

MUSC 4160
INSTRUMENTAL PEDAGOGY AND LITERATURE
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF MUSIC

COURSE SYLLABUS

Instructor: Dr. Josh Byrd
Office: HUM 340
Phone: 678-839-6267
Email: jbyrd@westga.edu

Term: Fall 2016
Class Times: WF 12:30-1:45 pm
Location: HUM 331
Office Hours: By Appointment

Course Description:

The study of instrumental teaching methods and materials and a survey of standard literature for selected band and orchestra instruments.

*Please note that the information contained in this syllabus may be altered
by the instructor at any point during the semester
in order to adapt to the pace or needs specific to the current class.*

Class Objectives:

The primary objective of this class is to establish and develop the student's knowledge and abilities in a variety of music education areas including but not limited to modern teaching techniques, contemporary national, state, and local philosophies, and current personal approaches found when teaching individual band and orchestra instruments.

1. Identify one's fundamental beliefs as to the type of musician one would create in a private studio
2. Establish a thorough knowledge of the professional organizations and resources available to music teachers and their impact on private instruction
3. Develop teaching techniques and presence conducive to one-on-one instruction
4. Detail the basic concepts for your instrument (embouchure, fingerings, typical problems and solutions, instruments/setups available)
5. Display a thorough knowledge of the works that serve as the foundation for one's instrument at a variety of age and ability levels
6. Be able to discuss the different types/styles/approaches surrounding one's instrument
7. Detail existing method books, warm up concepts, and sound philosophies for one's instrument
8. Learn about the Solo and Ensemble process in the state of Georgia
9. Learn about the District and All-State audition process in the state of Georgia
10. Utilize technology in completing assignments
11. Detail instrument and equipment pricing, availability, and practicality for a variety of student levels, ages, and abilities
12. Develop a *musical* approach to lessons and performances
13. How to evaluate students
14. Preparing students for the next stage in their education (high school, college, professional)
15. Creating trust and motivation through your personal relationships with students *and parents*
16. List, evaluate, process, and adapt techniques witnessed in observations of others teaching "Weekly Lessons"
17. Create a business model for your studio
18. Understand the organizational demands that accompany self employment
19. Develop a personal philosophy for everything listed above

Required Materials:

1. USB flash drive (preferably 4 GB or more)
2. Assigned scores, readings, and recordings
3. Primary and *any* secondary instruments **readily available**
4. Metronome
5. Pencil/paper
6. Notebook for compiling handouts *and media*
7. *Professional dress for all "lab days" when you are assigned to teach*

Class Activities:

1. Assigned readings and skills preparation
2. "Weekly Lesson" assignments (to be done in class)
3. Lectures and *discussion* of all class topics
4. Teaching in class
5. Performing on primary **and secondary** instruments
6. Literature reviews (method books, scores, CDs)
7. Guest speakers
8. Projects

Attendance Policy:

Do not miss class or arrive late to class. If you must miss a class, please email Dr. Byrd at least one day in advance.ⁱ **Following two unexcused absences your final average will be lowered by five percent for each subsequent absence.**

Email Policy:

PLEASE NOTE THAT ANY EMAIL MISSING A SUBJECT, HEADER, GREETING, EMAIL BODY, AND/OR SIGNATURE MAY NOT BE ANSWERED.

Student Expectations:

Because this is a "hands-on" course, student attendance and participation is vital for student success. Although some class time will be provided for assignments, additional lab time will be available (and necessary) throughout the week. All assignments must be completed and turned in on time. Late work will rarely be accepted, even if you were absent from class that day. ***Any material submitted late can only earn a "C" as its highest grade. Late projects will not be accepted following a calendar week past the due dates.*** Make up exams/quizzes will only be given for excused absences.ⁱⁱ

Evaluation:

Students are graded on the quality of work done on assignments, exams, projects, and their ability to articulate concepts and philosophies both verbally and in writing. The instructor will evaluate the quality of work done on course assignments, papers, and presentations and class participation. Work must be completed and turned in on time in order to receive credit. **All work must be typed!**

The following formula will be used to determine your semester grade:

“Weekly Lesson” prep./execution	10%
“Weekly Lesson” evaluations	5%
Class Participation	5%
Homework/In-class assignments	15%
Projects	40%
Final Project	25%

Grade Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

University of West Georgia Honor Code:

Please refer to the University’s honor code regarding academic honesty and student integrity (<http://www.westga.edu/~handbook/index.php?page=honorcode>).

