

SCHOOL OF MUSIC

SCHOOL ORCHESTRA REPERTOIRE MUSIC EDUCATION 663: 3 CREDITS 2:30-3:48 Tuesday & Thursday - Hughes Hall Room 13

INSTRUCTOR:

Professor Robert Gillespie
Email: gillespie.5@osu.edu; 292-2336
Office Hours: Tuesday & Thursday at 12:30 or by appointment

COURSE DESCRIPTION:

This course examines masterwork school orchestra repertoire for use in elementary, middle school, and high school orchestral programs, and assists students to develop related rehearsal techniques for teaching these pieces.

INSTRUCTIONAL OBJECTIVES:

- 1) identify school orchestra masterworks;
- 2) play representative school orchestras masterwork repertoire;
- 3) analyze school orchestra repertoire and determine related rehearsal techniques;
- 4) demonstrate repertoire-specific rehearsal techniques
- 5) design and present warm-up teaching strategies related to specific school orchestra repertoire.

TOPICAL OUTLINE:

Lecture:

1. Criteria for evaluating school orchestra repertoire
2. Concert planning using school orchestra repertoire
3. Score analysis for determining appropriate warm-up teaching strategies and specific rehearsal techniques
4. Identifying and describing representative samples of school orchestra repertoire masterworks at the beginning, intermediate and advanced levels of instruction
5. School orchestra repertoire rehearsal techniques

Class Laboratory and Peer Teaching:

Class members will serve as school orchestra laboratory ensemble for peer teaching in the course. Placement of peer teaching within the course appears on the course calendar. Specific purposes of the laboratory ensemble are:

1. To provide models of rehearsal techniques and warm-up strategies by the instructors for students
2. To provide students opportunities to teach/rehearse masterwork school orchestra literature for use in their teaching careers
3. To acquaint students with representative examples of school orchestra masterworks
4. To provide opportunities for performance on secondary instruments
5. To provide students evaluation of their school orchestra literature teaching/rehearsing skills
6. To provide students opportunities for performance of school orchestra masterworks on primary string instruments

TEXTBOOKS AND MATERIALS

Required:

Littrell, D. (ed.) (2003) *Teaching Music Through Performance in Orchestra*. Vol 2. Chicago, IL: GIA Publications.

Additional References:

Hamann, D., & Gillespie, R. *Strategies for Teaching Strings: Building A Successful String and Orchestra Program*. New York: Oxford Publications, 2004.

Littrell, D. (ed.) (2001) *Teaching Music Through Performance in Orchestra Resource Recordings*. Vol 1. Chicago, IL: GIA Publications.

Littrell, D. (ed.) (2003) *Teaching Music Through Performance in Orchestra Resource Recordings*. Vol 2. Chicago, IL: GIA Publications.

Riemer, B. *Performing with Understanding: The Challenge of the National Standards for Music Education*. Reston, VA: 2000.

Straub, D., Bergonzi, L., & Witt, A. *Strategies for Teaching: Strings and Orchestra*. Reston, VA: 1996.

MATERIALS NEEDED FOR CLASS (required):

- 1) baton (if you have taken conducting courses)
- 2) 8cm DVD plus RW
- 3) music stand
- 4) required course texts

MAJOR ASSIGNMENTS:

SCHOOL ORCHESTRA MASTERWORKS LISTENING EXAM

Students will be provided with model recordings of school orchestra repertoire masterworks. The masterworks listening exam will be given the last day of class. Students will identify the name of the composition, composer, and publishers' grade level.

TEXTBOOK CHAPTER REVIEWS

Students will summarize five major teaching points from each of the assigned chapters to review. Each teaching point description should be one paragraph in length. Following each point

students should describe in one paragraph how they might apply the point in their future teaching.

CONCERT PLANNING PROJECT

Following reviews of chapters 1 and 2 of GIA text Volume 1 students will select repertoire for a concert featuring first-year players, one for second and third year players, and one for fourth and fifth-year players. Five pieces in contrasting styles at the appropriate level of playing difficulty should be chosen for each concert. A one-paragraph description of each piece must be provided and one-paragraph rationale for its selection on the proposed concert program.

