MUSIC 246B — PRACTICUM II  
(Music Education K-5) Spring 2016 ~ Schedule # 22268  
Prof. Jack Erb and Dr. Nan L. McDonald  
Tuesdays 3:30 - 5:15pm in Room 229 with additional times to be arranged off campus

This class is the second in a four semester music education series for the undergraduate music major (BME). This course will emphasize Elementary General, Choral, and Instrumental music. This will be accomplished through:

- Hands-on teaching projects in the public schools.
- Master teacher presentations and model lessons.
- Field Observations of master teachers.
- Conference participation.
- Class participation, exercises and discussions.
- Lectures and readings from texts and music education journals.

TEXTS

This class continues to use texts from MU 246A and adds additional texts. Note: all books are found at Aztec Shops except #9 (The ADDITIONAL MATERIALS PACKET).

1. MENC: Growing Up Complete. (from last semester)
2. MENC: The School Music Program: A New Vision (from last semester)
3. MENC: Opportunity to Learn Standards for Music Instruction: Pre-K through 12 (from last semester)
8. Soprano Recorder from Aztec Shops. First floor supply section.

Note: Each student must be a current member ofNAfME (National Association for Music Education), SDSU Chapter #34. When joining NAfME, the student automatically becomes a member ofCMEA (California Music Educators Association - Statewide and Southern Border Section). This membership provides current journal materials necessary for class discussion, activities, and projects.

EXPECTATIONS

Class Participation and Attendance: Each student will participate in class on a regular basis with pertinent questions, observations and comments. Each student will ask a minimum of two questions of each guest lecturer. Music Education is an interactive entity where students bring to the class a positive and inquisitive approach stimulating not only their educational interests and understandings but also those of their fellow students. Punctuality is mandatory. If class is missed for any reason you are responsible for all materials and assignments. Get any and all missed materials from another student. The use of office hours to “catch up” is not appropriate. Office hours are for clarification of class material and improvement of teaching skills. Late assignments will NOT be accepted. Emailed assignments will not be accepted except by prior arrangement with the instructors.

Teaching Projects: Each student will be expected to complete three teaching projects. These projects consist of a videotaped lesson (of varying lengths) taught to elementary students. These projects will include the following grade levels and areas:

- Two General Music Lessons to elementary students at Rosa Parks Elementary School.
- One Elementary Pull-Out Instrumental Lesson; schools to be arranged.

We will be giving you additional information concerning which schools and teachers you will be observing and where you will be teaching. There will also be in-class teaching projects.
Notebook: Your notebook is a compilation of the semester's work. You will need a brand new notebook that reflects the current semester's work. It will include the readings, observation forms, class notes, materials collected from guests, guest lecture notes, bibliographies, resources, returned quizzes/tests, and evaluations. This notebook will be a resource as you enter student teaching. Therefore it should be well organized and complete. Your notebook must include a table of contents that reflects the completeness of your components. Your notebook will be graded for:

- Organization
- Neatness
- Completeness of Contents
- Your notebook is worth a minimum of 20 points every time it is reviewed for a grade.

There are two options for the FINAL in this class: Which option is used depends on the unique characteristics of each semester's class. You will be notified well in advance as to which option will be used.

- Option One is a Final Portfolio: This project is a comprehensive presentation of the elementary year, including scheduling, literature, resources, philosophy, and additional elements. The Portfolio Project is a written project completed outside of class time and serves as the final exam/project for this class. You will defend your Portfolio Project to the instructors during the final interview session.
- Option Two is a Final Exam: This written exam will be comprehensive, covering everything from the entire semester, and will be administered during class time.

CONFERENCES: There are four major conference events this year in Southern California. You must attend at least one conference, workshop, or festival during the semester. Following are acceptable conferences and workshops. The forms are in your Additional Materials Packet (page: F-10).

