MUSIC 346  
PRACTICUM III  
(Music Education 7-12 – Fall 2016)  
Dr. Nan L. McDonald and Dr. Charles Friedrichs

Schedule #22407  
Thursdays 3:30-5:15pm with additional time to be assigned  
ROOM 229

This class is the third in a four semester music education series for the undergraduate music education major. This course will focus on music education from grades 7 through 12. Emphasis will be on developing teaching skills, ethics in the classroom, discipline and management, literature, materials, and assessment. This will be accomplished through interactive teaching projects in local public schools and at SDSU, music reading sessions, lectures, written assignments, and attendance at special music education conferences.

STUDENT OUTCOMES: The student will have a moderate knowledge of music education as it currently exists in California public schools. Students will observe and explore 7-12 grade levels with related areas of music education specializations. Students will have an intermediate knowledge of the California Content Standards for K-12 music. Students will be able to create and implement appropriate music lesson plans. Students will become familiar with local, state, and national music education organizations. Students will begin to formulate and implement advanced teaching techniques, ensemble performance standards, assessment procedures, and professional growth activities. Students will document their teaching experiences through videotape, reflective practices, end-of-the-semester portfolio assignments, and master teacher evaluations. Students will understand and develop classroom discipline and management skills.

TEXT BOOKS:
1. MENC: http://www.nafme.org/my-classroom/standards/core-music-standards/
2. MENC: Getting Started With High School Choir
4. Friedrichs and McDonald, ADDITIONAL MATERIALS PACKET for Music 346
5. All students must join the Collegiate Chapter #34 of NAfME (National Association for Music Education). The cost is approximately $35 per year and you will receive 24 very useful journals to use in class assignments. You will register on-line with NAfME.
6. Instrumental majors are strongly encouraged to join SCSBOA (Southern California School Band and Orchestra Association). Go to www.scsboa.org for complete information. As a student member, for $25.00 you receive the monthly SCSBOA newsletter, which contains vital and pertinent information about Southern California's band and orchestra scene.

All of the textbooks and Additional Materials Packet will be found in Aztec Shops. You may even find some used texts. We have made a conscious effort to find current texts that are not outrageously priced and that will provide you with a solid foundation of resources upon which to build a music education library.
EVENT & CONFERENCE PARTICIPATION: Each student must attend 1). Parade, 2). Field show, 3). Booster meeting and 4). An additional conference (or public school performance). All paperwork due by the LAST day of classes. Please do your best to get these assignments done early and submitted early! Failure to submit a report will result in an incomplete in the class!

Parade and Field Show Competition: One of the most entertaining and competitive parade and field show competitions is held at Mt. Carmel High School in late October. Go to www.scsboa.org for complete listings of parades and field shows. You will receive further information about times, bands that are appearing, and what will be expected from you later. This experience should briefly familiarize you with the marching competition scene in Southern California. Attendance at this competition (or another approved by Dr. Friedrichs) is required for completion of MU 346. Failure to attend a field show and a parade will result in an incomplete in MU 346. Be sure to complete your parade and field show form for credit. Failure to submit a report will result in an incomplete in class!

Instrumental, Choral and General Music Conferences, Clinics, and Performances to be announced. (You will need to register ON-LINE): Our local Southern Border Section of CMEA will host an all-day A Mega-Arts Conference in Balboa Park on Thursday, October 13. California All State Music Education Conference (CASMEC) in San Jose, CA (February 16-19, 2017) is highly suggested toward Music 446 conference attendance. Failure to submit a report will result in an incomplete in class!

Booster Meeting. Make arrangements to attend a local high school music booster meeting (Instrumental or Choral Music). Write a two-paragraph narrative summary of your impressions of the meeting and your experience. This report is due before the last class day. Failure to submit a report will result in an incomplete in class!

CLASSROOM EXPECTATIONS:

Video Projects: Each student will be required to teach and video tape three lessons in the public schools. These lessons will cover the areas:

1. Marching Band (sectional, marching rehearsal, music rehearsal, etc.)
2. Additional Instrumental (concert band, orchestra, jazz, etc.)
3. Middle School/ High School Choral Music: This is a lab experience taught during SDSU class time and involving all students in MU246A and MU346.

You will receive additional information regarding the parameters of each of these lessons. After teaching and making a video of these lessons you will watch your video at least twice, once to complete the DRS form and once to monitor the effectiveness and interaction of your teaching. Each video project is worth 100 points. Please see Grading

Term Portfolio Project: An extensive written project representing a comprehensive, personal teaching portfolio for one full semester of future teaching will be submitted at the end of this semester. You will choose an area and grade level specialization in Middle School or High School (Choral/General, or Instrumental). Information concerning format and content will be given during class. This project is due the last class meeting of the semester and is worth 250 points.

