

Graduate Course Number: 6193

Course Title: An Intensive Master Class on Teaching from The Podium (Birch Creek, WI)

Days/Times of Online Meetings: August 15-18, 2023 in residence at Birch Creek Music Center in Egg Harbor, Wisconsin. Online component is from August 19-27

Number of Credits for the course: 3 graduate credits

Lead Instructor: Chip Staley cstaley@vandercook.edu 630.484.8092

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Students are required to attend in residence at Birch Creek Music Center to engage with each other. Students will engage in an online component of the course the following week with online discussions and assignments.

Course Description:

An Intensive Master Class on Teaching from the Podium is led by Chip Staley. Staley will be joined by Jim Stombres and Steve Sveum to work with participants during the Adult Band Camp session at Birch Creek. As performing members of the Summer Wind Ensemble, participants will be in a unique position to observe veteran teachers work to make the Wind Ensemble the best it can be as quickly and efficiently as possible. Discussions will center around the concept of “What works and what doesn’t work?”. This course is meant to be practical and applicable to any teaching situation.

Here is a testimonial from former participant in this class, Eric Stashek: "The Birch Creek/Vandercook College of Music Graduate Credit 'An Intensive Master Class on Teaching from the Podium' is a brilliant opportunity to expand your horizons of music education and performance. The hands-on practical experience gained allows for any musician, emerging or experienced, to further develop and advance their understanding and expertise of best music education practices through performance. In addition to learning diverse teaching methods, the course expands on one's understanding of a music program expansion including scaffolding instruction, motivating musicians, relationships and rapport, and much more. The three instructors provide a rich background in each of these topics areas, allowing oneself to dive deep into an ocean of knowledge and sophistication. I highly recommend enrolling in the course to further your passion and comprehension of music performance and music education!"

This course will address the following critical topics as experienced in the Adult Band:

1. Literature selection

2. Rehearsal Pacing
3. Setting Appropriate Goals
4. Scaffolding Instruction
5. Motivating Musicians
6. Critical Feedback
7. Relationships and Rapport
8. Building Confidence
9. Teaching Musicianship

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be better able to select appropriate literature for their ensembles. They will be better at goal setting and scaffolding instruction. They will be better motivators and will learn to build better relationships and gain rapport with their students. They will provide specific positive feedback to build the skills need to build confidence in their students.</p>	<p>Student growth will be assessed by a dialectic approach; using questions and answers as a method of examining something or of finding a solution to a problem. Their participation in professional conversations with veteran teachers will help determine their progress toward the student learning outcomes. The final project will be a reflection paper reflecting on three of the student learning outcomes. Students will provide specific anecdotal evidence from the Wind Ensemble Retreat to explain their better understanding of the student learning outcomes.</p>

Program-Level Outcomes Addressed: *Professionalism in Teaching*

Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

Excellence in Music

Students will demonstrate the ability to apply newly acquired techniques and perform a variety of music in different genres and styles.

Strength and Character

Students will discuss a variety of teaching methods and educational approaches, taking into account varying needs and abilities of their students.

Course Requirements and Assessment: As performing members of the Summer Wind Ensemble, participants will be in a unique position to observe veteran teachers work to make the Wind Ensemble the best it can be as quickly and efficiently as possible. Discussions will center around the concept of “What works and what doesn’t work?”. This course is meant to be practical and applicable to any teaching situation.

Grading Breakdown: 40% of the grade will be determined by the level of participation during the four days of the Wind Ensemble retreat. 40% of the grade will be determined by the four discussion sessions during the retreat. 20% of the grade will be determined by the reflection paper due by Aug 27, 2023 .

Instructional Materials: Recommended text: *The Fundamental Elements for Building a Successful Middle School Band Program* by Chip De Stefano and Chris Grifa publication Gary Stith’s Book *The Conductor’s Companion*

https://www.amazon.com/Conductors-Companion-Rehearsal-Techniques-Imaginative/dp/1574632078/ref=sr_1_1?s=books&ie=UTF8&qid=1507305531&sr=1-1&keywords=gary+stith

John Williamson’s book *Rehearsing the Band*

<https://www.amazon.com/Rehearsing-Band-John-Williamson/dp/1574630938>

Course Bibliography: *The Fundamental Elements for Building a Successful Middle School Band Program* by Chip De Stefano and Chris Grifa GIA publication

Gary Stith’s Book *The Conductor’s Companion*

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<https://www.amazon.com/Rehearsing-Band-John-Williamson/dp/1574630938>

Course Calendar or Schedule: 2023 Birch Creek Wind Ensemble Retreat

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Schedule - 2023

Tuesday - Day One

9-10:30 Registration and housing check-in for residential/onsite students - Juniper
VanderCook Class Meet with Directors
10:30-11 Local commuter check-in
10:00-11:30 Part Rotation Interview Auditions
- Jim - Horn /Trumpet - Kress
- Chip - Low Brass/Percussion/Saxophones - Stage
- Steve - All woodwinds except saxes - Rosenberg
11:30 Lunch - provided in the Dining Hall
12:15 - 1:30 pm Mona Welcome followed by Full Rehearsal - Barn
1:45pm Small Group Organization
45 minutes
2:30-4:30 Full Rehearsal
5pm Meet and Greet **Juniper Hall**
VanderCook Class Meet with Directors
6pm Dinner on Own - Night off
7:30-9pm Optional Small Group Ensemble Music Rehearsal time

Wednesday - Day Two

8-9am Breakfast
9-9:20 Instrument Warm Ups
9:30-11:30 Full Rehearsal - Barn
11:30-12:30 Lunch
12:30pm-2:00pm Small Ensembles
2:15-4:15 Full Rehearsal - Barn
4:30-5:30pm Sectionals
VanderCook Class Meet with Director
Dinner on Own
7:30-9pm Small Ensemble Music Rehearsal Time

Thursday - Day Three

8-9am Breakfast
9-9:20 Instrument Warm Ups
9:30-11:30 Full Rehearsal - Barn
11:30-12:30 Lunch
12:30pm 2:00pm Small Ensembles
2:15-4:15 Full Rehearsal - Barn
4:30-5:30pm Sectionals

5:30pm Chamber Music Sharing Session
6:30pm VanderCook Class Meet with Directors
Dinner on Own

Friday Day Four

8-9pm Breakfast
.5 Hour VanderCook Class Meet with Director
9-9:20 Instrument Warm up
9:20-10:45 Larger Group Rehearsal/Sound Check - Barn
10:45-11:30 Small Ensemble Rehearsal
11:30-12:30 Lunch
12:45 Group Photo
1:20 Prelude music in Gazebo
2pm Concert in the Barn - Birch Creek Shirt and Long pants

Attendance Policy: Attendance at the Birch Creek Wind Ensemble Retreat is required August 15-18, 2023

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the

contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”