- **NAMM Show:** Thursday, January 21, 2016 thru Sunday, January 24, 2016 in Anaheim. Reduced student rate available through January 6th. [https://www.nammfoundation.org/projects/music-education-days](https://www.nammfoundation.org/projects/music-education-days)

- **SCSBOA Winter Conference:** Saturday, January 23, 2016 in Anaheim. May include admission to the NAMM Show. Check [http://www.scsboa.org/conference](http://www.scsboa.org/conference)

- **Orff Workshops:** Check the website of the San Diego chapter of the American Orff Schulwerk Association for a listing of Orff workshop events. [http://sdorff.org/](http://sdorff.org/)

- **California All State Music Education Conference (CASMEC):** February 11-14, 2016 at the San Jose Fairmont Hotel & Convention Center. Check the [http://www.calmusiced.com/](http://www.calmusiced.com/) website

- **Local Choral and/or Instrumental Festivals:** (Minimum of 6 ensembles per festival.) Check [www.scsboa.org](http://www.scsboa.org); or CMEA/Southern Border Section [http://www.cmeasbs.com/festivals.html](http://www.cmeasbs.com/festivals.html), and possibly the San Diego County Office of Education VAPA [http://www.sdcoe.net/lps/ccr/Pages/visual-and-performing-arts.aspx](http://www.sdcoe.net/lps/ccr/Pages/visual-and-performing-arts.aspx).

ADDITIONAL ACTIVITIES

**Interviews:** Each student will be individually interviewed at the midterm and the final. The interview will incorporate the following areas: communication skills, personal and professional work habits, degree matriculation status, rehearsal techniques, methodology, pedagogy, arts philosophy, advocacy, goals and objectives planning, assessment, classroom management, classroom experiences, and ethical situations. This interview is designed to prepare you for future job interviews incorporating materials and concepts you will be learning during the semester. Each interview is worth 50 points.

**Observations:** In order to complete teaching projects you will be required to observe the master teacher and class prior to each teaching project. You are to complete an observation form for each project. This form can be found in the Additional Materials Packet (page F-2). NOTE: This form is to be completed after the observation, NOT during. Some master teachers feel disrupted when SDSU students are filling out these forms during the class. After this observation you will arrange a date and time with the master teacher for you to teach and film your lesson. Challenge your memory to remember events and activities you observe.
GRADES

All quizzes, tests, notebook checks, observations, projects, and class activities will be point totaled. This total will be converted into a percentage for a semester grade. Point values may be adjusted to reflect the curriculum needs of the course. There will be no make-up quizzes or tests. Late assignments will not be accepted. Emailed assignments will not be accepted except by prior arrangement with the instructors. Therefore it is imperative that you attend every class and that you are punctual. There may be opportunities for extra credit. If offered, this extra credit will not exceed 20 points.

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<th>Activity</th>
<th>Points</th>
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<tr>
<td>Observations</td>
<td>20 - 30 each</td>
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<tr>
<td>Video Projects with lesson plans and paperwork</td>
<td>120 - 165 each</td>
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<td>Class Projects</td>
<td>50 - 200 each</td>
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<tr>
<td>In Class Participation</td>
<td>Points vary</td>
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<td>Project Reflections</td>
<td>20 – 30 each</td>
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<td>Written Assignments</td>
<td>20 – 100 per assignment</td>
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<td>Interviews (midterm and final)</td>
<td>50 points</td>
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<tr>
<td>Quizzes</td>
<td>20 – 50</td>
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<td>Exams</td>
<td>100 – 250</td>
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<tr>
<td>Notebook</td>
<td>20 points each</td>
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<tr>
<td>Conference Report</td>
<td>+25 / -25 (see AMP F-10)</td>
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<tr>
<td>Portfolio Project or Final Exam</td>
<td>Approx 200</td>
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<td>General Participation Points</td>
<td>5 points per class session</td>
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The following are the grade breakdowns after conversion from percentages. These are based upon SDSU School of Music & Dance guidelines.

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<tr>
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<th>Percentage</th>
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<td>A-</td>
<td>90% to 92%</td>
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<td>B+</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>83% to 86%</td>
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<tr>
<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C+</td>
<td>77% to 79%</td>
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<tr>
<td>C</td>
<td>73% to 76%</td>
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<tr>
<td>C-</td>
<td>70% to 72%</td>
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<tr>
<td>D+</td>
<td>67% to 69%</td>
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<tr>
<td>D</td>
<td>63% to 66%</td>
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<tr>
<td>D-</td>
<td>60% to 62%</td>
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<tr>
<td>F</td>
<td>59% or less</td>
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HUGELY IMPORTANT: Please remember that in order to matriculate to MU346 you must obtain at least 73% in both written and teaching skills in MU246B and earn no grade lower than a C in any of your music courses this semester. Please refer to the Music Education Matriculation Standards and Prerequisites Worksheets found in your Additional Materials Packet on page E-1 and E-3 for additional information.

OFFICE HOURS: Office hours for both instructors are by appointment.

