b>	<b>20%</b>
<b>Mid-Term Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

Grades are final once given by the instructor. There are no opportunities for re-doing assignments once they have been completed and turned into the instructor. Extra credit will not be offered. Based on a 100-point scale, final grades will be assigned on the following basis:

<b>Numerical Average</b>	<b>Letter Grade</b>
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

### **COURSE POLICIES, PROCEDURES, AND EXPECTATIONS**

**Attendance, Participation, and Professionalism:** You must demonstrate the dedication, preparation, and professionalism effective teachers possess. Class attendance, promptness to class, meeting assignment deadlines, preparation for class, group and class participation, and effective use of class time will illustrate this. **Attendance is not an option, yet it is a requirement!** Notification of absence is required.

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- ✓ Only approved absences are considered excused. To be considered an excused absence, students will need to provide documentation to the instructor by the end of the second working day following the absence.
- ✓ If a student misses more than one fifth of the class time, it will be counted as an absence.
- ✓ Submit all assignments on due dates. Late assignments will not be accepted or graded. If a student is ill and cannot attend class on the day an assignment is due, the assignment will be accepted and graded if submitted to the instructor no later than two days after the due date.
- ✓ All assignments are required for successful completion of this course.
- ✓ If an absence is excused, any quiz, exam or other work (with the exception to the Teaching Demonstration) that contributes to the final grade may be made up through communication with instructor.
- ✓ All requirements including reading should be completed before class
- ✓ All papers must be typed and double-spaced using 12-point font. Place your name, date, course, and number at the top of the first page.
- ✓ All assignments must be turned in on or before the due date. Late assignments will be accepted only if approved by the instructor.
- ✓ Cell phone use is not permitted during class instructional time.

**Cell Phones:** Be Courteous/Considerate. **All cell phones must be set to silent during class hours** (e.g., No phone calls or text messaging should be conducted during class). If you need to make or receive an urgent phone call or text message during class, then please place your phone on vibrate and quietly step outside of the classroom to complete your call and/or text.

#### **AMERICANS WITH DISABILITIES ACT STATEMENT**

Lane College complies with the Americans with Disabilities Act. Students requesting academic accommodations should contact Ms. Kimberly Morris, Director of Counseling and Disability Support Services. In order to provide appropriate accommodations in a timely manner, students are encouraged to contact Ms. Morris as early in the term as possible.

Contact Information: Ms. Kimberly Morris,  
 Saunders Hall, Room 109  
 E-mail: [kmorris@lanecollege.edu](mailto:kmorris@lanecollege.edu)  
 Telephone: 731-426-7619

## Mock Interview Rubrics

Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

Criteria	Did Not Meet Expectation	Partially Met Expectation	Met Expectation	Exceeded Expectation
<b>Appearance</b> CAEP 1 INTASC 8,9,10	§ Overall appearance is untidy § Choice in clothing is inappropriate for any job interview (torn unclean, wrinkled) § Poor grooming	§ Appearance is somewhat untidy § Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.) § Grooming attempt is evident	§ Overall neat appearance § Choice in clothing is acceptable for the type of interview § Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles)	§ Overall appearance is very neat § Choice in clothing is appropriate for any job interview § Very well groomed (hair, make-up, clothes pressed, etc.) § Overall appearance is businesslike
<b>Greeting</b> CAEP 1 INTASC 8,9,10	Unacceptable behavior and language Unfriendly and not courteous	Used typical behavior and language – did modify behavior to fit the interview Attempts to be courteous to all in interview setting	Acceptable behavior, well mannered, professionalism lacking Courteous to all involved in interview	Professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.) Friendly and courteous to all involved in interview
<b>Communication</b> CAEP 1 INTASC 8,9,10	Presentation shows lack of interest Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling) Facts about job not included § Volume is inappropriate for interview (ex. Spoke too loudly, too softly)	§ Showed some interest § Speaking is unclear – lapses in sentence structure and grammar § Knowledge of job is minimal Volume is uneven (varied)	§ Showed interest throughout the interview § Speaking clearly § Minimal mistakes in sentence structure and grammar § Knowledge and facts are included/shared § Volume is appropriate	§ Very attentive § Speaking clearly § Appropriate use of sentence structure and grammar § Commitment & enthusiasm for job is conveyed § Volume conveys business tone
<b>Body Language</b> CAEP 1 INTASC 8,9,10	§ Fidgeted – ex. constant movement of hands and feet § Lack of eye contact § Slouching all the time	§ Fidgeted – ex. movement of hands and feet frequently § Eye contact is made intermittently § Occasionally slouching	§ Minimal fidgeting (ex. occasionally shifting) § Occasional loss of eye contact § Brief slouching, but quickly correcting self	§ No fidgeting § Eye contact made § Sitting straight in chair

