**Florida Agricultural and Mechanical University**

Professional Education Unit
Tallahassee, Florida 32307

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**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number: MUE 4332</th>
<th>Course Title: Instrumental Methods I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s): Junior Status</td>
<td>Course Credit: 2</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>Required Text(s): The Teaching of Instrumental Music, by Colwell Goolsby</td>
</tr>
<tr>
<td>College: Arts &amp; Sciences</td>
<td>Supplies: Notebook</td>
</tr>
<tr>
<td>Department: Music</td>
<td>Term and Year: Spring</td>
</tr>
<tr>
<td>Faculty Name: Dr. Shelby R. Chipman</td>
<td>Place and Time: FTMU Bldg. Room 313, 9:30-10:50AM</td>
</tr>
<tr>
<td>Office Location: 318 Foster-Tanner</td>
<td>Telephone: 850) 599-8165</td>
</tr>
<tr>
<td>Office Hours</td>
<td>e-mail: <a href="mailto:Shelby.chipman@famu.edu">Shelby.chipman@famu.edu</a></td>
</tr>
<tr>
<td>Monday 10:00a.m-2p.m.</td>
<td>Tuesday 10:00a.m-1p.m.</td>
</tr>
<tr>
<td>Wednesday 10:00a.m-1p.m.</td>
<td>Thursday 10:00a.m-2p.m.</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
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**Course Description**

This course provides working knowledge of the technical study of methods used in developing the total instrumental curriculum design, literature, pedagogy, scheduling and provides a philosophy and justification as an integral part of the total music program within the framework of the educational system in our culture. Establishing methods of developing skills in preparing instrumental groups for performances is a major objective of this course. Additionally, budgeting and financing instrumental music programs is included as modules to facility an understanding of support organizations needed in this field of education.

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**Course Purpose**

To present methods of organization, financing public school bands and orchestras. Preparation of concerts, contest/festival participation, group instruction, and other problems relating to the work of the instrumental director will be covered in the course. A significant portion of class discussion will be drawn from ten years of experience in the public school system of Dade County where the instructor worked as a band director, member of SACS committee, DCPS Music Educator Association, and Chairman of Florida Bandmasters Association, District 18.

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**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

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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: 1.4 (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: 2.4 (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 |
| CF: | Interact with students, families and other stakeholders in a |

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Approved/Revised 10/30/07
<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.2 (S)</td>
<td>manner that reflects ethical and moral standards.</td>
<td>F: 11,6</td>
<td>I: 9,10</td>
</tr>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>

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CRITICAL THINKING

- CF 4
  • 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

- CF 6
  • 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

- Appreciate the role and effects that establishing a sound philosophy and its importance.
- Establish personal and professionals in music education.
- Establishing organization skills
- Financing public school bands and orchestras
- Preparing music concerts for public performance
- Contest/Festival preparation & participation
- Develop concepts for teaching group instruction

Specific Behavioral Objectives:

1. To provide the students with the necessary knowledge and skills to successfully administer an instrumental program in the public schools.
2. To introduce the student to problems that confront the instrumental director through discussions to the extent that he will be able to cope with them in an actual situation.
3. To prepare the student to foster and maintain good public relations.
4. To demonstrate through lectures and material, how to encourage interest and gain support of the administration, parents, and community of the instrumental program.
5. To introduce methods of preparing public performances in such a manner that will enable the student to adequately prepare a public performance.
6. To prepare the student in methods of securing adequate financing for the necessary housing and equipment.
7. To conduct an intensive study that will enable the student to secure and maintain proper instrumentation.