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 (5 points per question). Music Education is an interactive entity and students must bring to the class a positive and inquisitive approach that stimulates not only their educational juices 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. Contact instructors before the class meets. The use of office hours to “catch up” is not appropriate—Instructors will not “re-teach” materials. Office hours are for clarification of class material and improvement of teaching skills. Get missed materials from another student. Late assignments will NOT be accepted.
Notebook: You will be responsible for keeping a complete record of your entire undergraduate music education career. This is in the form of a notebook for this class. Your notebook is a compilation of each semester’s work and to achieve this 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, and resources, returned quizzes and tests, and evaluations. This notebook is to be your future 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

This is worth **20 points** each time your notebook is viewed.

Interviews: Each student will be individually interviewed at the midterm and final. Each interview will address educational, philosophical situations as well as classroom observations and classroom management situations. This interview is designed to prepare you for future job interviews incorporating materials and concepts you will be learning during the semester. You will be assessed based upon your ability to effectively communicate orally, logical and well-prepared answers to questions given to you before the interview. You may also be asked related questions, which require on-the-spot thinking and response. Each interview is worth 50 points.

**GRADING:**

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. There will be no make-up quizzes or tests, therefore, it is imperative that you attend every class and that you are punctual. There may be opportunities for extra credit through workshops, festivals, or conferences. This extra credit will not exceed a total of 20 points each semester.

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<tr>
<td>Observations</td>
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<td>Class Projects</td>
<td>100 - 200 points each</td>
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<td>Event &amp; Conference Participation</td>
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<td>Class Participation</td>
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<td>Written Assignments</td>
<td>20 - 50 per assignment</td>
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<td>Portfolio</td>
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<td>Interviews</td>
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<td>Exams &amp; Quizzes</td>
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<td>Notebook Check</td>
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Please remember that in order to matriculate to MU446 you must obtain a 73% in both written and teaching skills in MU346. Please refer to the MUSIC EDUCATION MATRICULATION STANDARDS for additional information.

Office: Office hours for both Dr. McDonald and Dr. Friedrichs are by appointment. You can sometimes reach Dr. Friedrichs in the Music Offices by appointment. Dr. Nan’s Office Hours (Rm 201) T/TH 8:30-10am or immediately after class. Dr. Nan’s phone is (619) 594-5840
TENTATIVE SCHEDULE

Sept. 1
Introduction, expectations, class description, upcoming activities, and texts.
Topic: “Setting up the year for the high school band.”
Assignment: “I've Just Been Hired One Week Before School” project. This is a typed (double-spaced) paper of the order of events you will be doing the week before school begins! Purchase all of the assigned texts and the ADDITIONAL MATERIALS PACKET. Readings assigned from The Dynamic Marching Band (DMB). Read chapters 1 & 2 from DMB.

Sept. 8
Topic: “The Marching Band”. There will be a guest speaker from a local high school presenting what it takes to be a marching band director.
Assignment: Continue working on your written project. Read Chapters 3, 4, & 5 from the DMB. Video Project #1 assigned: “The Marching Band Sectional.”

Sept. 15
Submit your “I've Just Been Hired” project.
Topic: “The Marching Band – Non-Musical Activities. We will have a guest speaker.
Assignment: Complete Video Project #1. Read chapters 6 & 7 from DMB and related material about Marching Band from the ADDITIONAL MATERIALS PACKET.

Sept. 22
Video Project #1 is DUE today. We will watch selected videos in class. You should submit:
- YouTube link (Unlisted in privacy settings)
- Duration Time Recording Form
- Lesson Plan Form
- Identify your “Strengths and Areas That Need Improvement” Aspects of your lesson. (Two typed paragraphs)
Topic: “Marching Techniques: Field and Parade.” (Concepts, terms, methodology, styles, etc.)
Assignment: Video Project #2 is assigned: “The Non-Marching Band Ensemble.” Do not record video #2 until you have gone over areas to improve with Dr. Friedrichs. Read chapters 8, 9, & 10 in DMB and concert band information from ADDITIONAL MATERIALS PACKET.

Sept. 29
Topic: “The Concert Band, Orchestra, and Jazz Band: managing and care of the non-competing ensembles.”
Assignment: Continue working on Video Project #2. Read chapters 11, 12 & 13 from DMB and concert band from ADDITIONAL MATERIALS PACKET assigned.
DUE: NAfME Collegiate Chapter #34 Proof of Registration DUE.

