Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

Course Number: MUE 4333
Prerequisite(s): Junior Status
Course Title: Instrumental Methods II
Course Credit: 2
Course Hours:
College: Arts & Sciences
Department: Music
Required Text(s): Band Pageantry, by William P. Foster; Marching Band Techniques: Multiple Option, Robert Foster
Supplies: Notebook, Charting Supplies
Faculty Name: Dr. Shelby Chipman
Term and Year: Summer / Fall
Place and Time: FTMU Bldg. Room 313, 8:00-9:20AM
Office Location: 318 Foster-Tanner
Telephone: 850) 599-8165
e-mail: Shelby.chipman@famu.edu

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00a.m-2p.m.</td>
<td>10:00a.m-1p.m.</td>
<td>10:00a.m-1p.m.</td>
<td>10:00a.m-2p.m.</td>
<td>10:00a.m-2p.m.</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

This course provides working knowledge of the technical study of methods used in developing the marching bands and additionally provides a philosophy and justification as an integral part of the total music program within the framework of the educational system in our culture.

Course Purpose

Given lectures, practical experiences in show design, equipment needed, teaching techniques, selection of music, aesthetic values, the student will demonstrate with at least 90% accuracy four (4) complete half-time shows to include the following:

- Marching maneuvers
- 8 to 5 and 6 to 5
- Contemporary marching concepts
- Rehearsal techniques
- Script and routine sheet
- Concert band formations
- Dance routines
- Pyware computing charting techniques

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
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.

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.

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 |

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

• CF3

• 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: 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 |

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
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 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

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
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.
- Design marching drills for students involved in a marching band.
- Study with high school directors who teach marching band.
- Relate classroom lecturers and textbook lessons to field experiences.
- Develop administrative portfolios that coincide with public/private instruction.
- Appreciate the impact marching band has on students, schools and communities.

Specific Behavioral Objectives:

1. Specific objectives, concerning the orientation of the student enrolled in this course, are as follow. Given instructions, motivation, and opportunity to ask questions, participate in class discussions and related activities, the student will have a better understanding and knowledge of:
   a. The aesthetic values of the marching band in secondary schools.
   b. Marching band music and symphonic literature useful to the school marching band.
   c. Methods and materials for teaching the school marching band.
   d. The type of equipment, and facilities necessary for a successful marching band program.

Skills in:
   a. Marching maneuvers
   b. Charting a half-time performance
   c. Selecting music suitable to the marching band
   d. The use of pageantry
   e. Developing the band for parades
   f. Rehearsal preparation with respect to timing and continuity

Understanding of:
   a. The function of the marching band within the school curriculum.
   b. The procedures of developing marching bandsmen with respect to carriage, alignment, interval, and stride.

The above stated objectives may be reached, with minimum proficiency if the student is willing to put forth the effort, and demonstrate the desire to become and instrumental music director.

2. 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>Charting marching band shows.</td>
<td>Given instruction on Pyware software charting, students will develop a computerized drill.</td>
<td>2, 4, 6, 7, 8</td>
<td>1, 2, 4, 8, 9</td>
<td>5, 6, 7</td>
<td>1.7 1.8 3.2 4 6.1 6.2</td>
<td>1.1 2.1 4.1 4.2</td>
</tr>
</tbody>
</table>

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
| Selecting themes and music for half-time shows. | Following discussion on music of different styles and relevance to themes, students will select show themes. | 1, 2, 3, 5, 6 | 5, 6, 7 | 1, 3, 8, 12 | 1.1 | 1.2 | 3.1 | 4.2 | 6.1 | 1.1 | 2.6 | 4.1 | 5.5 |
| The purpose of Marching Band in our schools. | Following lecture and interview with band directors, students will understand the function of Marching Band. | 3, 4, 6, 7, 8, 9, 11 | 1-9 | 4, 8, 9, 11, 12 | 2.6 | 2.9 | 3.6 | 4.4 | 6.2 | 4.7 | 2.1 | 1.5 | 3.1 | 4.4 | 5.3 | 6.1 | 6.2 |

### 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.

**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)
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)

**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 students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

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
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.

