



MUSC 4823 Section 101 – Secondary Music Foundations

Fall 2022

Monday, Wednesday, and Friday 9:00-9:50 AM, Fain Instrumental Building F105

Contact Information

Instructor: Dr. Matthew D. Luttrell

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Course Description

Secondary Music Foundations is designed to develop your knowledge, ability, and confidence to teach in a secondary classroom or rehearsal hall, inclusive of choral and instrumental music. Students will work on developing skills, documents, literature, materials, and teaching techniques for age appropriate activities that reflect current incarnations of:

- TEKs
- National Standards of Music
- TMEA recommendations
- UIL requirements

These skills will include the following:

- Singing
- Movement
- Listening
- Composition
- Playing instruments
- Reading musical notation
- Conducting

Course Objectives/Learning Outcomes

Students will possess a strong understanding of how to confidently build, develop, grow, and maintain a secondary music program built on a solid foundation of theoretical, historical, and performance-based music instruction, as well as develop the skills required of an aspiring music educator entering the profession. The student should leave this course with a desire to grow students and to promote music education to students, parents, and administrators. All of this will be done with a clear focus on how to run rehearsals, develop musical efficiency in students, and provide both short-term and long-term support for music in all three of its primary public-school forms: String, Voice, and Wind Band education and performance.

- To **develop** oral and written organized “teaching examples.”
- To **instruct** classroom-inspired “teaching examples.”

- To **recognize** music development of secondary students through rhythmic, melodic, harmonic, and phisic development.
- To **recognize** application of Kodály, Gordon, and Suzuki teaching methodology and philosophy in secondary classrooms
- To **hone** the ability to prepare, present, and summarize individual classroom lessons, assess your teaching (and the teaching of others, and assess student learning
- To **sequence, differentiate, and instruct** music elements, concepts, notation, movement, and listening activities
- To **recognize** and **develop** effective classroom management in the secondary music classroom
- To **reognize** and **develop** winding sequences and assessments
- To **experience** and **master** administrative tasks in secondary education

Required Course Materials

- Feldman, Evan and Contzius, Ari. (2021). Instrumental Music Education: Teaching with the Musical and Practical in Harmony (3rd edition). New York: Routledge.
- TExES Music EC-12 (177) Secrets: Study Guide (2017) Mometrix Media LLC
- Baton
- Course Packet (to be discussed in class)
- 3-Ring Notebook and jump drive

Recommended Course Materials*

- Hammel, A.M., Hickox, R.Y. & Hourigan, R.M. (2016). Winding it Back: Teaching to Individual Differences in Music Classroom & Ensemble Settings. New York: Oxford University Press.

*these materials will be on reserve in the library for perusal and to check out on a limited basis.

Student Assessment

Students will be assessed based on the requirements of the grading rubric and the projects needed for completion, as well as your effectiveness to convey your understanding of a summative music education to your peers. You have a responsibility to the students you are teaching to be prepared, to be thorough, and to show humility as an educator. There is no one way to be effective as an educator, but you can smell out someone who is ill prepared to teach.

Grading

Your grade is determined by a combination of your attendance, professionalism, preparation, and performance. Your grade is lowered one letter grade for each unexcused absence or two unexcused tardy. The class meets once a week; in simple terms, you cannot miss class, as you will get behind.

All materials prepared for this course must be with the highest intent of integrity, collegiality, and commitment to the job required of a professional. Many of the assignments are group assignments. The reason behind this is you will rarely work alone in a music program, and your ability to work within a team is of particular importance.

If you feel that you cannot approach this course in this manner, please let Dr. Luttrell know immediately. Thank you!

Grading Detail

- 30%** Classroom Teaching Examples (each assignment is **all or nothing** – you cannot pass an assignment without lesson plans or evaluation)
- 20%** Weekly Written Textbook Assignments & Discussions (through D2L) due EVERY Monday - *The instructor will assign a grade that represents your ability to satisfactorily complete weekly reading assignments and textbook review questions, and classroom participation. Weekly written assignments from the textbooks may be submitted in outline form when appropriate. Clarity and understanding of material will be assessed through writing and discussion. Written responses are to be typed. Late assignments are not accepted.*
- 5%** Materials Notebook and accompanying jump drive - *Each student is to maintain an organized three ring binder. Included will be chapter notes, lesson plans for instrumental and choral, handouts, observation forms, written assignments, class notes, and activities from class.*
- 5%** Rehearsal Observation - 1 YSO rehearsal [1-hr with S.O. (Luttrell), 1-hr with P.O. (Litiker)] Times: 2-4 PM Sundays, MSU Fain Instrumental Hall & Choral Rehearsal Room - *Students must observe one Youth Symphony Orchestra rehearsal and submit a written observation form. YSO meets Sunday 2-3 pm in the Instrumental Music Hall by December 2, 2022.*
- 15%** Assessment Projects: Grading Policies, Rubrics, Winding Sequence, etc.
- 10%** TEXES PPR and Music Practice Certification Tests
- 15%** “Final Examination” - Attendance on the final exam date is required: Monday, December 5th, 2022 from 8:00-10:00 AM. Students will teach part of their final project during this time.
- Lesson Plans
 - Developmental Skills – Warmups
 - Rhythm
 - Melody
 - Harmony
 - Physical
 - Administrative Work – UIL forms, Professional affiliations
 - Assessment – Auditions, Playing tests, Rubrics, Grading Policies
 - Music Selection – Choir, Orchestra, Band