- Dr. Nan’s telephone is **619 594-5840** (Office Rm 201), email is nmcdonal@mail.sdsu.edu. Her open office hours are most Mondays, 1-2:30pm, Tuesdays 1:30-3pm, and most Thursdays 1:30-3pm (that week’s office hours will be posted on Dr. Nan’s door).
- Prof. Erb’s email is jerb@mail.sdsu.edu and email is by far and away the best way to reach him - he does not have an SDSU phone or voicemail. Prof. Erb shares an upstairs office (M225) with Dr. Hibbs and Dr. Friedrichs. Prof. Erb’s office hours are unfortunately limited but the best time to catch him is before or after this class. He is also on campus to teach Music 102 on M/T/W/Th (5:30 - 6:45) and can sometimes be available before and/or after those classes.
TENTATIVE SCHEDULE

January 23  SCBSOA Winter Conference at the Orange County Hyatt Regency Hotel. Go to www.scsboa.org for complete information. The conference is from 8:00am to 3:15pm on Saturday. Attend at least 2 sessions. Unfortunately, this conference takes place before our first class meeting. Hopefully, you will be seeing this syllabus well in advance of our first class meeting.

January 26  First Class. We will go over semester expectations, grading, and projects. Elementary Music: What is it? (specializations, levels, etc.). Introduction to K-5 General Music (movement, singing, listening, music literacy, multicultural music) Assignment: Selected readings from text and materials. Prepare “Song Share” for our next class.

NOTE: Each student will attend one Conference/Workshop as a requirement in this class. After attending the event, each student will complete “Conference and Workshop Questionnaire” (AMP F-10). The Questionnaire may be turned in at any time, but the last day to turn it in is Jury Day or the day of our Final Exam, whichever comes first.


February 9  TOPIC: Kodaly Method, notation and composition, rhythmic skills DUE: “Making Music Worksheet.” Peer teaching groups/evaluation. You will each teach peers and evaluate yourself and others. Assignment: Project #1 - Rosa Parks is assigned (Elementary Classroom General Music) and is DUE March 10. We will sign up for teachers and days/times to teach. This project is two team-taught lessons for the same class (2 different days) at nearby Rosa Parks Elementary School (Grades 2-5). Teaching schedule and a lesson plan draft for two lessons are DUE next week, Feb. 16.

February 11-14  CMEA State Convention in San Jose: Go to www.calmusiced.com for additional information. (Register online as a Collegiate Chapter #34 Member for student discount.)

February 16  TOPIC: Orff-Schulwerk techniques, Listening lesson techniques, movement techniques. Examination of K-5 General Music Basal Texts, California Content Standards, Lesson Ideas, Elementary General Music Scope and Sequence, Lesson Planning with your partner.

DUE: Rosa Parks Lesson Plan ~ DRAFT #1; Outlines Assignment: “Simple Gifts” Orff Response Paper/Letter to Judith Thomas-Solomon

*ONE person from each teaching team must meet with Dr. Nan in her OFFICE before you teach on-site at Rosa Parks. Begin teaching your 2 lessons at Rosa Parks between Wed. Feb 17 and Monday, March 7. Be sure to write a reflection after each lesson and prepare all materials and video (plus teacher’s remarks) DUE for submission on March 8.
February 23

TOPIC: Listening Lessons, Integrated Arts, Assessment, Progress Check on Rosa Parks lessons, Wrap-up of elementary general music topics.


March 1

TOPIC: Part I of Elementary Instrumental Music. Getting Started. Recorder tunes. (Bring your recorders and your Essential Elements Recorder book) Evaluating instrumental music literature for elementary students - do a sample evaluation in class. Instructional strategies for elementary instrumental music literature - do a sample in class. (“Lost Kingdom”)

ASSIGNMENTS:

- Read the Elementary Band section in your AMP.
- Read “Selecting Music for the Young Band” by Bruce Pearson. It can be found on Blackboard under “Documents & Resources.”
- Write a typed 1-2 page Response Paper to the “Lost Kingdom” activity in which you comment on the structure and sequencing of the lesson and what standards were addressed. DUE: March 8
- “Score Review and Lesson Plan” (AMP: IM-1) exercise is DUE: March 8.
- “Website Review and Sharing” is now open. It will close on April 12th.
- Continue your teaching at Rosa Parks. Project #1 (BOTH Rosa Parks lessons) is DUE next week, March 8. Be sure to write a reflection after each lesson and prepare all materials and video (plus master teacher’s remarks). Components: video, two complete lesson plan forms (representing both of you), individual self-evaluation of both lessons, and master teacher’s remarks about your lessons.

