COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: MUE 2412</th>
<th>Course Title: Intro to Wind &amp; Percussion Instrument</th>
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<tbody>
<tr>
<td>Prerequisite(s): None</td>
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<tr>
<td>Course Credit: 2</td>
<td>Course Hours:</td>
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<tr>
<td>College: Arts &amp; Sciences</td>
<td>Required Text(s):</td>
</tr>
<tr>
<td>Department: Music</td>
<td>Supplies:</td>
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<tr>
<td>Faculty Name: Dr. Shaylor James</td>
<td>Term and Year: Spring 2009</td>
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<tr>
<td>Office Location: 315 Foster-Tanner Music Building</td>
<td>Place and Time:</td>
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<td>Office Hours Monday 9:00 Tuesday 9:00 Wednesday 9:00 Thursday 9:00 Friday 9:00 Saturday</td>
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**Course Description**

The course combines material relating to the teaching of woodwind, brass and percussion instruments with a thorough exploration of problems related to working with instrumental ensembles in the schools. It also includes some basic practical skills applicable to the prescribed content of the course.

**Course Purpose**

This course will provide music majors with the tools needed to teach general music.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

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DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: | 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: | 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: | 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: | 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: | 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

| CF: | 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: | 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10 12 | I: 6,7 |
| CF: | 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: | 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: | 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: | 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: | 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

| CF: | 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |

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| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

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**CRITICAL THINKING**

- **CF4**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F:4 I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F:8 I: 4 |

**PROFESSIONALISM**

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 I: 2,10 |

**URBAN/RURAL EDUCATION**

- **CF6**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F:9,10,11 I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 I: 6 |

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Overall Goals of the Course

To provide a more functional coherence of the pedagogical and performance approaches to wind and percussion instruments, music and materials for vocal and keyboard majors.

To expose vocal and piano majors to (1) the history of instrumental music, (2) acoustical properties of wind and percussion instruments, and (3) the administration of an instrumental music program.

To provide experience in the principles of teaching and playing wind and percussion instruments.

Specific Behavioral Objective

1. The student will be able to produce a good tone quality on at least one brass-wind, woodwind and percussion instruments
2. The student will have a basic knowledge of instrument music
3. The student will have a knowledge of the acoustical properties of wind and percussion instruments.

National and State Standards Addressed In the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

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Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

Florida Educator Accomplished Practices (FEAPS)

Practice 1 – Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. 
Assessment

Practice 2 – Use effective communication techniques with students and all other stakeholders. Communication

Practice 3 – Engages in continuous professional quality improvement for self and school – Continuous Improvement

Practice 4 – Uses appropriate techniques and strategies which promote and enhance critical, creative and evaluative thinking capabilities of students – Critical Thinking

Practice 5 – Uses teaching and learning strategies that reflect each student’s cultural learning styles, special needs, and socioeconomic background. Diversity

Practice 6 – Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Ethnics

Practice 7 – Recognizes development levels of student and identifies differences within a group of students – Human Development

Practice 8 – Demonstrates knowledge and understanding of subject matter – Knowledge of Subject Matter

Practice 9 – Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation, - Learning Environment

Practice 10 – Plans, implements and evaluates effective instruction in a variety of learning environment. Planning

Practice 11 – Works with various education professionals, parents and other stakeholders in the continuous improvement of the educational experiences of students. Role of The Teacher

Practice 12 – Uses appropriate technology in teaching and learning processes. - Technology

Sunshine State Standards for Subject Matter Area (i.e. Mathematics, Biology, Business, Education, etc.)

MU.A.2.3.1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).

MU.A.2.3.2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

MU.A.2.3.3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and

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responds to the cues of a director).

MU.A.2.4.1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g. embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation.

MU.A.2.4.2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.A.2.4.3 performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation.

MU.A.2.4.4 performs melodic phrases accurately, after hearing only once.

MU.D.2.4.1 establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

MU.D.2.4.2 understands the criteria used in the critical evaluation of one’s own and others’ performances, arrangements and improvisations.

Field Experiences

Use of Technology at Appropriate Grade Level
Students are required to use the internet for research purposes

Topical Outline

Teaching Methods/Performance-Based Tasks
1. Demonstrations
2. Lectures and Discussion

Academic Learning Compacts
1. Communications Skills – Graduates will demonstrate the ability and desire to remain current with development in the art of music and in teaching, to make independent, in depth evaluations of their relevance, and to use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standards Commission
2. Professional and Career Success – Graduates will demonstrate the ability to work in teams and independently and be recognized by their colleagues as model teacher in the field of music, through maintaining personal musicianship and becoming members of local, state and national professional music organizations.
3. Specific Content Knowledge – Graduates will demonstrate competencies in Music Education knowledge of current methods and materials available in all fields of music education.
4. Diversity – Graduating students will demonstrate an in-depth awareness and sensitivity to cultural and linguistic backgrounds of students through music.

Methods of Evaluation/Performance-Based Assessment
1. Classroom participation
2. Periodic quizzes
3. Midterm Exam
4. Final Exam
5. Research assignments and projects

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References, Supplemental Materials, and Student Support Available

Brass and Woodwind Quarterly. Durham, N.H. Designed to be published quarterly

Conchord. Elkhart, Inc.: C. G. Conn Corporation, published periodically


The School Musician. Joliet, Illinois, published monthly except July and August

Academic Honesty Policy
This policy applies to any student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Stealing, buying, selling, or referring to unauthorized written, oral or electronic information. Procedures are available in the Office of the Dean.

FAMU’s Non-discrimination Policy Statement (including ADA policy)
It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

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