

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Music

Academic Unit

Music

Book 3 Listing (e.g., Portuguese)

664 School Wind Band Repertoire

Number

Title

School Wind Rep

U/G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 2009

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This course examines wind band repertoire appropriate for study in elementary, middle, and high school band programs, and develops strategies for teaching these pieces.

Quarter offered: Spring

Distribution of class time/contact hours: 2 1.5-hr cl

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Music major

Exclusion or limiting clause:

Repeatable to a maximum of ____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Service Learning Course*: Yes No *To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

No course for undergraduate or graduate instrumental music education majors specifically addresses repertoire to be used for instruction in elementary, middle and high school band programs. This course will provide an overview of this repertoire and strategies for teaching these pieces in primary and secondary educational settings.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
n/a

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

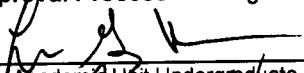
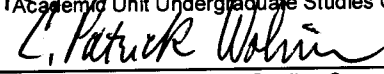
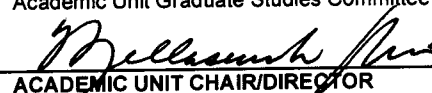
6. Expected section size: 5-20 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. 	Lora Gingerich Dobos	4-01-2008
Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
2. 	C. Patrick Woliver	4/11/08
Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. 	Mellasenah Y. Morris	4/11/08
ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

SCHOOL WIND BAND REPERTOIRE
MUSIC 664
SPRING 2008
3 CREDITS U/G
TR 1:30-2:48pm; Hughes 109

INSTRUCTOR: Dr. Daryl W. Kinney
Email: kinney.61@osu.edu; Phone: 247-6151
Office Hours: MT, 9:30 a.m. – 10:30 a.m. and by appointment

COURSE DESCRIPTION:

This course examines wind band repertoire appropriate for study in elementary, middle and high schools, and develops strategies for teaching these pieces.

Specific attention will be given to:

- (a) Masterworks of wind band repertoire;
- (b) Selection of repertoire appropriate for elementary, middle and high school band programs;
- (c) Linking state and national standards to the teaching of wind band repertoire;
- (d) Comprehensive musicianship as a strategy for approaching the teaching of wind band repertoire;
- (e) Instrumental music curriculum development and design using wind band repertoire.

TEXTBOOKS AND MATERIALS:

Recommended:

- Battisti, F. (2002). *The Winds of Change*. Ft. Lauderdale, Florida: Meredith Music Publications.
- Hansen, R. K. (2005). *The American Wind Band: A Cultural History*. Chicago, Illinois: GIA Publications.
- Garofalo, R. (1983). *Blueprint for Band*. Ft. Lauderdale, Florida: Meredith Music Publications.
- Miles, R. (ed.). (1997). *Teaching Music Through Performance in Band. Volumes 1-5*. Chicago, Illinois: GIA Publications.
- Miles, R. (ed.). (2001). *Teaching Music Through Performance in Beginning Band*. Chicago, Illinois: GIA Publications.

INSTRUCTIONAL OBJECTIVES:

By the end of this course students will be able to:

1. articulate the factors that constitute a wind band composition of educational and/or artistic merit;
2. identify aurally, and from memory, wind band repertoire of significant historical and compositional merit (i.e., masterworks);
3. describe the historical significance of and compositional devices employed in wind band masterworks;

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4. analyze, critique and select appropriate wind band repertoire relevant to developing elementary, middle and high school students' instrumental techniques and musicianship;
5. develop instructional strategies which link the teaching of wind band repertoire to appropriate national and state standards;
6. create a comprehensive, well-balanced curriculum based on appropriate wind band literature for the elementary, middle and high school band program;
7. demonstrate aural skills in rehearsing ensembles by identifying performance problems;
8. demonstrate ability to correct ensemble performance problems in wind band repertoire.

TOPICS:

Presentation of course material will follow two major formats (see course calendar for specific outline of when topics will be covered):

1. Lecture:

- A. Historical foundations of school wind bands;
- B. Identifying wind band repertoire of artistic merit;
- C. Criteria for the selection of wind band repertoire for study in the elementary, middle and high school band program;
- D. The comprehensive musicianship approach to wind band instruction;
- E. Curricular planning for instrumental ensembles based on the comprehensive musicianship model;
- F. Concert programming based on the comprehensive musicianship model;
- G. Linking national and state standards to the instruction of wind band repertoire;
- H. Short term and long-term lesson planning with wind band repertoire based on the comprehensive musicianship model and national and state standards

2. Classroom Simulation/Lab Band Performance:

Purpose:

- A. To provide demonstrations of rehearsals of standard band repertoire by both instructors and students;
- B. To provide students opportunities to conduct standard band repertoire, which will be used in their professional careers;
- C. To provide students with feedback about their development as teachers and conductors of band repertoire;
- D. To acquaint students with band repertoire appropriate for elementary, middle and high schools;
- E. To provide opportunities for performance on secondary instruments;
- F. To provide examples of the comprehensive musicianship approach to teaching band repertoire.

STUDENT EVALUATION (UNDERGRADUATE):

Band Masterworks Listening Exam	15%
Macro Analyses	25%
Three-Year Core Curriculum Projects	50%
Article Summaries/Presentations	10%

STUDENT EVALUATION (GRADUATE):

Band Masterworks Listening Exam	15%
Macro Analyses	15%
Three-Year Core Curriculum Projects	40%
Article Summaries/Presentations	10%
Unit Guide	15%

MAJOR ASSIGNMENTS:

MACRO ANALYSES

Each student will prepare two macro analyses of 1-3 pages in length for presentation to the class. Class presentations should be no more than 20 minutes in length, and should highlight the educational value of the selected band piece (i.e., historical significance, compositional devices employed, style, genre, form, composer, key centers, etc.). Selected works should reflect the "Criteria for Music Selection" established in class and should be chosen for their educational, rather than entertainment, value. A performance of the selected piece with the lab band will accompany the presentation.

