

## UMBC UGC New Course Request: Instrumental Pedagogy

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Proposed Effective Date: Fall 2020

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### COURSE INFORMATION:

Course Number(s)	MUSC 367
Formal Title	Instrumental Pedagogy
Transcript Title (≤30c)	Instrumental Pedagogy
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must have completed the following Music Milestone: MUSC390_OK
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

Instrumental Pedagogy prepares advanced instrumental performance students to teach private lessons to all age ranges and abilities. Topics include: musical development, movement, aural skills, creative musicianship, musical sensitivity, teaching differently abled students, and the pedagogy of music fundamentals. Students will learn to prepare their own students for both solo and ensemble work. The logistics of setting up and running a private studio are also covered.

### RATIONALE FOR NEW COURSE:

#### a) Why is there a need for this course at this time?

The National Association of Schools of Music requires the addition of pedagogy courses for our performance majors in order to maintain our accreditation. This course would fulfill that requirement for instrumental performance majors, giving them much-needed real-world skills as they graduate and begin their careers. A high percentage of music performance majors nationwide teach privately during their careers, and this would prepare our students for success immediately upon graduating.

**b) How often is the course likely to be taught?**

This course would be taught once per year to junior or senior instrumental performance majors.

**c) How does this course fit into your department's curriculum?**

The National Association of Schools of Music requires the addition of pedagogy courses for our performance majors in order to maintain our accreditation. This course would fulfill that requirement for instrumental performance majors, giving them much-needed real-world skills as they graduate and begin their careers.

**d) What primary student population will the course serve?**

This course will serve instrumental performance majors in their junior and senior years.

**e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

It is a 300-level course because the prerequisite milestone requires four semesters of private lessons or the equivalent.

**f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

MUSC 390 is the private lessons course for junior and senior music majors; students must be concurrently enrolled in MUSC 390 or have completed at least one semester of MUSC 390 to ensure that students in Instrumental Pedagogy are advanced enough in their instrument to be able to successfully teach others.

**g) Explain the reasoning behind the P/F or regular grading method.**

Since this course will be required for our performance majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

**h) Provide a justification for the repeatability of the course.**

This course is not repeatable for credit as the material will remain the same from year to year.

**ATTACH COURSE SYLLABUS (mandatory):**

**University of Maryland Baltimore County**  
**MUSC 367**  
**Instrumental Pedagogy**  
**(3 credits)**

Course Description

*Instrumental Pedagogy* prepares advanced instrumental performance students to teach private lessons to all age ranges and abilities. Topics include: musical development, movement, aural skills, creative musicianship, musical sensitivity, teaching differently abled students, and the pedagogy of music fundamentals. Sequencing executive (technical) skills on each student's instrument will be covered, and students will identify materials appropriate for students of different ages and skill levels. Students will learn to prepare their own students for both solo and ensemble work. The logistics of setting up and running a private studio are also covered.

Learning Goals

- Students will be knowledgeable of how to begin a career in private studio teaching
- Students will be able to identify materials for their specific instrument that are appropriate for music students of different ages, abilities, and developmental stages
- Students will develop foundational knowledge of how to sequence musical skills in conjunction with executive (technical) skills
- Students will gain an understanding and develop materials related to running a private music studio

Materials

Conway, C. M. (2019). *Private music lessons: A manual for teachers*. Tecumseh, MI: Conway Publications. (available online at <https://conway-publications.com/>)

Device for recording teaching demonstrations

Device for recording an interview

Course Requirements

Class Participation

Attendance is required for all classes. Please discuss any need for missing classes with the instructor. Grades will be affected by absences.

Class Assignments (15% of course grade)

Various writing or class presentation assignments in response to readings listed on syllabus. All assignments to be sent to the instructor via UMBC email. Assignments are pass/fail and must be received 24 hours before class. For assignments that say "BRING" – the instructor will just check that the item(s) were brought to class.

Observation Assignment (10% of course grade)

Submit an attachment in Word to an email stating the name of teacher and age of student and answering the following:

What were the goals of the lesson?

Was the student learning?  
Was the student enjoying the lesson?  
Was the lesson prepared (teacher and student)? Organized? Sequenced?  
Did the teacher focus on music or “about music”?  
What was the balance between audiation and executive skills?  
Were there any particularly interesting things that the teacher did?  
What did you learn about kids by watching this lesson?

#### Interview with a Private Teacher (10% of course grade)

Conduct an interview with an experienced private teacher of middle school and high school students (suggested teachers will be provided, if needed). Interview will focus on recruiting students, advertising for your studio, logistics of payment, space, recitals and development of a studio culture. Interview protocol will be discussed in class. Provide the mp3 file of the interview. Due date TBA.

#### Teaching Video (25% of course grade) - Based on Minimum of Three Lessons

-Presentation of 5-8 minutes of yourself teaching one or more students including a reflective narration either as a voice-over or in a written document.  
-Include instruction in and pedagogical discussion of at least four of the following areas: Movement, Rhythm Reading, Intonation, Tonal Reading, Tone, Creative Musicianship, Phrasing, Style, and Executive Skills. Label these areas in your video.  
-The instructor will assist in finding you students to teach if you do not currently have a studio.  
-Assignment criteria to be discussed in class.