PLANNING REHEARSALS OF ASSIGNED REPERTOIRE

Students will be assigned one publisher's grade level 1 to teach, one at grade level 2 to teach, and one at grade level 3 to peer teach. Students will be given a two-page score analysis guideline sheet to use to evaluate their assigned scores. Students will be given a lesson plan form to complete following their score analysis. Students will meet with the instructors of the course to review their completed score analysis and lesson plan form prior to teaching the piece to the class.

LEADING REHEARSALS OF ASSIGNED REPERTOIRE

Students will teach a ten-minute lesson, including warm-up and music rehearsal, of each of their three assigned pieces.

SELF-ASSESSMENT OF STUDENT-LEAD REHEARSALS

The three rehearsals that each student will lead will be video recorded. The students will view each rehearsal and use an assessment form provided by the professor to evaluate the rehearsals. As a part of the assessment students will summarize the strengths of their teaching and suggest areas of needed growth.

EVALUATION AND RATING OF RECORDED SCHOOL ORCHESTRA REPERTOIRE PERFORMANCES (GRADUATE STUDENTS ONLY)

Students will be given recordings of ten student performances of typical school orchestra repertoire. Students will evaluate and rate the performances using a standard school orchestra contest adjudication form. Criteria will include intonation, level of repertoire difficulty, instrument balance, temp, musical expressiveness, etc.

STUDENT EVALUATION

(Undergraduate)

- 15% school orchestra masterworks listening exam
- 15% textbook chapter reviews
- 20% concert planning project
- 20% written rehearsal plans of assigned repertoire
- 20% peer-teaching rehearsals of assigned repertoire
- 10% self-assessment of peer-teaching

(Graduate)

- 15% school orchestra masterworks listening exam
- 10% textbook chapter reviews
- 15% concert planning project
- 15% written rehearsal plans of assigned repertoire
- 20% peer-teaching rehearsals of assigned repertoire
- 10% self-assessment of peer-teaching
- 15% evaluation and rating of recorded school orchestra repertoire performances

COURSE GRADING SCALE:

100-93	A
92-90	A-
89-88	B+
87-83	B
82-80	B-
79-78	C+
77-73	C
72-70	C-
69-68	D+
67-63	D
62-60	D-
59-0	E

COURSE CALENDAR:

Class Session Number

- 1 Discuss syllabus, pass out class folders; determine secondary Instrumentation; discuss tuning procedures, read grade 1 repertoire
- 2 Score analysis for determining warm-up teaching strategies and specific rehearsal techniques; reading grade 1 pieces
- 3 Criteria for evaluating school orchestra repertoire: GIA Vol. 1 chapters 3 and 6 and GIA Vol. 2 chapter 4
- 4 Class lab peer teaching of grade 1 repertoire
- 5 Class lab peer teaching of grade 1 repertoire
- 6 Class lab peer teaching of grade 1 repertoire; reading grade 2 repertoire
- 7 School orchestra repertoire rehearsal techniques: GIA Volume 2 chapters 3, 5, and 6
- 8 Reading grade 2 repertoire
- 9 Reading grade 2 repertoire
- 10 Reading grade 2 repertoire
- 11 Class lab peer teaching of grade 2 repertoire
- 12 Class lab peer teaching of grade 2 repertoire
- 13 Class lab peer teaching of grade 2 repertoire
- 14 Concert Planning using school orchestra repertoire: GIA Volume 1 chapters 2 and 4
- 15 Learning how to identify and describe representative examples of school orchestra repertoire masterworks; reading grade 3 repertoire excerpts
- 16 Class lab peer teaching of grade 3 repertoire
- 17 Class lab peer teaching of grade 3 repertoire

18	Class lab peer teaching of grade 3 repertoire
19	Reading grade 4-5 repertoire excerpts; listening final exam review
20	Reading grade 4-5 repertoire excerpts; listening final exam review
21	Listening exam: identifying and describing representative examples of school orchestra Repertoire

DISABILITY STATEMENT:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. The Office for Disability Services at 614-2923307 in room 150 Pomerene Hall will coordinate reasonable accommodations for students with documented disabilities.

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/tensuggestions.html)

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