<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>Sound philosophy for developing an instrumental program</td>
<td>Student will be able to write a philosophy of music suitable for a band program.</td>
<td>1, 4, 5, 6, 9</td>
<td>1-9</td>
<td>2, 3, 4, 7, 8, 9</td>
<td>1, 2</td>
<td>2.1 2.3 3.4 4.1 4.2 5.1</td>
</tr>
<tr>
<td>Contest/Festival preparation</td>
<td>Students will be able to rehearse a band in preparation for Band Festival</td>
<td>1, 4, 7, 9, 10</td>
<td>6, 7</td>
<td>4, 6, 7, 8, 9, 10, 11</td>
<td>1, 2, 6</td>
<td>3.2 4.1 4.2 4.3 5.1 5.2 6.1</td>
</tr>
<tr>
<td>Financing public school bands and orchestras</td>
<td>Students will be able to construct budget Plan and methods of implementation</td>
<td>1, 2, 3, 6, 9, 10</td>
<td>7, 8, 9</td>
<td>2, 5, 6, 9, 10, 11, 12</td>
<td>4</td>
<td>2.3 2.4 3.2 6.1 6.3</td>
</tr>
</tbody>
</table>

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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.

**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.

Professional Organization/Learned Society Standards

**Florida Educator Accomplished Practices (FEAPs)**

1. **Assessment (1.1, 1.1.PRE.a, 1.PRE.c, 1.PRE.i)**

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2. Communication (2.PRE.a, 2.PRE.c, 2.PRE.d, 2.PRE.g, 2.PRE.h, 2.PRE.k)

3. Continuous Improvement (3.1, 3.PRE.a, 3.PRE.c, 3.PRE.f, 3.PRE.j, 3.PRE.m, 3.PRE.n)

4. Critical Thinking (4.1, 4.PRE.a, 4.PRE.c, 4.PRE.f, 4.PRE.j)

5. Diversity (5.1, 5.PRE.a, 5.PRE.b, 5.PRE.e, 5.PRE.g, 5.PRE.h)

6. Ethics (6.1, 6.PRE.a, 6.PRE.d, 6.PRE.h)

7. Human Development and Learning (7.1, 7.PRE.a, 7.PRE.b, 7.PRE.d)

8. Knowledge of Subject Matter (8.1, 8.PRE.a, 8.PRE.b, 8.PRE.c, 8.PRE.e, 8.PRE.f)


10. Planning (10.1, 10.PRE.a, 10.PRE.b, 10.PRE.d, 10.PRE.f, 10.PRE.j, 10.PRE.q)

11. Role of the Teacher (11.1, 11.PRE.a, 11.PRE.b, 11.PRE.i)

12. Technology (12.PRE.b, 12.PRE.e, 12.PRE.k, 12.PRE.m)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

The Florida Teachers Certification Examination (1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)

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National Council for Accreditation of Teacher Education (NCATE Standards):

NCATE-1 Candidate Knowledge- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all student learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE-1.A Content Knowledge – Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

NCATE1.B Pedagogical Content Knowledge: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and instructional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways.

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**Topical Outlines:**

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The History of Instrumental Music
Developing Objective/Lesson Plans for teaching music education
Defining Evaluation in Music
Motivation (Intrinsic, Extrinsic)
Administration and Organization
Recruiting and Scheduling Classes
Principles of Winds and Acoustics of Strings
Lecture series of Woodwind/Brasswind pedagogy
Ethics in the public classroom

Class Assignments (required)
- Outline assigned chapters in textbook.
- Students will develop strategies, lesson plans, for rehearsing performance fundamentals, i.e., tone quality, intonation, technique, theory, history, and literature.
- Visit MS/HS band programs for observations, while noting techniques and methodologies given by public school teacher.
- Complete solo/ensemble, symphonic/jazz band, as well as literature assignment related to FBA Music Performance, Assessment participation forms.
- Attend district MPA. Submit completed evaluation sheets and recording of band’s performance.

A notebook containing all class information is to be submitted at the conclusion of the semester. (Failure to submit will result in lowering of grade as determined by professor.)