#### Student Handbook (20% of course grade)

Based on the information obtained in the interview, create a new student handbook that includes the following components:

Cover page

Welcome letter to students and parents

Personal information and background

Lesson scheduling policies

Fees and payment policies

Sample instrument-specific lesson template with repertoire for 30, 45, 60 minute lessons

Curricular outline (including repertoire) for beginners, third-year players/singers, 11<sup>th</sup> grade not going on in music, 12<sup>th</sup> grade going on in music

Sample studio recital program

(Suggested Graded Repertoire Lists available on Blackboard)

#### Methodology Project (20% of course grade)

Students will assemble an annotated list of pedagogical resources for their individual instrument, including current method books, a list of repertoire for different ability levels, and common technical issues in teaching their instrument and how to solve them. Students will be encouraged to speak with their private teacher as a starting point.

## Campus Resources

### Academic Accommodations

If you need specific accommodations due to a disability, please make sure you contact Student Support Services (sss.umbc.edu) and let me know within the first two weeks of the semester, or as soon as you are approved for accommodations.

### Title IX

*Disclosures of Sexual Misconduct and Child Abuse or Neglect:*

As an instructor, I am considered a *Responsible Employee* per UMBC's Policy of Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

Additionally, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect.

The purpose of these reporting requirements is for the University to inform you of options, supports, and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

**If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:**

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

After-hours counseling and care available via Campus Police: 410-455-5555

**Other on-campus supports and resources:**

The Women's Center, 410-455-2714

(for students of all genders, identities, and expressions)

Title IX Coordinator, 410-455-1606

### Mental Health and Care

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App from <http://counseling.umbc.edu/justincase>.

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: 410-455-2472. Hours: Monday-Friday 8:30am-5:00pm.

### Academic Honesty and Integrity

Honesty and integrity are essential to the existence and growth of any community, including our academic one. Maintaining these values is a responsibility that all of us share. Violations of academic standards, including cheating, fabrication and falsification, plagiarism, and complicity in academic dishonesty will result in disciplinary action ranging from failure on an assignment to failing the course, to possible expulsion. Any breach of academic conduct will be reported to the University. I have had to make more of these reports than I would like or would have expected from UMBC students. If you have any questions about academic honesty or plagiarism, please ASK. If you are feeling overwhelmed about the material *come for help before you feel your best option is to cheat*.

To read the full Undergraduate Student Academic Conduct Policy, consult the UMBC Student Handbook or the UMBC Policies section of the UMBC Directory. You can also find the policy at:

<https://www.umbc.edu/policies/pdfs/UMBC%20III%201.10.03%20Undergraduate%20Student%20Academic%20Conduct%20Policy.pdf>

### Student Bill of Rights

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation and to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the professor and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and is respectful of others.
- Your experience in this course is directly related to the energy you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding others to these standards, and holding the professor to these standards.

## Calendar/Assignments

### Week #1- Course Introduction and Overview

Common issues for private teachers  
Sharing past experiences as teachers and students  
Demonstration of video project

### Week #2- Audiation/Readiness for private instruction

Discussion of criteria for video project and final student handbook  
Discussion of interview protocol  
READ: Chapter 1  
WRITE: Two questions about private teaching related to the readings sent to instructor via email 24 hours before class.

### Week #3 - Movement and Rhythm Development

READ: Chapter 2  
WRITE: One paragraph each in response to “Questions for Discussion” #6, 7, 8. Sent to instructor via email 24 hours before class.

### Week #4 Rhythm Notation/Peer-Teaching (Please Bring Instruments!)

READ Chapter 3  
-In Class Activity - Rhythm Syllables debate  
BRING: A recording and printed notation for one student-level piece with rhythmic notation reading (counting) challenges  
OBSERVATION ASSIGNMENT is DUE

### Week #5 – Aural Skills/Ear-Training/Tonal Notation, (Please Bring Instruments!)

READ Chapter 4  
WRITE: One paragraph each in response to “Questions for Discussion” #1, 6, 7. Send via email 24 hours before class  
BRING: A recording and printed notation for one student-level piece with intonation and/or tonal notation reading challenges

## **INDIVIDUAL MEETINGS TBD - send video of teaching 24 hours in advance of meeting**

### Week #6 - Music Expression and Sensitivity/Music Listening (Bring Instruments)

READ: Chapter 5  
WRITE: One paragraph each in response to “Questions for Discussion” #4, 5, 7, and choose one more from #8-17. Sent via email 24 hours before class  
BRING: A recording and printed notation for one student-level piece with challenges in style, interpretation, musicality.

### Week #7 - Sequencing Executive (technical) Skills on Instruments

Guest presentations from instrumental faculty; students break out into their specific areas

### Week #8 -Working with Elementary and Middle School Students

READ: Chapter 6, Chapter 7

BRING: Materials or activities appropriate for elementary and middle school students

Week #9 – Working with High School Students and Differentiating Instruction

READ: Chapter 8 and 9

WRITE: Two questions about private teaching related to the readings (CH 6-7-8-9)/Send to instructor via email 24 hours before class

BRING: Materials or activities appropriate for high school students

Week #10 – Maintaining a Successful Private Lesson Studio

READ – Chapter 10

WRITE: One paragraph each in response to questions #2, 7, 8, 9. Send to instructor via email by 24 hours before class

BRING-Solo and Ensemble Forms from your state of origin

Week #11-Important Relationships

READ - Chapter 11

INTERVIEW ASSIGNMENT IS DUE

Role Plays/Case Discussions

Week #12 -Video Teaching Presentations (8 minutes max)

Week #13 – The Business of a Private Studio

READ – Chapter 12

Guest Speaker – Local Private Music Instructor

Week #14– Studio Handbook Share and Course Conclusions

Studio Handbooks Due