Disability Services:

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia. Any student with a disability documented through Student Services is encouraged to contact the professor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Notable Dates:

- Monday, September 5—Labor Day (it doesn’t affect this class but enjoy!)
- Thursday, October 6-Friday, October 7—Fall Break, NO CLASS
- Monday, November 21-Friday, November 25—Thanksgiving Break, NO CLASS

Tentative Calendar:

- **WEEK 1:** Introductions, Syllabus, Initial Survey, Fundamentals, Teaching Philosophy
 - *WEEKLY LESSON: 3 minutes to teach a “masterclass” (one volunteer while everyone else mimics) on his or her instrument on basic embouchure and body placement*ⁱⁱⁱ
 - ALL
- **WEEK 2:** Fundamentals (continued), Equipment, Edited Teaching Philosophy, Project #1 Overview
- **WEEK 3:** Young Musicians (Elementary and Middle School)
 - *WEEKLY LESSON: 5 minutes to teach a young player how to produce a quality sound (along with 1 basic warm-up) on your instrument*
 - Group 1: Poff, Thomas, Alexander, Davis, Fraker, Hardy, Hodges, Jones
- **WEEK 4:** Young Musicians (continued)
 - *WEEKLY LESSON: 5 minutes to teach a young player how to produce a quality sound (including 1 basic warm-up) on your instrument*
 - Group 2: Bennett, Leigh, Marshall, McCarley, Reis, Saint, Turner, Kirchoff
- **WEEK 5:** Secondary Musicians (Advanced Middle School and Early High School), **PROJECT #1 DUE**, Project #2 Overview
 - *WEEKLY LESSON: 5 minutes to work with a secondary player on articulation (including 1 accompanying exercise) on your instrument*
 - Group 1
- **WEEK 6:** Secondary Musicians (continued)
 - *WEEKLY LESSON: 5 minutes to work with a secondary player on articulation (including 1 accompanying exercise) on your instrument*
 - Group 2
- **WEEK 7:** Teaching *MUSIC*, **PROJECT #2 DUE**, Project #3 Overview
- **WEEK 8:** Accomplished Musicians (Advanced High School and College)
 - *WEEKLY LESSON: 8 minutes to work with an accomplished player on an etude of THEIR CHOICE (will not necessarily be your instrument!!!)*
 - Turner, Saint, Reis, McCarley, Marshall, Kirchoff
- **WEEK 9:** Accomplished Musicians (continued), **PROJECT #3 DUE**
 - *WEEKLY LESSON: 8 minutes to work with an accomplished player on an etude of THEIR CHOICE (will not necessarily be your instrument!!!)*
 - Leigh, Bennett, Jones, Hodges, Hardy
- **WEEK 10:** Evaluations and Expectations, Project #4 Overview, Final Project Overview
 - *WEEKLY LESSON: 8 minutes to work with an accomplished player on an etude of THEIR CHOICE (will not necessarily be your instrument!!!)*
 - Fraker, Davis, Alexander, Thomas, Poff
- **WEEK 11:** The Private Sector, Project #5 Overview
- **WEEK 12:** The Private Sector (continued), **PROJECT #4 DUE**
- **WEEK 13:** GMEA and other professional organizations, Copyrights
- **WEEK 14:** Motivation, Working with large ensemble teachers, Auditions for the “next level,” Wrap-up, **PROJECT #5 DUE**
- **WEEK 15: FINAL PROJECT PRESENTATIONS**

ⁱ Examples of excused absences may include but are not limited to—with documentation where applicable—family emergencies, illness, and Music Department trips. When in doubt whether or not an absence will be excused... ASK!

ⁱⁱ Students are responsible for contacting the instructor regarding missed work and absences (whether or not it is excused or unexcused).

ⁱⁱⁱ While I will randomly select “volunteers” (making it not really volunteering at all) for each Weekly Lesson, **YOU** will be responsible for preparing and bringing all teaching materials (music, equipment, instrument); PLEASE COME PREPARED!!!