Notes:

1. Students must earn a minimum of **80%** for each assignment, Textbook Assignments and Teaching Opportunities. If an assignment does not meet the necessary requirements, it will be handed back for revisions, and the **maximum** grade will be 80%.
2. In the past, the instructor reserves the right to cancel or adjust assignments as the course progresses. I do not foresee an event in which the syllabus will change. Please see the complete course schedule for more information and due dates.
3. For teaching presentations, students are required to turn in their lesson plan the first day of presentations **to D2L** so that ALL students may see them. Students who do not turn in a lesson plan will earn a 0% for the project and will not be allowed to teach.
4. Students are expected to attend class ~~on presentation days.~~

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, 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 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 student's 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 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.

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.

COVID-19 Statements

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Appendix A: Standards/Competencies

Texas State Board for Educator Certification Music Standards (2020)

Standard II. The music teacher sings and plays a musical instrument.

- 2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**
- 2.2s demonstrate advanced techniques on a principal instrument or voice using literature at all levels of difficulty;
- 2.3s demonstrate, through performance, knowledge of musical styles using appropriate literature;
- 2.4s perform a varied repertoire of music representing styles from diverse cultures, including music of the United States;
- 2.5s perform music expressively from memory and notation; and
- 2.6s demonstrate basic performance skills on a range of instruments, including voice

Standard IV. The music teacher creates and arranges music.

- 4.1s transpose music;
- 4.2s improvise melodically, rhythmically, and harmonically;
- 4.3s compose and arrange simple vocal and instrumental music;
- 4.4s utilize compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution); and
- 4.5s arrange vocal and instrumental music for specific purposes and settings.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

- 6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;
- 6.2s evaluate specific musical works and styles using appropriate music terminology;
- 6.3s apply evaluative criteria appropriate for the style of given musical works;
- 6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
- 6.5s diagnose performance problems and detect errors accurately;*
- 6.6s offer meaningful prescriptions for correcting performance problems and errors;
- 6.7s offer constructive suggestions for the improvement of a musical composition; and
- 6.8s apply knowledge of music forms.*

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

- 7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*
- 7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*
- 7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*
- 7.4s provide instruction that promotes students' understanding and application of fundamental principles of music;*
- 7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*
- 7.6s use varied materials, resources, and technology to promote students' creativity, learning, and performance;*

7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*

7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*

7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*

7.10s teach students concert etiquette;*

7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*

7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*

7.13s integrate music instruction with other subject areas;*

7.14s promote music as an integral element in students' lives, whether as a vocation or as an avocation;*

7.15s encourage students to pursue musical knowledge independently;*

7.16s teach students proper health techniques for use during rehearsals and performances;*

7.17s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

7.18s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and

7.19s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.

8.1s manage time, instructional resources, and physical space effectively for the music class;

8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings; and

8.3s manage and document the use and condition of musical instruments and other materials in the music program.

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

9.1s use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding;*

9.2s use ongoing assessment results to help develop instructional plans;*

9.3s use standard terminology in communicating about students' musical skills and performances;* and

9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting;*

10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music;*

10.3s establish and maintain effective communication with other music educators;

10.4s collaborate professionally with other music educators to strengthen and promote music education;

10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits;*

10.6s serve as an advocate on behalf of the music program; and

10.7s serve as an active member of professional music education organizations

Texas Examinations of Educators Standards
Music EC-12

- Competency 004: The teacher knows how to read, write and interpret standard music notation.
- Competency 005: The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.
- Competency 008: The teacher demonstrates knowledge of methods and techniques for singing.
- Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.
- Competency 010: The teacher knows how to conduct vocal and instrumental performances.
- Competency 011: The teacher knows how to plan and implement effective music instruction.
- Competency 012: The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.