

**MUED 5516 (3 credits)**  
**Instrumental Methods and Materials I**  
**Spring 2024 Syllabus**



---

Tuesdays and Thursdays, 8:00a-9:45a  
Ferguson Hall 95 (and off-campus sites, TBA)

**Instructor:** Dr. Danni Gilbert  
**Office:** Ferguson Hall 148  
**Office Hours:** By appointment  
**Email:** gilbertd@umn.edu

**Course Description:** This course will provide instruction and guided practice in teaching instrumental music at the beginning and middle school levels. Topics included are: organization and administration; planning and curriculum development; assessment and evaluation of teaching and learning; instructional materials and repertoire; methods and techniques of rehearsal; observation, teaching opportunities, and reflection; 25 hours of clinical experience in elementary and/or middle school instrumental music settings; and professional development. Completion of this course helps to fulfill eligibility requirements for obtaining state licensure to teach.

**Prerequisites:** MUED 1201 with a grade of C- or better; music education major

**Required Texts & Materials:**

1. Feldman, E., & Contzius, A. (2021). *Instrumental music education: Teaching with the musical and practical in harmony* (3rd ed.). New York, NY: Routledge Publications. **(Make sure you have the 3rd edition with the green cover. This is available in a paperback or eBook format.)**
2. One score to a Grade 1-2 band or orchestra piece will need to be legally obtained or purchased from a music vendor such as JW Pepper for the curricular unit assignment.

3. Reliable recording device to record your teaching and upload video and picture artifacts (i.e. iPad, phone, etc.).
4. Baton
5. Instrument (traditional pitched band or orchestra instrument, secondary preferred)

Additional reading materials will be provided in class, on Canvas, or will be available on reserve in the library.

### **Course Technology:**

The following technical requirements will allow you to access the Canvas site successfully, send and receive online communications, complete assigned activities, and view multimedia content. To participate fully in the course, you will need:

- Reliable, high-speed Internet access
- A supported Web browser
- Laptop, desktop or tablet with a webcam
- Microsoft Office (i.e. Word, PowerPoint)
- Optional but highly recommended: Canvas app

### **Course Goals & Objectives:**

Students in this course will:

- Develop a repertoire of teaching strategies appropriate to the developmental characteristics and learning styles of middle school aged learners
- Regularly reflect on their growth as a music educator
- Strengthen diagnostic, observational and assessment skills needed for middle school instrumental instruction
- Develop a working knowledge of the Minnesota K-12 Academic Standards for music and use that knowledge to develop short-term as well as long-term planning skills
- Refine knowledge of instrumental techniques and demonstrate skills in teaching music concepts, as well as conducting and rehearsing techniques
- Develop long-term planning skills, leading to a comprehensive and sequential instrumental music curriculum
- Develop a knowledge of inquiry methods and their application in an instrumental classroom

- Begin to forge a professional identity through a growing knowledge base and in keeping with the MN Standards of Effective Practice
- Broaden knowledge of materials and music literature appropriate for middle school instrumental music instruction
- Become acquainted with effective administrative and organizational strategies for middle school music programs

### **Instructional Activities:**

- Students will contribute to class discussions.
- Students will complete written assignments.
- Students will read articles and other resources.
- Students will present to the class and peer-teach the class.

### **Standards of Effective Practice for Teachers (Minnesota Teacher Standards):**

Teachers who seek certification in Minnesota are expected to verify proficiency in the ten standards of effective practice. Students in MUED 5516 need to be familiar with these standards. Additional details pertaining to the standards will be provided in class. Complete standards and subparts can be found on the following link:

<https://www.revisor.mn.gov/rules/?id=8710.2000>

**Minnesota Academic Standards Arts K-12:** The Minnesota Academic standards focus on student achievement in five distinct arts areas: dance, media arts, music, theater, and visual arts. Students in arts education often integrate other subject areas with the arts to creatively express themselves and demonstrate their learning through projects or performance. In this course, we will include these standards in selected assignments. <https://education.mn.gov/MDE/dse/stds/Arts/>

