

Music Pedagogy – MUSC 3823

Midwestern State University

Fall 2025

General Information:

Instructor: Dr. Corey Robinson

Course Number: MUSC 3823

Class Location: Fain Instrumental Music Hall 104A

Class Time: Thursdays 3:30-4:20pm

Email: corey.robinson@msutexas.edu

Phone: (940) 397-4054

Office: Fain Instrumental Music Hall 104A (office hours posted on door)

Course Description:

This course prepares participants for the profession of teaching in schools, training institutes, and/or career of independent music teachers. The course is set up to introduce a developing concept of music pedagogy examining teaching methods and learning sequences for music students at all levels. This includes an introduction to instructional methods, a survey of method books, resources, repertoire, conducting, and rehearsal techniques for secondary ensembles. Students will develop Instructional skills through private teaching, self-monitoring pedagogical practices and peer/student/instructor evaluations.

Designed as an introduction to the teaching of private music lessons, this course will include a survey of business plans, various curricula (including technology), lesson and practice strategies, advertising and maintaining a place of business, and studio policies. Some in-class teaching. Two lessons of practice teaching per week required.

Course Objectives and Student Learning Outcomes:

The objectives of this course are to:

1. Prepare students for the professional world of teaching and performing
2. Develop a personal teaching philosophy
3. Develop knowledge and skills to coherently teach private lessons and chamber ensembles
4. Understand assessment and how to implement it in teaching.
5. Create lessons plans and develop teaching strategies.

Student Assessment:

Each student will be graded on five projects to be completed throughout the semester. All projects are due on Wednesday, December 10th at 5:00pm and each is worth 20% of the final grade. It is encouraged that all assignments are submitted well before the final deadline for feedback. You can take feedback, edit projects, and resubmit as many times as you would like before the final deadline.

Project 1: *Annotated Method Book List*

For this project you will take a survey of percussion method books across a variety of percussion-related areas. For each text, you will construct an entry with information relevant to the text. Each entry will consist of at least the following information:

- Title
- Author
- Subject
- Publication date
- List of concepts addressed
- Distinctives
- Notes

The first few items on the above list will be simple. The heart of the project is in the distinctives and notes. For the distinctives portions of the annotation, work to find characteristics of the text that make it unique, or distinct, from other similar texts. These could be, in your view, positive or negative; both are valuable. Anything else you find interesting, useful, or “of note” about the text (for example: cost, availability, situations where it would be useful, interesting quirks), you should include in the notes portion of your list.

In total, you are required to detail 40 different texts on your list. At least two books must be included from each of the following subject categories:

- Beginner books
- Stick technique
- Intermediate concert snare drum
- Advanced concert snare drum
- Rudimental snare drum
- Timpani
- 2-mallet keyboard
- 4-mallet keyboard
- Vibraphone
- Orchestral excerpts
- Drum set
- World percussion
- Reference texts

Project 2: *Teaching Private Lessons*

Video yourself teaching a lesson with one student. (You are required to gain permission from the student or parent/guardian of the student to film.) Then watch the video and take notes on what you can improve and what you plan to teach in the next lesson. Repeat this process for a total of 4 lessons. After the fourth lesson, write a 500- to 700-word summary of the project that includes answers to the following questions:

1. How did you improve as a teacher over the course of the semester?
2. Did the student improve and in what ways?
3. What else did you learn from observing yourself?

Include your notes from each of the first 3 lessons in the final submission and well as videos of all four lessons.

Project 3: *Interviews*

Conduct three interviews with different music teachers you admire. Inquire about their teaching philosophies, what they wish they knew before they started teaching, and what advice they would give to a young teacher. Also include some of your own questions and don't be afraid to ask follow-up questions to their responses. An initial list of questions must be submitted and approved in class before conducting the interviews. After completing the interviews, summarize what you learned in a 500- to 700-word paper.

Project 4: *Teaching Philosophy*

Write a 1-page teaching philosophy that is specific to you and your ideas about teaching. Examples of teaching philosophies will be given in class.

Project 5: *Job Application Materials*

Find a job posting for a position you would be interested in pursuing. Design a resume, cover letter and curriculum vitae specific to this job posting. A resume is a 1- to 2-page document highlighting your most relevant qualifications specific to the job posting. A cover letter is letter addressed to the person hiring for the position detailing your interest in the job and some of your most impressive qualities. A curriculum vitae is a longer document that details all of your experiences that are at all relevant to the position you are applying for. The purpose of all three documents is to pique the interest of the search committee or hiring coordinator ultimately leading them to invite you for an interview.

Course Schedule

The projects in this course are to be completed independently. Weekly meetings will be used to discuss teaching concepts, give updates on progress made on each project, and review submitted materials together. The proposed course schedule below is recommended to be used as a guide to make sure each student maintains an appropriate pace for completing the required assignments.

Date	Suggested Work
Week 1 (8-25)	Begin to collect resources for Annotated Method Book List
Week 2 (9-1)	Find your private lesson student, ask for permission to film, and schedule your first lesson
Week 3 (9-8)	Complete 10 annotations for Method Book List
Week 4 (9-15)	Teach first private lesson, construct list of interview questions
Week 5 (9-22)	Find job posting for job application materials project, complete another 10 annotations for Method Book List (20 total)
Week 6 (9-29)	Begin outlining teaching philosophy, teach second private lesson
Week 7 (10-6)	Contact teachers for interview project, complete 10 more entries for Annotated Method Book List (30 total)
Week 8 (10-13)	Teach third private lesson, begin constructing job application materials
Week 9 (10-20)	Catch up where needed
Week 10 (10-27)	Submit teaching philosophy for critique and edits, conduct first interview
Week 11 (11-3)	Conduct second and third interviews
Week 12 (11-10)	Submit job application materials for critique and edits, complete final 10 entries for Annotated Method Book List
Week 13 (11-17)	Last week to teach final private lesson, begin reflection paper, begin edits on teaching philosophy
Week 14 (11-24)	Catch up where needed
Week 15 (12-1)	Complete edits on job application documents, complete interview paper
Finals Week	Tie up any loose ends and submit all projects by Wednesday at 5:00pm

Other Information:

Disability and Accommodations

If a student (1) needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, they are encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Privacy Statement

Federal law prohibits the instructor from releasing information about students to parties

outside the university without the signed consent of the student. Thus, in almost all cases the instructor will not discuss a student's academic progress or other matters with his/her parents without the proper release from students.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual's to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law.

Campus Closure Policy

If Midwestern State University authorizes campus closing procedures, rehearsals for this course will be canceled. If the campus is closed for the date of a concert, the concert will be rescheduled to a later date.