March 8


DUE: Project #1 (Rosa Parks Lessons) are DUE. You should submit:

- Video (most likely from a private YouTube channel and cued to the beginning of your lesson)
- Lesson Plan Form (one form for each lesson) (AMP: F-3)
- Two paragraphs of self-evaluation (Best aspects/worst aspects and what you would do differently) for each lesson
- Comments from Master teacher.

DUE: “Score Review and Lesson Plan” (AMP: IM-1) exercise AND Response Paper to the “Lost Kingdom” activity

ASSIGNMENTS:

- “Two Important Things” based on your online research will be DUE on March 15. Everyone will present their findings to the class and share the resources they used.
- Download and read 5th Grade Inst. Music Goals – posted on Blackboard
- Download and read “ELEMENTARY BAND: The Year in Review” posted on Blackboard. This is our primary topic for our next class session.
- Project #2 (AMP: IM-3) is assigned. It will be DUE on April 12. Select a teaching site, make visitation and observe the master teacher, obtain all necessary teaching materials for upcoming video lesson, prepare a lesson plan.
March 15  **TOPIC**: Part III of Elementary Instrumental Music. Today will include the Elementary Instrumental Year in Review. We will also cover problems associated with teaching beginning strings and winds. Practical aspects of running an instrumental program will be covered including: Communication with parents; Scheduling of rehearsals and concerts; How to stay motivated at the beginning level; Realistic expectations, Programming choices.

**ASSIGNMENT**: Teach lesson and analyze video for Project #2.

**ASSIGNMENT**: “**Instrument Issues**” (AMP: IM-2) is assigned and will be **DUE** on April 5.

**DUE**:
- “**Two Important Things**”
- Complete your 5th grade instrumental music teaching video - **DUE**: April 12. Prepare for MIDTERM next week.

March 22  **Midterm / Oral Interviews / Notebook Check**

March 28-April 1  **SPRING BREAK**

April 5  **TOPIC**: Part IV of Elementary Instrumental Music: Planning the concert, switching instrument, keeping students motivated, realistic expectations, physiological concerns with some instruments, learners with special needs, and whatever else comes up.

**ASSIGNMENT**: “**Essentials for an Instrumental Music Teacher**” (this will be an online Google Sheet). It will be **DUE** on April 19.

**DUE**: “**Instrument Issues**” (AMP: IM-2)

April 12  **TOPIC**: Part V Elementary Instrumental Music: Review selected videos, wrap up the elementary year, and prepare for the next elementary year.

**DUE**: **Project #2** (Elementary Instrumental project).
You should submit:
- Video (most likely from a private YouTube channel and cued to the beginning of your lesson)
- Lesson Plan Form (AMP: F-3)
- Two paragraphs of self-evaluation (Best aspects/worst aspects and what you would do differently) for your lesson

**DUE**: “**Essentials for an Instrumental Music Teacher**” This assignment will be completed as a Google Sheet.

**DUE / CLOSES**: “**Website Review and Sharing**”

**ASSIGNMENT**: **246B Final Portfolio Project** (AMP: F8 & F9) is assigned and **DUE** at your final, **Tuesday, May 3**. This is a comprehensive written assignment about elementary music teaching. Begin working on this assignment ASAP. The Portfolio Project IS your final exam/project in this class and you will present it at an oral interview with both Dr. Nan and Prof. Erb on the final class day. In some years, there is a comprehensive **Final Exam** in lieu of the **Final Portfolio Project**. You will be notified well in advance as to which it will be.

April 19  **TOPIC**: Review of Rosa Parks Lesson(s) and Instrumental Project Videos (Critique)

April 26  **TOPIC**: SDSU School of Teacher Education (Credential) presentation. New Teacher Panel

**ASSIGNMENT**: Continue work on your final portfolio project **DUE** Tuesday, May 3
May 3 DUE: Final Portfolio Project (AMP: F8 & F9) is presented and defended to the instructors as part of your interview. OR Final Exam. The written portion of which is worth approximately 200 points. The verbal portion - the interview - is worth 50 points and your notebook is worth 20 points. Bring your completed Music 346 Prerequisite Checklist (AMP: E-3) to your interview.
MU 246B Prerequisites Worksheet
And General Information (confidential) – revised: S2016 - JE

