

GRADUATE SYLLABUS

Graduate Course Number: 6243

Course Title: *Complete Guide to Band Warmups*

Semester: SPRING 2023

Days/Times of Class Meetings: Mondays, 7:00pm-8:15pm CST

Number of Credits: 3

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Office Hours: Throughout the week, as requested by students.

Student Engagement Statement:

Each hour of credit implies a 50-minute period of course work, including deliverable assignments, recordings, and notation. Additional time may be required in pre-course preparation, such as acquiring instruments and related devices and technology needed to fulfill course requirements, as well as time spent recording, editing, and uploading media assignments, such as audio and video for review.

Course Description (from the current catalog):

This class will study how to set up your rehearsals for success through engaging techniques and learning activities by maximizing the most important time for teaching: the warmup. **Guest instructors include Mark Poole (TX), John McCallister (SC), Kimberly Cooley (TX), Darcy Williams (TX), and Alex Kaminsky (IL).** Topics will include: review of published resources, rote exercises, developing tone/tuning/timing/ technique/theory through daily fundamentals, musically centered ensemble setups and classroom management, chorales, use of the Yamaha Harmony Director, sightreading, and more. This class will center around viewing weekly video lessons that bring exposure to time-tested ideas, as well as new and innovative techniques.

| Student Learning Outcomes | Outcomes Assessments |
|---|--|
| Students will learn core principles of effective music instruction. | <i>Students will complete readings and discussions based those readings.</i> |
| Students will use Google Docs/Slides to curate lesson materials. | <i>Students will develop an e-portfolio/notebook of topics presented in the class.</i> |

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| <p>Students will interact with and discuss leadership principles through lectures, Q&A's with speakers, and written discussions.</p> | <p><i>Students will develop lesson plans using current teaching/learning resources (method books, etc)</i></p> |
| <p>Students will develop ideas and strategies for program development.</p> | <p><i>Students will present a final slideshow that highlights the ways this class will make an impact on their teaching/instruction, and program needs.</i></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.

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

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1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment

- Grades are determined by a combination of written assignments (25%), written discussions (25%), live discussions/class sessions (25%), final project (25%).

Instructional Materials

- All reading material will be provided to participants via Schoology modules
- All participants need to have a Google account where they can utilize Google Docs, Slides, Sheets

Course Bibliography:

- see Schoology

Online Meetings:

If you are unable to attend a session, you may watch the recording of the class to make up for that missed class meeting.

Feb 13 Glen Schneider 7-8:15pm CST

Feb 20 Kim Cooley 7-8:15pm CST

Feb 27 Kim Cooley 7-8:15pm CST

March 6 Darcy Williams 7-8:15pm CST

March 13 Darcy Williams 7-8:15pm CST

March 20 John McCallister 7-8:15pm CST

March 27 Mark Poole 7-8:15pm CST

April 3 Mark Poole 7-8:15pm CST

April 10 Alex Kaminsky 7-8:15pm CST

April 17 Alex Kaminsky 7-8:15pm CST

April 24 Glen Schneider 7-8:15pm CST

All due dates and times are clearly listed in the Schoology system.

The course is divided into units based on week. Each unit will introduce new concepts based on the level that the guest artists teach or have taught.

Attendance Policy

Students are expected to meet course deadlines and submit work on or before the listed due dates. In some instances, with instructor approval, students may turn in work after the due date without penalty. Work that is

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submitted late, is subject to a 50% deduction in points. Students are expected to attend all live video sessions with their cameras ON, using Zoom Software.

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.

If applicable, include what you do specifically in your class to address health and safety by typing over this text. Include such things as the Institute of Health and Human Performance WOW exercise program, the Alexander technique, Feldenkrais, etc.

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

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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.