THREE-YEAR CORE CURRICULUM PROJECTS

Each student will design two three-year curricula of study, one for middle school band students and one for high school band students. These curricula are intended to expose both middle and high school band students to a variety of musical styles and periods, master composers, and literature of musical and educational value. The music selected must be appropriate for the ability level of the respective groups. Literature for this project may include macro analyses presentations, as well as other pieces presented in class. A brief two to three page introduction should precede the list of selected repertoire explaining the goals and purposes of the curriculum. A brief (1-2 paragraph) description of each composition's history and educational value is also to be provided. Total project length should be between 5 and 12 pages.

MASTERWORKS LISTENING EXAM

Students will be provided with recordings of band masterworks for study during the quarter. The masterworks listening exam will be given the last day of class. Students will identify the name of the composition and composer being played, and provide historical and musical information about each work. A study guide will be provided for each composer and selection on the listening list.

ARTICLE SUMMARIES/PRESENTATIONS

Students will summarize and present to class various articles on wind band repertoire, development of repertoire, concert programming, and philosophy of repertoire selection throughout the quarter. 1 page maximum.

UNIT GUIDE (GRADUATE STUDENTS ONLY)

Develop a plan for the implementation of one of your pieces from the three-year core curriculum project for use in a public school band curriculum. Projects should be based on the comprehensive musicianship heuristic and address national and state standards. Projects should be between 10 and 20 pages in length, double-spaced.

GRADING POLICY:

1. Policy regarding missed quizzes and examinations: Students who are unable to take the quizzes and examinations on the scheduled date must so inform the instructor **before** the quizzes and exams are given. If a student fails to give prior notice, s/he will **not** be allowed to take a make up exam (excluding emergency situations).
2. Grading Scale: A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 63-66, D- 60-62, E 0-59

DISABILITY POLICY

At Ohio State, students with documented disabilities can receive a variety of services and assistance from the Office for Disability Services. The mission of the Office for Disability Services is “to provide and coordinate support services and programs that enable students with disabilities to receive equal access to an education and all aspects of University life.” If appropriate, we encourage you to contact ODS should their services enhance your work in this class. This office is located in 150 Pomerene Hall; ODS may be contacted at 2-3307 or at their website: <http://www.ods.ohio-state.edu/>

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity
(oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Course Calendar

Week 1

Tuesday, March 27

Course Overview
Course Readings Assigned

Thursday, March 29

Historical foundations of school wind bands
Battisti 2 & Reynolds Article Reading Due
Sample Macro Analysis

Week 2

Tuesday, April 3

Historical foundations of school wind bands (cont.)
Sample Macro Analysis

Thursday, April 5

Timeline of Events Presentations
Criteria for the selection of wind band repertoire for study in the elementary, middle and high school band Program; Identifying wind band repertoire of artistic merit

Week 3

Tuesday, April 10

Criteria for the selection of wind band repertoire for study in the elementary, middle and high school band Program; Identifying wind band repertoire of artistic merit (cont.)
Middle School Repertoire Selection
Sample Macro Analyses
DelBorgo, Rocco, Rosene, Sheldon, High Quality Literature (Persellin) Articles Discussed

Thursday, April 12

1st Macro Analysis Due Middle School Rep
Classroom Simulation/Lab Band Performance

Week 4

Tuesday, April 17

The comprehensive musicianship approach to wind band instruction
Curricular planning for instrumental ensembles based on the comprehensive musicianship model
Women Composers, Concert Programming, Delzell, Russell, World Music Articles Discussed
Three Year Curriculum MS Project Assigned

Thursday, April 19

2nd Macro Analysis Due Middle School Rep.
Classroom Simulation/Lab Band Performance

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Week 5

Tuesday, April 24

Macro Analysis 2 Presentations (Cont.)
Classroom Simulation/Lab Band Performance

Thursday, April 26

Curricular planning for instrumental ensembles based on the comprehensive musicianship model (cont.)
Concert programming based on the comprehensive musicianship model (cont.)

Week 6

Tuesday, May 1

Middle School Three-Year Curriculum Due
Discussion of curricula

Thursday, May 3

High School repertoire
Small Ensembles, Battisti (Growing Excellence), Holvik, Hughes, Sell-Lenzini Articles Discussed
Three-Year Curriculum HS Project Assigned

Week 7

Tuesday, May 8

Linking national and state standards to the instruction of wind band repertoire

Thursday, May 10

Macro Analysis 3 Due
Classroom Simulation/Lab Band Performance

Week 8

Tuesday, May 15

Macro Analysis 3 Presentations (cont.)
Classroom Simulation/Lab Band Performance

Thursday, May 17

Short term and long-term lesson planning with wind band repertoire based on the comprehensive musicianship model and national and state standards

Week 9

Tuesday, May 22

Macro Analysis 4 Due
Classroom Simulation/Lab Band Performance

Thursday, May 24

Guest Presentation – High School Repertoire for Adjudicated Event

Week 10

Tuesday, May 29

Presentations on Masterworks

Discussion of HS Curriculum Projects

SEIs

Thursday, May 31

High School Three-Year Curriculum Due
Unit Guide Due (Graduate Students Only)
Masterworks Listening Exam