Oct. 6
Wrap-up and review
Video Project #2 is DUE today. We will watch selected videos in class. You should submit:
- Video (cued to the beginning of your lesson)
- Duration Time Recording Form
- Lesson Plan Form
- “Best and Worst” Aspects of your lesson. (Two typed paragraphs)

October 13
MIDTERM EXAM INTERVIEWS (written exam will sent to you). MEGA ARTS Conference at Balboa Park (ALL DAY)

October 20
Topic: “Setting Up the Choral Year: The Role of the Teacher (recruitment, music selection, auditions, program planning, etc.)
Midterm is DUE today.
Assignment: Choral Music Research Topics Assigned (groups) DUE Nov. 17.
October 27  
**Topic**: “Teaching During the Choral Rehearsal” We will have a guest speaker on Choral Rehearsal Techniques.  
**DUE**: Choral Music Research Topic Outline (one per group)  
**Assignment**: Research papers are DUE Nov. 17. Video Project #3 assigned, in-class choral lab teaching on December 1 (Music 246A is your lab group).

Nov. 3  
**Topic**: “Teaching During the Choral Rehearsal: Part Two”  
**Assignment**: Continue working on Video Project #3 (Choral Lab taught Dec. 1).  
* Remember that you will attend Music 246A for their projects on Tuesday, Nov. 29.  
**Portfolio Term Project** (Your Final) Assigned (DUE December 8 during your Final interview), Content Standards in Music/Assessments, Expectations/examples of portfolios, expectations for your final interview

Nov. 10  
**Topic**: “Organizing the Choral Year”: Guest Speaker on MS and HS Choral topics: discipline and management, fundraising, communication skills, professional behavior and personal organizational skills, school site peer and administrative relationships, music programming, tour planning, concerns of first year teachers, etc.  
**DUE**: Outline of your Choral Lab Project - Video #3 is DUE.  
**Assignment**: Continue to work on your Portfolio Term Project. You are encouraged to schedule individual appointments for help in these areas.

Nov. 17  
**Topic**: “Nonperformance/ General Music Curriculum and Lesson Planning: Texts, Technology, and Visuals  
**DUE**: Choral Research Paper DUE. You will each also meet with Dr. Nan during the second ½ of class to discuss your upcoming Choral Lab Teaching project rehearsal strategy.  
**Assignment**: Continue to work on your Portfolio Project. You are encouraged to schedule individual appointments for help in these areas. You must be ready to teach your Project #3 choral lab in class Thursday, Dec. 1 and submit your Portfolio Project on December 8 at your Final Interview with Dr. Friedrichs and Dr. Nan.

Nov. 24  
Happy Thanksgiving! Work on your Choral Lab and Portfolio Projects.

Nov. 29  
(TUESDAY) You are **required** to attend the teaching projects of MU246A in room 229 from 3:30 to 5:20PM. You will be the choir and evaluators for the Music 246A teaching projects you will also lead discussion of these teaching projects.

Dec. 1  
**DUE**: Your teaching project #3 (choral lab) will be taught during class. This usually takes up the entire class time so be prompt. MU 246A class will be your students.  
**Assignment**: Prepare for the Portfolio Presentation and submission of Video #3 (Choral Lab project) and all paperwork.

Dec. 8  
Your final MU346 written Portfolio Project is **DUE**. You will discuss and defend your final project in an interview situation. Don’t forget your notebook and Music 446 Prerequisite Checklist (filled in).

Video Project #3 (Choral Lab paperwork) is **DUE** today at your interview. You should submit:  
- Video (cued to the beginning of your lesson)  
- Duration Time Recording Form  
- Lesson Plan Form  
- Self Evaluation “Best and Worst” Aspects of your lesson. (Two typed paragraphs)
MU 346 Prerequisites Worksheet
and General Information (confidential) ~

NAME: (PRINT)

PRIMARY PHONE: Cell phone? Y / N
SECONDARY PHONE:

HOME ADDRESS (local)
CITY:
ZIP:

MAJOR INSTRUMENT:
PRIVATE INSTRUCTOR:
E-MAIL ADDRESS: (print clearly):

ANTICIPATED SEMESTER of GRADUATION:
COMPREHENSIVE, MUSICIANSHP (Music Theory) LEVEL as of this semester:
CURRENT OVERALL GPA
CURRENT MUSIC GPA

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 “Incompletes” for juries or be currently in the process of clearing any “Incompletes.” ❑— 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.¹ You must perform in a large ensemble while enrolled in lessons and in Music 346.

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. All INCOMPLETEs in Music courses will be reviewed by the course instructors and may be cause to deny enrollment in 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.

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, 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 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.”