



COURSE OUTLINE

TERM: Fall 2015	COURSE NO: JAZZ 422
INSTRUCTOR:	COURSE NAME: Instrumental Pedagogy (Secondary)
OFFICE: LOCAL:	SECTIONS: COURSE CREDITS: 4

COURSE FORMAT: Four lecture hours per week for 15 weeks.

PREREQUISITE: JAZZ 321 with a grade of C+ or better. JAZZ 322 and JAZZ 324 as prerequisites or co-requisites.

MISSION STATEMENT: *The Capilano University Jazz Studies Program seeks to foster students' comprehensive abilities in jazz performance and composition within the context of an enriched liberal arts education. Our goal is to develop musicians who understand and value the rich history and traditions of jazz, who will be prepared to contribute to the evolution and growth of the art form in the future, and who will be equipped to engage creatively with current trends in music.*

COURSE OBJECTIVES: This course prepares participants for the profession of teaching in schools, training institutes, and/or career of independent music teachers. Course content develops and refines instrumental pedagogy that examines teaching methods and learning sequences for instrumental music students at all levels. This includes an introduction to instructional methods, a survey of method books, resources, repertoire, conducting, and rehearsal techniques for secondary ensembles. Participants receive instructional skills for various instrumental ensembles in secondary schools with curriculum that connects to the BC IRP's (integrated resource package).

STUDENT LEARNING OUTCOMES:

Upon successful completion of the course, students will be able to:

- demonstrate competency in simple adjustment and repair of woodwind and brass instruments;
- demonstrate performance proficiency and repertoire analysis on at least one brass and one woodwind instrument
- prepare and teach lessons in instrumental technique that will be of use in professional teaching practice;
- articulate through written and verbal communication a personal philosophy about the role of instrumental music in the wider context of arts education.

REQUIRED TEXT: Hendrickson, C. (1957). *Handy Manual Fingering Charts for Instrumentalists for teachers, directors, and students*. Carl Fischer, New York, NY.

COURSE CONTENT:

Students will learn instructional skills through:

- observing teachers in a range of classrooms, practice-led pedagogical clinic lessons;
- in-class microteaching lessons with peer/instructor feedback;
- small chamber ensemble performances with student/peer/instructor evaluations;
- teaching 4-5 clinics to elementary or secondary students;
- self-directed study of wind and brass instruments and methods;
- field trips for observation of classroom teachers.

It is also expected that participants expand their instrumental knowledge by being skillful on at least one woodwind and one brass instrument. Learning is supported through UBC BLACKBOARD that serves as a resource for course materials. (www.elearning.ubc.ca).

Note that the sequence of units below is subject to change based on practical considerations related to student teaching assignment, field trips, opportunities for teacher observation, and guest lectures.

UNIT	TOPIC
I	Lesson plan development. Instrumental pedagogy. Developmental psychology in relation to instrumental teaching.
II	Field trips for teacher observation. Student teaching of in-class wind/brass ensembles. Microteaching lesson assignment.
III	Student teaching in Elementary or Secondary Schools. Clinic lesson plan and reflection assignment.
IV	Chamber ensemble performances. Final assignment.

ASSIGNMENTS:

1. **Clinic Lesson Plans & Reflections.** Written self-reflections on 4-5 clinic lesson plans implemented in practical lab context using pedagogical techniques to teach secondary and/or elementary students technique on a brass or woodwind instrument (i.e., tone, intonation, tempo, melody, rhythm, articulation, phrasing, dynamics, expressive nuances). (4 x 10% or 5 x 8% = 40%)
2. **Microteaching Lesson.** Students conduct the class band in-workshop situation (30 min) with self, peer, and instructor evaluations. Students prepare a lesson plan that outlines objectives with a sequence of activities. (10% lesson plan; 20% microteaching lesson)
3. **Chamber Music Ensemble Final Assignment (groups of 4-5)**
 - a. Select 2-3 pieces on instrument of choice (preferably secondary instrument) to be performed in class and/or schools (10%)
 - b. Digital format eg. YouTube: Select 6 pieces on instrument of choice to be submitted on videotape (eg. duets, trios, quartets, or quintet performances). (20%)

EVALUATION PROFILE:

Clinic Lesson Plan and Reflections	40%
Microteaching Lesson	30%
Chamber Music Ensemble Final Assignment	<u>30%</u>
	100%

GRADING PROFILE:

A+ = 90-100%	B+ = 77-79%	C+ = 67-69%	D = 50-59%
A = 85-89%	B = 73-76%	C = 63-66%	F = 0-49%
A- = 80-84%	B- = 70-72%	C- = 60-62%	

OPERATIONAL DETAILS:

- University Policies:*** Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.
- Professional Behaviour:*** Punctuality and regular attendance are required at all classes. Full participation in all class activities is expected, as are respectful behaviour towards fellow students and the instructor. Students who do not meet these standards may be advised to drop the course and consider re-taking it in the future when they are able to commit to it more appropriately.
- Emergency Procedures:*** Students are expected to familiarize themselves with the emergency procedures on the wall of the classroom.