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<th>CURRENT OVERALL GPA</th>
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In order to enroll in MU 246B you must answer the following questions and be able to provide evidence of completion and/or enrollment of the following classes. You must:

1. Be a music major or minor in good standing. NO music grade lower than a C. Any INCs must be in the process of being cleared. ✤—NO ✤—YES
2. Completed Music 106A (Aural Skills) with a C or better. ✤—NO ✤—YES
3. Be enrolled in private studio lessons. ✤—NO ✤—YES
4. Complete all juries attempted with a C or above, have no “Incompletes” for juries or be currently in the process of clearing any “Incompletes.” ✤—NO ✤—YES
5. Have passed, or be enrolled in, CM Music 205B or above. ✤—NO ✤—YES
6. Have passed, or be enrolled in, at least 2 methods courses. ✤—NO ✤—YES
7. Have passed, or be enrolled in, 2nd semester piano. ✤—NO ✤—YES
8. Please list the most recent two semesters of primary performance ensemble experience that is related to the public school.1 You must perform in a large ensemble while receiving lessons and while you are enrolled in Music 246B.

_____________________________________________________________________________
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In order to go on to MUSIC 346 you must:

1. Earn a GPA of 2.5 or higher in all of your music courses with NO single music course lower than a “C.” Any INCOMPLETES must be cleared before enrolling in Music 446.
2. Pass Music 246B with at least a 73% in both academic work, teaching skills, and professional development skills.
3. Complete Music 106B with at least a C.

If you have not already done so, you are strongly encourage you to take:
1) 3rd Semester Piano; 2) Beginning Conducting; 3) Another Methods Class; 4) Choir or Band as needed.

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1 A public school performance ensemble is a large ensemble of 30 or more with multiple players/singers per part where: 1) your primary instrument is considered vital to the ensemble, 2) The ensemble gives public performances, and 3) This ensemble is considered a primary ensemble in the public school curriculum. SDSU ensembles that meet these criteria are: Wind Symphony, Symphonic Band, Concert Bands, Chamber Singers, Concert Choir, Orchesta, and Marching Aztecs. Students with no prior experience in any of these types of ensembles are to meet privately with Drs. McDonald/Friedrichs and Prof. Erb.

In addition to participation in a public school performing ensemble, prior to graduating you must show evidence of: 1) having been enrolled in, passed the course, and performed with an SDSU band or orchestra, if you are a vocalist; 2) having been enrolled in, passed the course, and performed with an SDSU choir, if you are an instrumentalist; 3) having been enrolled in, passed the course, and performed with an SDSU choir AND an SDSU band or orchestra, if you are a keyboard or guitar player. This requirement is referred to as “participating in an opposite ensemble.”
MU 346 Prerequisites Worksheet
and General Information (confidential) – revised: S2016 - JE

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<td>CURRENT OVERALL GPA</td>
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In order to enroll in MU 346 you must answer the following questions and be able to provide evidence of completion and/or enrollment. You must:

1. Be a music major in good standing. NO music grade lower than a C.
   *— NO  ✤— YES
   Any INCs must be in the process of being cleared.
2. Have successfully completed the Jr. Level Performance Exam.
   ✤— NO  ✤— YES
3. Have completed Music 106B (Aural Skills) with a C or better.
   ✤— NO  ✤— YES
4. Be enrolled in (or completed) private studio lessons.
   ✤— NO  ✤— YES
5. Complete all juries attempted with a C or above; have no “Incomplete” for juries or be currently in the process of clearing any “Incomplete.”
   ✤— NO  ✤— YES
6. Have passed, or be enrolled in, Voice Class.
   ✤— NO  ✤— YES
7. Have passed, or be enrolled in, Beginning Conducting.
   ✤— NO  ✤— YES
8. Have passed, or be enrolled in, CM Music 305A or above.
   ✤— NO  ✤— YES
9. Have passed, or be enrolled in, at least three methods courses.
   ✤— NO  ✤— YES
10. Have passed, or be enrolled in, 3rd semester of piano.
    ✤— NO  ✤— YES
11. Please list the most recent three semesters of primary performance ensemble experience that is related to the public schools.
    ✤— NO  ✤— YES

In order to go on to Music 446 you must:

1. Earn a GPA of 2.5 or higher in all of your music courses with NO single music course lower than a “C.”
   Any INCOMPLETES must be in the process of being cleared in the same semester you take Music 446.
2. Pass Music 346 with at least a 73% in both academic work, teaching skills, and professional development skills.
3. Pass Music 206A with a C or better.

