COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: MUE 2450: MUE 2451</th>
<th>Course Title: Woodwind Techniques I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s): None</td>
<td>Course Hours: 1010-1100 MW</td>
</tr>
<tr>
<td>Course Credit: 2</td>
<td>Required Text(s):</td>
</tr>
<tr>
<td>College: Arts and Sciences</td>
<td>Guide to Teaching Woodwinds, 5th ed.</td>
</tr>
<tr>
<td>Department: Music</td>
<td>Frederick Westphal.</td>
</tr>
<tr>
<td>Faculty Name: Dennine White</td>
<td>Term and Year: Fall</td>
</tr>
<tr>
<td>Office Location: 301 FTMB</td>
<td>Place and Time: 03 FTMU</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Telephone: 850-561-2320</td>
</tr>
<tr>
<td>Monday TBA</td>
<td>e-mail:</td>
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<td>Tuesday TBA</td>
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<td>Saturday</td>
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Office Hours

Course Description

A pedagogical overview of teaching woodwind instruments to public school children, with an emphasis on accepted methods and techniques, how to teach these techniques, and application of them through personal performance.

Course Purpose

To provide future instrumental teachers, particularly those who are not woodwind players, with:

1. Sufficient basic instruction on how to play the clarinet, oboe, bassoon, flute and sax so that they will have confidence in the performance of the fundamental techniques related to articulation, fingering, tone quality, posture, care of the instrument, and other fundamentals of music.
2. A systematic approach regarding organization, implementation, and teaching of woodwind classes in the schools.

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

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge       (S)=Skill           (D)=Disposition

Approved/Revised 10/30/07
### DIVERSITY
- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,6,7</td>
<td>3</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3</td>
</tr>
<tr>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>5, 7, 9, 10</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>4,12</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2.5</td>
</tr>
<tr>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>3.9</td>
<td>5.9</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>7,2</td>
<td>5.10</td>
</tr>
</tbody>
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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: 4.5 (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: 5.5 (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 |

**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 |

**Overall Goals of the Course**

To provide the students with the knowledge, skills and experience necessary to ensure that they will be able to demonstrate and teach the skills necessary to prepare their students on the five woodwind instruments and family members.

**Specific Behavioral Objectives**

1. The student will be able to demonstrate proper instrument assembly

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2. The student will be able to name parts of a woodwind instrument
3. The student will know to the proper holding and playing positions
4. The student will know the overall range of the woodwind instrument
5. The student will be able to supply the French and German names for woodwind instrument
6. The student will be able to produce and sustain a characteristic tone
7. The student will know the history of the woodwind instrument
8. The student will be able to demonstrate proper articulations on the woodwind instrument
9. The student will be able to know acceptable procedures for tuning and adjusting pitch
10. The student will chromatic fingering for the practical range of the woodwind instrument
11. The student should be able to provide musical performance of an elementary etude.
12. The student should know acceptable embouchure formation for the woodwind instrument

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC standards</th>
<th>Professional organizations</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play 4 note tuning scale.</td>
<td>Student will be able to tune all woodwind instruments.</td>
<td>3, 6</td>
<td>2, 6, 7</td>
<td>2.1</td>
<td>6.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Play and notate chromatic scale</td>
<td>Student will know practical range chromatic fingerings.</td>
<td>1, 2, 5, 6, 7</td>
<td>5, 6, 7, 4, 12, 10, 9, 3</td>
<td>6.1</td>
<td>6.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Demonstrate nomenclature and</td>
<td>Students will know naming system and project assembly process.</td>
<td>1, 4, 5, 9, 10</td>
<td>4, 7, 3, 9, 8, 11</td>
<td>6.6</td>
<td>7.2</td>
<td>2.2</td>
</tr>
<tr>
<td>assembly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.3</td>
</tr>
</tbody>
</table>

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

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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.

**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.

**National Association of Schools of Music**
1. The ability to lead performance-based instruction
2. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
3. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
4. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble setting in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
5. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
6. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.
7. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
8. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

**Florida Educator Accomplished Practices (FEAPs)**
1.PRE.c Identifies potentially disruptive student behavior
1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery

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1. **PRE.g** Modifies instruction based upon assessed student performance.

specified outcomes.

1. **PRE.k** Reviews assessment data and identifies students’ strengths and weaknesses.

2. **PRE.a** Establishes positive interaction in the learning environment that uses incentives and consequences for students.

2. **PRE.d** Encourages students in a positive and supportive manner.

2. **PRE.e** Communicates to all students high expectations for learning.

2. **PRE.g** Provides opportunities for students to learn from each other.

2. **PRE.i** Provides opportunities for students to receive constructive feedback on individual work and behavior.

3. **PRE.m** Learns from peers and colleagues and develops professional relationships.

4. **PRE.a** The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4. **PRE.a** Provides opportunities for students to learn higher-order thinking skills.

4. **PRE.f** Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.

4. **PRE.g** Demonstrates and models the use of higher-order thinking abilities.

5. **PRE.a** Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5. **PRE.e** Has a repertoire of teaching techniques and strategies to effectively instruct all students.

6. **PRE.b** Does not unreasonably restrain a student from pursuit of learning.

6. **PRE.f** Does not use institutional privileges for personal gain or advantage.

6. **PRE.g** Maintains honesty in all professional dealings.

6. **PRE.h** Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

7. **PRE.a** Recognizes developmental levels of students and identifies differences within a group of students.

7. **PRE.b** Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

7. **PRE.g** Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

8. **PRE.a** Communicates knowledge of subject matter in a manner that enables students to learn.