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<p><b>Responding to Questions</b> CAEP 1 INTASC - 8,9,10</p>	<p>§ Inappropriate answers to questions § Did not attempt to answer questions</p>	<p>§ Gives inaccurate answers § Attempts to answer questions</p>	<p>§ Answers are acceptable and accurate § Answers questions</p>	<p>§ Thorough answers to questions</p>
<p><b>Asking Questions</b> CAEP 1 INTASC - 8,9,10</p>	<p>§ No questions asked</p>	<p>§ Student asked questions that were not related to the job</p>	<p>§ Asked questions relating to the desired position</p>	<p>§ Asked questions relating to the desired position. (Evidence is shown that the applicant had researched the business or career field) § Asked questions related to the business or career field</p>
<p><b>Resume</b>  CAEP 1  INTASC-9</p>	<p>§ Exceeds one page § Does not fill majority of one page § Margins are less than ½ inch or more than 1 inch § Font style is unreadable § Text size is not between 10 and 12</p>	<p>§ Page appears crowded, but doesn't exceed one page § Less than four formatting errors</p>	<p>§ Fills one page without overcrowding § Margins are acceptable § Font style &amp; size is readable § Less than 2 formatting errors</p>	<p>§ Fills one page without overcrowding § Margins are acceptable § Font style &amp; size is readable § Formatting is consistent § Relevant info appears on the top ½ of the page § Section headings reflect content &amp; content substantiates headings (section titles &amp; descriptions are relevant to targeted opportunity) § Resume targeted to internship, job or program</p>
<p><b>Portfolio</b> CAEP 1  INTASC- 1,6,7,8</p>	<p>§ Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital presentation does not meet postsecondary standards § The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation § The portfolio provides little evidence of the student's ability to use knowledge and skills for the course learning outcomes in practice</p>	<p>§ Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with too many errors in spelling, grammar and punctuation § The portfolio materials and artifacts are not fully supported by or connected to the course learning outcomes § The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is limited</p>	<p>§ The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation § The portfolio includes appropriate artifacts that support the demonstration of learning outcomes § The portfolio documents the acquisition of knowledge and skills for the course learning outcomes, with some ability to apply them in practice</p>	<p>§ The portfolio is well organized with all critical elements included; learning is well documented with writing and production skills that exceed those of most college students § The presentation of artifacts is convincing, with strong support for the course's learning outcomes § The portfolio demonstrates the student has mastered the knowledge and skills for the course learning outcomes and can apply them in practice</p>

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### **School Observation 1**

#### **OBSERVATION RUBRIC FOR MUS426: INSTRUMENTAL METHODS AND MATERIALS**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: Beginning/Ending time: \_\_\_\_\_

Ensemble (name/grades): \_\_\_\_\_ Number of students: \_\_\_\_\_

### **School Observation 2**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: Beginning/Ending time: \_\_\_\_\_

Ensemble (name/grades): \_\_\_\_\_ Number of students: \_\_\_\_\_

#### **QUESTIONS SPECIFICS**

- List the instrumentation for each of the ensembles you observed.
- Outline the sequence of the class period from beginning to end.
- Include time, activities, materials and titles of the pieces played.

#### **WARM-UP**

- Did these classes include any sort of warm-up or skills practice? If so, what performance fundamentals were DIRECTLY addressed by the teachers during warm-ups?
- Were there any fundamentals addressed INDIRECTLY?
- What tuning procedure was used? Individual? Section?
- Was an electronic tuner used? Did the procedure rely on the teacher's ear? The students' judgment?
- How would you describe the teachers' interactions with the students during this part of the rehearsal?

#### **LITERATURE**

- What pieces did the group rehearse (including composer/arranger)?
- In what ways did the pieces each group was playing match the strengths and/or weaknesses of the ensemble?
- To what extent did each piece engage (or not engage) each section of the ensemble?
- Did you notice any clues concerning how well the students liked the pieces they were playing?

#### **ASSESSMENT**

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- On what specific aspects of performance (either fundamentals or contextual music making) did the students demonstrate noticeable improvement?
- For each piece rehearsed, list two specific musical issues that the teacher addressed. How did the teacher correct these problems?
- Pretend you were going to be teaching the next rehearsal for each of these ensembles. Based on what you heard during your observation, identify one specific musical issue you would address with each ensemble.

#### **INTANGIBLES**

- Compare and contrast each teacher's approach to his or her class. What sort of "podium personality" did each demonstrate? How did they establish the particular mood of their classroom?
- How would you describe their interactions with their students? Were there any striking differences or similarities that you observed among these three teachers?

#### **APPLICATION**

- From each observation, identify one idea you would like to take with you into your own teaching experience.