<table>
<thead>
<tr>
<th>Teaching Methods/Performance-Based Tasks:</th>
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</table>

Class Assignments (required)
- Students will receive four chapter tests during the semester. In addition to these tests quizzes will be given at the beginning of class, as deemed necessary by the instructor.
- The mid-term examination will cover the first six weeks of the course. Test questions will be taken form all phases of lectures discussed in the class.
- Three observations of a middle/and/or high school rehearsal in the area. A written report of each observation should include: school name, concert literature and class grade, classroom management, organization of rehearsal, and overall student response. Reports are due at the end of the semester.
- The final exam will cover the last half of the course. The final exam will be reviewed prior to the final regular class meeting.
- All students enrolled in the class are required to join the Florida A&M University Chapter of CMENC and subscribe to the Instrumentalist professional magazine.
- A notebook containing all class information is to be submitted at the conclusion of the semester. (Failure to submit will result in lowering of grade as determined by the professor.)

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Pre-professional Educator Accomplished Practices:

The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, self-motivation.

Uses teaching and learning strategies that reflect each student’s culture learning styles, special needs, and socioeconomic background.

Communicates techniques with students and all other stakeholders, which encourage students to maintain interest in pursuing music education.

Teaching Methods

Teaching methods will include lecture, classroom presentation, and field experiences.

Field Experiences:

Students will be provided an opportunity to work with band directors in a secondary setting as they prepare their middle/high school students form district concert band, as well as, solo & ensemble music performance assessment.

This will assist our students with the type of practical experience that enables them to become knowledgeable of public school activities.

Students are required to complete ten hours of observations each semester.

Appropriate Professional Organization/Learned Society (National Level Standards):

National Standards for Music Education

1. Singing alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, an accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

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Course Evaluation/Performance-Based Assessment:

Students are required to attend and evaluate middle/high Music Performance Assessment Marching Band Evaluation and Rattler Strike Band Invitational events.

Students will receive chapter tests during the semester. In addition to these tests, quizzes will be given at the beginning of class, as deemed necessary by the instructor, as well as charting assignments.

The mid-term examination will cover the first seven weeks of the course. Test questions will be taken from all phases of lectures discussed in the class, the first seven weeks.

The final exam will cover the last seven weeks of the course. All questions on the final will be discussed in class and pertain to the topics discussed.

All students enrolled in the class are required to join the Florida A&M University Chapter of the CMENC and subscribe to the Instrumentalist professional magazine.

A notebook containing all class information is to be submitted at the conclusion of the semester. (Failure to submit will result in lowering of grade as determined by professor.)

Grading

| 1.  | Exams | 15% |
| 2.  | Tests/Quizzes | 15% |
| 3.  | Drill Charting | 20% |
| 4.  | Class Projects | 20% |
| 5.  | Field Experiences | 20% |
| 6.  | Presentation | 5% |
| 7.  | Attendance | 5% |

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

Course Policies

Attendance is required. The professor reserves the right to assign a course grade of “F” to students who miss three or more classes regardless of exam and assignments grades; unless an official excuse is provided by the Dean of the College of Arts and Sciences.

Course Calendar

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January Assignments
- Overview of Class requirements
- Welcome Back Letter due
- Lecture Chapters 1-3
- Visit Middle or High School Band/Orchestra rehearsal
- Review FBA entry form assignment
- Quiz Chapters 1-3

February Assignments
- Lecture Chapter 4-6
- Quiz Chapters 4-6
- Select Topic for Research Presentation
- Recruitment Survey due
- Mid-Term Exam
- Attend Dept. of Music Black History Concert & Community concerts
- Visit Middle/High School Band/Orchestra rehearsal
- Symphonic/jazz Band forms due
- Guest Lecturer

March Assignments
- Attend Music Performance Assessment Concert Band Evaluation (site:TBA)
- Lecture Chapters 8-14
- Quiz Chapters
- Spring Calendar due
- Spring Break (TBA)

April-May Assignments
- Special Topic Presentation on Developing the Complete Instrumental Program
- Test Chapters 8-14
- Submit Music/Band Curriculum design
- Student Presentation (7 minutes)
- Submit Final Notebooks (2)
- Final Exam

References, Supplemental Materials, and Student Support Available:


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