### Topical Outlines:

A Short History of the marching Band  
Introduction of the Basic Principles  
Building a Half-time Show  
Fundamental Movements  
Charting for Down Field Positioning  
Special Considerations of the Marching and Creating Drills (Block Band Drills, Squad Drills, Circle Drills, Formation, Traditional & Contemporary Shows)  
The Role of Personnel in Developing Band Pageantry  
Instrumentation for Various Size Marching Bands  
Administrative Aspects of band Pageantry Production  
Schedules, Calendars, Purchasing Equipment/Uniforms  
Glossary of Marching Band Terms

#### Individual projects (required)

Plan and chart four different shows for half-time performance with the following inclusions:

- Music: measures used, title and composer, strains, trios, special arrangements
- 8 to 5, 6 to 5, or both
- Special maneuvers using step ones, tow pinwheels, squads of four, block band, company fronts, circles, flowers, stars, spirals, etc.
- Time limitation of five minutes minimum, ten minutes maximum.
- Different size bands: 64 pieces, 128, 174, etc.
- Announcements: scripts, giving details of performance.
- One show to be devoted to pageantry.

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.)

#### Teaching Methods/Performance-Based Tasks:

Class Assignments (required)

- Three observations of a high school marching band rehearsal in the area. A written report of each observation should include: marching style and technique, instrumentation used on the

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
field, music, attitude of students and director, organization of rehearsal, and facilities used. Reports are due at the end of the semester.

- Two observations of a high school marching band in performance (Pre-game and half-time at football game) in the area. A written report of each performance should include: marching style, type of drill or show, music used, continuity of routine, and audience reaction to performance.

- A review of battle of bands and/or festival shows via video-tapes are required during the semester. Evaluation sheets should accompany written comments. The total number of evaluations will be determined by the instructor.

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 clinicals.

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.

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

<table>
<thead>
<tr>
<th>1.</th>
<th>Exams</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Tests/Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>3.</td>
<td>Drill Charting</td>
<td>20%</td>
</tr>
<tr>
<td>4.</td>
<td>Class Projects</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Field Experiences</td>
<td>20%</td>
</tr>
<tr>
<td>6.</td>
<td>Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>7.</td>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

**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

**August-September Assignments**

- Overview of Class Requirements
- Welcome Back Letter Due
- Lecture Chapters 1-3
- Visit Middle or High School Marching Band Rehearsal
- Module 1 Due
- Block Band Formation Due
- Quiz Chapters 1-3
- Workbook Activities
- Video Analysis

_F_=Florida Educator Accomplished Practices Standards (FEAPS)
_I_=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
_(K)_=Knowledge  (S)=Skill  (D)=Disposition
October Assignments
  - Lecture Chapter 4-6
  - Quiz Chapters 4-6
  - Planning A Trip
  - Marching Band Survey Due
  - Mid-Term Exam
  - Module 2 & 3 Due
  - Submit Fall Calendar
  - Visit Middle/High School Marching Band Rehearsal
  - Guest Lecturer

November Assignments
  - Attend Music Performance Assessment Marching Band Evaluation
  - Lecture Chapters
  - Quiz Chapters
  - Circle Drill Due
  - Task Analysis Due
  - Video Analysis

December Assignments
  - Special Topic Presentation on Developing the Complete Instrumental Program
  - Discussion on Selecting Drill Writing programs
  - Band Pageantry Due
  - Marching Band philosophy research paper due
  - Student Presentation (7 minutes)
  - Submit Final Notebooks (2)
  - Final Exam

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.

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

References, Supplemental Materials, and Student Support Available:


Supplementary materials for the student’s use are included in the following list:
   6 to 5 Football Chart. Southern Music. San Antonio, TX.
   8 to 5 Football Chart. Southern Music. San Antonio, TX.


* Selected marching band DVD, VHS, and tape recordings of marching bands, to include publishing company’s information.