You are strongly encouraged to take:

1) 4th Semester of Piano, 2) Music 206B 3) Another Methods Course. 4) Advanced Conducting.
5) Participate in other ensembles; 6) Marching Aztecs; 7) Participate in an “opposite” ensemble.

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2 A public school performance ensemble is a large ensemble of 30 or more with multiple players/singers per part where: 1) your primary instrument is considered vital to the ensemble, 2) The ensemble gives public performances, and 3) This ensemble is considered a primary ensemble in the public school curriculum. SDSU ensembles that meet these criteria are: Wind Symphony, Symphonic Band, Chamber Singers, Concert Choir, Concert Bands, Orchestra, and Marching Aztecs. Students with no prior experience in any of these types of ensembles are to meet privately with Drs. McDonald/Friedrichs and Prof. Erb.

In addition to participation in a public school performing ensemble, prior to graduating you must show evidence of: 1) having been enrolled in, passed the course, and performed with an SDSU band or orchestra, if you are a vocalist; 2) having been enrolled in, passed the course, and performed with an SDSU band if you are an instrumentalist; 3) having been enrolled in, passed the course, and performed with an SDSU choir AND an SDSU band or orchestra, if you are a keyboard or guitar player. This requirement is referred to as “participating in an opposite ensemble.”
In order to enroll in MU 446 you must answer the following questions and be able to provide evidence of completion and/or enrollment. You must:

1. Be a music major in good standing. NO music grade lower than a C.  
   Any INCs must be in the process of being cleared. All INCs in Music courses will be reviewed by the course instructors and may be cause to deny enrollment in this course. ✤—NO ✤—YES

2. Completed Music 206A (Aural Skills) with a C or better. ✤—NO ✤—YES

3. Be enrolled in (or completed all) private studio lessons. ✤—NO ✤—YES

4. Complete all juries attempted with a C or above, have no “Incomplete” for juries or be currently in the process of clearing any “Incomplete.” ✤—NO ✤—YES

5. Have passed, or be enrolled in, Advanced Conducting. ✤—NO ✤—YES

6. Have passed, or be enrolled in, CM Music 305B or above. ✤—NO ✤—YES

7. Have passed, or be enrolled in, at least four methods courses. ✤—NO ✤—YES

8. Have passed, or be enrolled in, 4th semester piano. ✤—NO ✤—YES

9. What semester did you complete your “opposite” ensemble experience?  
   3

10. Please list your most recent primary performance ensemble experience that is related to the public schools.  
    4 You must perform in a large ensemble while enrolled in lessons and Music 446.

In order to apply for the teacher credential program you must:

1. Earn a 2.7 or higher cumulative SDSU GPA and pass all of your music courses with NO single course lower than a “C.” Any INCOMPLETES must be cleared.

2. Pass Music 446 with at least a 73% in both academic work, teaching skills, and professional development skills.

3. Complete all degree requirements and any prerequisites mandated by the credential program.

You are strongly encouraged to:

1) Take advantage of additional opportunities to teach public school students, e.g. as an assistant, section coach, marching instructor, etc.  2) Complete all your methods courses.  3) Offer to organize and assist directors of large SDSU ensembles.  4) Apply to the School of Teacher Education as soon as possible.

3 In addition to participation in a public school performing ensemble, prior to graduating you must show evidence of: 1) having been enrolled in, passed the course, and performed with an SDSU band or orchestra; if you are a vocalist; 2) having been enrolled in, passed the course, and performed with an SDSU choir, if you are an instrumentalist; 3) having been enrolled in, passed the course, and performed with an SDSU choir AND an SDSU band or orchestra, if you are a keyboard or guitar player. This requirement is referred to as “participating in an opposite ensemble.”

4 A public school performance ensemble is a large ensemble of 30 or more with multiple players/singers per part where: 1) your primary instrument is considered vital to the ensemble, 2) The ensemble gives public performances, and 3) This ensemble is considered a primary ensemble in the public school curriculum. SDSU ensembles that meet these criteria are: Wind Symphony, Symphonic Band, Chamber Singers, Concert Choir, Concert Bands, Orchestra, and Marching Aztecs. Students with no prior experience in any of these types of ensembles are to meet privately with Drs. McDonald/Friedrichs and Prof. Erb.