

Music Pedagogy-3823

Dr. Chris Vivio: Professor

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 overstating, private teaching, self-monitoring pedagogical practices and peer/student/instructor evaluations.

Music Pedagogy will include:

1. Lectures/Guest Speakers
2. Self-directed study through private instruction and observations

Course Objectives

1. To prepare students for the professional world of teaching and performing
2. Student will develop a personal teaching philosophy
3. Develop knowledge and skills to coherently teach private lessons and chamber ensembles
4. Understanding assessment and how to implement it in their teaching.
5. Creating lesson plans and develop teaching strategies.

Grading:

90-100

80-89

70-79

60-69

59 and below

Assignments:

1. Notebook: Create a notebook with sections to keep notes on musicianship, listening, technique, practicing, performing, philosophy, and practical teaching information. Generate two handouts: one that describes a series of steps that lead students to learn a basic concept or skill that you will be teaching (such as an exercise, diagram, scale fingerings, or practice techniques); and one that is more business oriented, such as lesson policy, student roster with lesson notes, or flier to advertise your availability to teach lessons.(20%)
2. Choose one aspect of your own technique or musicianship that you wish to improve this semester. Create an initial proposal for your plans for improvement (you may wish to speak with your applied teacher). Keep a practice log or videotaped demonstrations of your

progress for a minimum of eight weeks and assess at the end of the semester. Present your work for the class (20%)

3. Private Lessons: Videotape yourself teaching four lessons with one student — these can be sequential or spread out over the semester. Watch the tapes and write a reflection paper that answers the following questions. How did you improve as a teacher over the course of the semester? Did the student improve? What else did you learn from observing yourself? (20%)
4. Interview: Interview three teachers: your current applied teacher, a former (precollege) teacher, and another teacher (preferably of a different instrument) you admire. Use the questions in Chapter 10, Your Teaching Philosophy, for a starting point, reword, or add others as seems appropriate. Draft a paper about what you learned, comparing teachers' approaches, including notable quotes, and your own thoughts and observations and how (if) these interviews have influenced your thinking. You may also include ideas from applied teacher lectures in class. (10%)
5. Teaching Philosophy: Write a one-page teaching philosophy (5%)
6. Design a resume, cover letter, and updated curriculum vitae over the course of the semester. Write a cover letter highlighting your strengths as they relate to the job for which you are applying. Take some time near the middle of the semester to discuss your documents with a classmate. Give each other feedback related to the clarity and organization of your documents. Make necessary changes and complete the project by the end of the semester. (15%)
7. Participation: Attend lectures, readings, masterclasses, and concerts. (15%)