



Midwestern State University

MUSC 3041 Section 101 – University Marching Band

Fall 2024

M/W/F 7:30-8:50 AM, Fain Instrumental Music Building 105 or Intramural Practice Fields

Please see attached schedule for dates and performances. Both the schedule and marching band handbook may be found on D2L.

Contact Information

Instructor: Corey Robinson, D.M.A.

Office: Fain Instrumental Music Hall 104A (Office hours posted and appointments available)

Email: corey.robinson@msutexas.edu

Phone: (940) 397-4054

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Course Description

The “Golden Thunder” Marching Band is open to all students of Midwestern State University. Repertoire includes a specified collection of thematic works design for maximum visual and aural audience appeal, as well as including the majority of fundamental music basics necessary to supplement a music education curriculum.

Required Course Materials

- Drill charts for pregame and halftime performances
- Sheet music for warm-up sequence, pregame show, halftime shows, and stands tunes
- Instrument, in excellent working condition and continuously cleaned

Course Objectives

1. Improve playing technique as individuals and within small ensembles.
2. Learn new music for public performances throughout the semester.
3. Rehearse compositions written and/or transcribed for small ensembles and percussion instruments.

- Gain experience through activities relating to professional development in music education.

Student Learning Outcomes

Students will (1) possess a better understanding of performing in a marching band, (2) gain a familiarity with current and traditional repertoire for this genre, and (3) build a repertoire of rehearsal techniques required to prepare marching bands for public performance.

SLOs are also aligned with the Texas Examinations of Educator Standards (TExES) State Board of Educator Certification (SBEC) EC-12 music standards. Please see Appendix A for a complete listing of the SBEC music standards.

Service Learning Project

This course is designated with a “Service Learning” distinction. The service learning project for this course consists of assisting with two local marching band events: WFISD Pre-UIL Band Night (Monday, October 2nd) and Region 7 North-Zone Marching Contest (Saturday, October 14th). The purpose of this project is to deepen student understanding of each of the three student learning outcomes listed above.

All students enrolled in this course will assist with one of the many tasks involved in organizing and running each of these events. Specific jobs and tasks will be assigned at least one week before the first event. After the conclusion of the second event, each student will submit a 300-word reflective essay detailing what they learned from the service project. This essay will be due at our final meeting on Monday, November 13th. Assessment will be given using the rubric below.

Category	Excellent	Meets Expectations	Needs Improvement
Growth in pedagogical understanding	Demonstrated heightened understanding of marching band performance, repertoire and rehearsal techniques directly due to assistance with these events.	Showed deepened understanding of marching band performance, repertoire or rehearsal techniques at least tangentially related to serving at these events.	Did not show deepened understanding of marching band performance, repertoire or rehearsal techniques or did not relate the learning to the service project.
Growth in administrative understanding	Demonstrated heightened understanding of marching band administration directly due to assistance with these events.	Showed deepened understanding of marching band administration at least tangentially related to serving at these events.	Did not show deepened understanding of marching band administration or did not relate the learning to the service project.

Community Partners: Wichita Falls Independent School District, UIL Region 7

Student Assessment

Students will be assessed on their ability to arrive before rehearsal and be prepared to play at the assigned rehearsal time, arrive with music prepared for upcoming performances, and participate throughout the class period. Students will also be given feedback on their service learning project essay, although this will not be weighted in the student's final grade.

Grading

The student's final grade will consist of the following evaluations:

- Daily Attendance, Preparation, and Participation: 50%
- Knowledge and Memorization of Music and Drill: 50%

Attendance

Attendance at every assigned rehearsal is expected. Students should arrive early to assemble equipment and then be prepared to play once the clock strikes the assigned rehearsal time. Two (2) unexcused absences will result in the maximum grade of a B, three (3) unexcused-maximum grade of C, four (4) unexcused-maximum grade of D. Any more unexcused absences result in a failing grade. Dr. Luttrell must approve any excused absence at least 48 hours IN ADVANCE of the rehearsal, or the student must provide official documentation of illness or family emergency for an absence to be classified as "excused." Any student who is absent from a performance will be removed from the ensemble and receive an "F" for their final semester grade.

Special Needs

If a student 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, he/she is 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 (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 privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the

students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

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 individuals 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.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

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. For more information regarding campus carry, please refer to the University's webpage at [MSU Campus Carry Policy](#).

Appendix 1

TEExES Domains and Competencies

Texas Examinations of Educator Standards (TEExES)

The Student Learning Outcomes (SLOs) for Marching Band link to the following TEExES domains and competencies necessary to become a music educator in the state of Texas:

Domain II- Music Theory and Composition

Competency	Description
Competency 004- The teacher knows how to read, write and interpret standard music notation.	D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody). E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)

Domain IV- Music Classroom Performance

Competency	Description
Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.	A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom). B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance). C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges. D. Understands standard terminology used in communicating about students' musical skills and performances. E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.

Domain V- Music Education

Competency	Description
Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.	A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music. C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation. E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.

TAC 228.30 Alignment

Standard	Description
4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	Candidates receive real-time, practical instruction on how to develop, motivate, enhance, and perform in an audience-based environment
(5) the importance of building strong classroom management skills;	Candidates receive professional examples and mentorship on how to effectively develop, maintain, and perform in a concert environment
(7) appropriate relationships, boundaries, and communications between educators and students;	Candidates receive and experience visionary- and Socratic-based methods in instruction, as well as developing and producing performance of concert literature

TAC 149.1001 Alignment

Standard	Description
(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objective #1 Assessed through rehearsal and performance of materials, as well as group discussion on the inner workings of ensemble practice
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objective #2 Assessed through the effective and successful collaboration of student and instructor

Standard	Description
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	Course Objectives #3 Assessed through perceived success and/or failure of performances of concert literature
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.	Course Objective #1 Assessed through weekly interactions with the instructor of the course and discussed when appropriate during rehearsals.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.	Course Objective #1 Students are instructed to design assessments to measure effective instruction and student progress, including self-assessments.

EC-12 Music Standards in this Course

Standard	Description
Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.	1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*. 1.1s Identify and interpret music symbols and terms*; 1.2s Perceive performance problems and detect errors accurately*; 1.3s Identify vocal and instrumental sounds*; 1.7s Use appropriate techniques of musical performance for instruments and voice*;
Standard II: The music teacher sings and plays a musical instrument.	2.2k techniques for performing vocally and instrumentally as a part of a group. 2.1s Sing and/or play an instrument, demonstrating accurate intonation and rhythm **; and 2.2s Perform a varied repertoire of music representing styles from diverse cultures, including music of the United States.

Standard	Description
Standard III: The music teacher has a comprehensive knowledge of music notation.	3.1k how to read, recognize aurally, and interpret music notation*; and 3.1s Read and write standard music notation*; 3.2s Recognize clefs, keys, and meters*; 3.3s Interpret rhythmic and melodic phrases both aurally and from notation*; 3.4s Interpret music symbols and terms both aurally and from notation*; 3.5s Sight-read simple melodies in various modes and tonalities*; and 3.6s Read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters*.
Standard IV: The music teacher creates and arranges music.	4.1k how to arrange music for specific purposes and settings. 4.1 s Arrange vocal and instrumental music for specific purposes and settings.