



## MUSC 1000 Section 101 – Recital Attendance

Fall 2023

W 4:00-4:50 PM

Locations are: Akin Auditorium, Burns Chapel, Fain Instrumental Music Building 105, OR ONLINE ZOOM

### Contact Information

Instructor: Matthew D. Luttrell, D.M.A

Office: Fain Instrumental Music Hall 105 (Office hours posted and appointments available)

Email: [matthew.luttrell@msutexas.edu](mailto:matthew.luttrell@msutexas.edu)

Phone: (940) 397-4210

### Course Description

A course designed to help music students assimilate the various aspects of performance and the art of active listening. Continuous enrollment in Recital Attendance (MUSC 1000-101) is required until eight semesters are completed. This course is required for graduation, but will carry no semester-hour credit toward a music degree.

### Performance

Students enrolled for APPLIED STUDY and/or RECITAL ATTENDANCE shall perform on at least one Wednesday recital during the semester. This time is a decision between the student *AND* the applied instructor.

NOTE: Students in their first semester of applied study are not required to perform.

Performance during recital lab is a component of your *APPLIED* grade. This means that you can pass Recital Attendance without a performance. Students who perform on a Wednesday recital must obtain the appropriate form from the Music office, fill out the form completely and legibly, have the completed form signed by the applied instructor, and return it to the Music Office by 3:30 on Friday of the week *PRIOR* to performance. These forms will be transferred over to online *shortly*.

### Course Objectives

1. The student will demonstrate a high level of competence in skills required to perform with other musicians (specifically accompanists) and as a soloist.
2. For music education and performance students, one key attribute for this class is to continue to foster your education on processes, techniques, and training tools that will be available to you on leaving MSU. We are here to create fantastic music educators and musicians first and foremost. The more preparation time put in at the beginning, the higher the progress will be seen.

3. To present and assess core knowledge related to musical terms, music theory and composition skills, as well as guest presentations regarding a variety of subjects.

## Student Learning Outcomes

Students will possess a better understanding of performing in a recital situation, a familiarity with common words, phrases, and techniques associated with high-level music-making, and techniques required to prepare pieces 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.

## Student Assessment

Students will be assessed on their ability to arrive to the assigned events and their performance in recital class (this does not apply to first semester students).

In addition, all students must pass the Terms & Definitions tests, as well as the transpositions test in order to move forward with this course. The core knowledge found in these online quizzes is fundamental information that all music majors should know, regardless of their respective medium.

## Recital Attendance Information Form

All students are required to fill out COMPLETE information for performing on Recital Attendance Lab. This information should be complete. If anyone is required to look up information, it may affect your grade in the end. Be thorough. Paper forms may be found outside the main music office.

## Grading

Recital Attendance is a credit/no credit course. Credit will be received for the course by completing *ALL* of the following:

Attend all listed Wednesday recitals, with no more than a maximum of two absences permitted. Unless otherwise notified, Wednesday recitals are held in Akin at 4:00 PM. (see the *Schedule of Classes*). You must sign in in order to be counted present.

If you are enrolled for and have had more than one semester of applied study YOU MUST PERFORM. Do NOT wait until the last few class meetings. You will submit program notes for your performance piece to your applied instructor.

Please find the schedule of events for all university, local, and regional concerts located in this packet and on D2L. This form may be updated throughout the semester regarding performance times.

You should attend no less than *THIRTEEN (13)* of the *NINETEEN (19)* of the concerts given.

For concerts listed IN THE SCHEDULE BUT OUTSIDE OF THE UNIVERSITY, you must have a printed program with a ticket stub stapled to it. For concerts on campus, you will need to sign in with a designated faculty member at the beginning of the concert or recital in order to receive credit. Remember, you must NOT

be enrolled in the ensembles (with the exception noted above) or the main student performer in the recitals and concerts listed in order to count the performance for recital attendance. It doesn't hurt to double up on some of the concerts you can attend, as I *MAY* allow you to substitute for others you have to miss...

## Faculty Recitals

Students are required to attend ALL faculty recitals. This attendance will ALSO be included in recital attendance for the semester. It is imperative both for your professional and social relationship with your mentor(s) to attend their work. Some day in the not-so-distant future, you may be in their shoes.

## Attendance

Attendance will be kept in D2L so that you can keep track of how you are doing and be proactive about finding substitutions for something you have missed.

## A few words on professional behavior and etiquette

If you are disruptive either in the audience or on/back stage you will lose credit for the single performance on the first occurrence; should disruptive behavior occur three times within the same semester you will not receive credit for the course. Please wear appropriate attire for all performances, especially when you are the one onstage. Please, no cell phone or laptop usage at any performances unless otherwise allowed by the instructor.

## Professional Disposition

All students performing with an accompanist will fill out a disposition form by the end of the semester. This form is designed to assess the working relationships built between accompanist and performer. The disposition will assist faculty in better understanding what we need to focus on in lessons, rehearsals, and for further professional development within the department.

## 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.

## Generative AI Tools

The use of generative AI tools (such as ChatGPT) is not permitted in this course; therefore, any use of AI tools for work in this class may be considered a violation of Texas Tech's Academic Integrity policy and the Student Code of Conduct since the work is not your own. The use of unauthorized AI tools will result in referral to the Office of Student Conduct.

## 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 1

## TEExES Domains and Competencies

### Texas Examinations of Educator Standards (TEExES)

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

#### Domain IV- Music Classroom Performance

<p>Competency 008- The teacher demonstrates knowledge of methods and techniques for singing.</p>	<p>A. Understands performance skills and appropriate techniques for singing (e.g., tone production, sight-singing methods).</p> <p>B. Understands proper health techniques to use during vocal rehearsals and performances (e.g., maintaining good posture, protecting the changing voice).</p> <p>C. Selects appropriate vocal literature to enhance technical skills and provide musical challenges.</p> <p>D. Understands standard terminology used in communicating about students' musical skills and performances.</p> <p>E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., diction, tone production, intonation, phrasing) and understands the constructive use of criticism when evaluating musical skills or performances.</p>
<p>Competency 009- The teacher demonstrates knowledge of methods and techniques for playing musical instruments.</p>	<p>A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).</p> <p>B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).</p> <p>C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.</p> <p>D. Understands standard terminology used in communicating about students' musical skills and performances.</p>

	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.
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**TAC §228.30 Alignment**

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**

(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 solo and chamber 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
(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 #1, 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 #3  Assessed through weekly interactions with the instructor of the course and discussed when appropriate during rehearsals.

<p>(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.</p>	<p>Course Objective #3</p> <p>Students are instructed to design assessments to measure effective instruction and student progress, including self-assessments.</p>
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**EC-12 Music Standards in this Course**

<p>Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.</p>	<p>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*;</p>
<p>Standard II: The music teacher sings and plays a musical instrument.</p>	<p>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.</p>
<p>Standard III: The music teacher has a comprehensive knowledge of music notation.</p>	<p>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*.</p>
<p>Standard IV: The music teacher creates and arranges music.</p>	<p>4.1k how to arrange music for specific purposes and settings. 4.1 s Arrange vocal and instrumental music for specific purposes and settings.</p>