9. **PRE.c** Involves students in the management of learning environments including establishing rules and standards for behavior.

9. **PRE.i** Monitors learning activities by providing feedback and reinforcement to students.

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9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.

10.PRE.k Demonstrates instructional flexibility and an awareness of the teachable moment.

10.PRE.m Helps students develop concepts through a variety of methods.

12.PRE.g Teaches students to use available computers and other forms of technology.

12.PRE.k Uses technology to collaborate with others.

<table>
<thead>
<tr>
<th>Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills</th>
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<tbody>
<tr>
<td>1. Identify and discriminate between rhythmic structures (e.g., beat, meter, pattern, polyrhythms).</td>
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<tr>
<td>1.2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).</td>
</tr>
<tr>
<td>1.3. Identify and discriminate between harmonic structures and textures</td>
</tr>
<tr>
<td>1.8. Identify and interpret terms and symbols found in music scores.</td>
</tr>
<tr>
<td>2.1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.</td>
</tr>
<tr>
<td>3.1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.</td>
</tr>
<tr>
<td>3.2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.</td>
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<tr>
<td>3.3. Read, interpret, and identify appropriate techniques for conducting music scores.</td>
</tr>
<tr>
<td>3.4. Make critical judgments about expressive qualities of music performances.</td>
</tr>
<tr>
<td>3.5. Identify techniques for assessing and evaluating student progress.</td>
</tr>
<tr>
<td>3.6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.</td>
</tr>
<tr>
<td>3.7. Select strategies for implementing technology in music instruction.</td>
</tr>
<tr>
<td>3.8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.</td>
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<thead>
<tr>
<th>Academic Learning Compacts</th>
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<tbody>
<tr>
<td>1. COMMUNICATION SKILLS: Perform using proper phrasing; deliver effective oral presentations, develop effective written presentations</td>
</tr>
<tr>
<td>2. CONTENT KNOWLEDGE - Music Education, conducting, arranging, performance, Analysis of History &amp; Literature</td>
</tr>
<tr>
<td>3. CRITICAL THINKING SKILLS: Graduates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating various styles of music as they relate to their performing medium.</td>
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<tr>
<td>4. PROFESSIONAL CAREER SUCCESS: Maintain musicianship; become members of Professional Organizations</td>
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<tr>
<th>Topical Outline</th>
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<tr>
<td>August 25, 2008- First day of classes/completion of registration</td>
</tr>
<tr>
<td>August 27, 2008- Introduction of students/background/goals and review of syllabus. Discussion about notebooks, philosophy and proposal of music education (F:5,6,7)</td>
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</tbody>
</table>

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September 3, 2008- Labor Day Holiday

September 5, 2008- Instrument assignments, notebook overview and overview of Embouchure and single reed family members and flute

September 8, 2008- Clarinet Lecture on Embouchure, tone and common problems. (Mentoring with Technology) (F:4,12)

September 10, 2008- Clarinet history, parts and assembly

September 15, 2008- Playing and reading music (Philosophy of music and proposals due) (F: 5)

September 17, 2008- Clarinet hand/body posture and common problems

September 22, 2008- Playing and reading music

September 24, 2008- Clarinet Test!

September 29, 2008- Playing and reading music

October 1, 2008- Playing Test#1

October 6, 2008- Saxophone Lecture on Embouchure and common problems

October 8, 2008- Playing and reading music

October 13, 2008- Saxophone history, parts and assembly

October 15, 2008- Playing and role play (cooperative learning) (F:7,2,9,3,8,4)

October 20, 2008- Saxophone hand/body posture and common problems

October 22, 2008- Playing and reading music

October 27, 2008- Saxophone Test!

October 29, 2008- Playing Test #2

November 3, 2008- Guest Lecture Mrs. White Embouchure and common problems(F:6)

November 5, 2008- Playing and role play (F: 10,11)

November 10, 2008- Flute history, parts and assembly

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November 12, 2008 - Playing and reading music

November 17, 2008 - Flute hand/body posture and common problems

November 19, 2008 - Playing and reading music

November 24, 2008 - Flute Test

November 26, 2008 - Playing Test/ Notebooks Review

December 1, 2008 - Notebooks Due

December 3, 2008 - Make up/ Final exam review

MUE 2451- Same format with focus on Double reeds and transposition

**Teaching Methods**

1. Through the use of demonstration
2. Through the use of drill assignments in the performance manual
3. Discussion and explanation of topics
4. Expository reports and papers by students on relevant topics

**Course Evaluation**

Each student is evaluated on:

3.1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
1.2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
3.2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.
3.3. Read, interpret, and identify appropriate techniques for conducting music scores.
3.4. Make critical judgments about expressive qualities of music performances.
3.5. Identify techniques for assessing and evaluating student progress.
3.7. Select strategies for implementing technology in music instruction.
3.8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

**Grading**

Tests- 60%
Attendance and punctuality -5%
Playing tests-20%
Notebooks and Assignments -15%

Grading Scale-
90-100% - A
80-89% - B
70-79% - C
60-69% - D
0-59% - F

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Course Policies
Attendance is mandatory
Books must be purchased by forth class session at latest
Students must practice their assigned instruments

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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Policy Statement on Non-Discrimination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, 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.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar
First meeting Date August 25, 2008
TBA

References


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Cope, David. **New Music Composition.** New York: Schirmer, 1977.
Shelley, Jagow. **Teaching Instrumental Music: Developing the Complete Band Program.** Meredith Music Publication, 2007 (DVD and Sheets)

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