**Attendance Policy:** Attendance is expected and will be taken during each class session. It is the responsibility of the student to complete all missed in-class work and homework assignments in the event of an absence. Being absent from class does not excuse students from adhering to the assignment due dates listed in the course calendar. As much of this course is based on class discussion and interaction, attendance is very important for student success. In the event circumstances prevent you from meeting the attendance expectations (i.e. prolonged illness), it may be necessary to take the course in another semester in which the course is offered when you are better able to successfully meet the requirements.

**Excused absences:** Students are permitted up to 3 excused absences with prior notification; appropriate documentation may be required for the absence to be

considered excused. Students are to notify the instructor of an absence prior to the beginning of class, or as soon as foreseen if known earlier. *Notification must be made at least 30 minutes prior to the start of class to be considered an excused absence.* Excused absences can be used for sick days, mental health days, personal days (i.e. attending a wedding, going on vacation, or scheduling an interview), other professional development days (i.e. attending a conference not listed in the syllabus or performing with a UMN-sponsored group), or transportation or other car trouble. If you are attending a university-sponsored event or trip, you must notify the instructor in advance; such absences count toward your 3 allotted excused absences.

**Unexcused absences:** Any absence from class without prior notification of at least 30 minutes before class is an unexcused absence (no call/no show). Each unexcused absence without prior notification will result in a deduction of 25 points from the Professionalism grade (see Professionalism assignment description below). Late arrival to class up to 15 minutes past the start of class will result in a deduction of 5 points from the Professionalism grade. Missing more than 15 minutes of class (i.e. late arrival, excessive break, early departure from class) without prior notification will be treated as an unexcused absence.

**Effect of absences on professionalism in music education:** The professionalism expectations are designed to prepare students for a career as a music teacher. In that position, it is never acceptable to unexpectedly miss a day of work, or to arrive late to the start of assigned teaching duties. When teachers must miss work, they always provide their employer advanced notice. Therefore, the expectation is that students attend all class sessions and arrive on time. When students must miss a class session or plan on arriving late, they must notify the instructor of an absence prior to the beginning of class.

### **Student Evaluation & Assignments:**

Due dates for course assignments are listed on the course calendar; however, dates are subject to change. Due dates will be verified during class. **Assignments must be uploaded to Canvas by 11:59 PM on the day they are due.** Assignments submitted past the due/date time will be marked as late in Canvas. Submitting late assignments up to 48 hours past the due date will result in a reduction of points earned. Assignments will not be accepted beyond 48 hours after the due date, resulting in a loss of points. Please communicate assignment extension requests prior to the deadline. Assignments submitted during our class time will not be accepted, resulting in loss of points for the assignment. Responses should be typed and turned in to Canvas according to the format indicated. Handwritten hard copies of assignments or emailed assignments will

not be accepted. Technical or other problems with Canvas, your computer, or the Internet, are not considered valid reasons for work not received or sent after the due date/time. For problems with the electronic submission of assignments through Canvas, first contact the [Twin Cities Technology Help](#). **There will be no extra-credit assignments provided to make-up for late or incomplete work after the late penalty deadline.**

Assignment	Point Value
1. Readings & Responses (15)	75 (5 a piece)
2. Lesson Plan & Article	5
3. Teaching Demonstration	5
4. Lesson Reflection and Video Recording	5
5. Curricular Unit: Goals, Objectives, & Standards	5
6. Curricular Unit: Assessments	5
7. Curricular Unit: Teaching & Learning Resources, Graphic Representation	5
8. Middle School Ensemble Handbook	10
9. Curricular Unit: Curriculum Map	5
10. Final Curricular Unit Document	25
11. Practicum Portfolio Artifacts (10)	30
12. Beginning Instrumental Concert	25
13. Final Written Exam	25
14. Professionalism	75
<b>Total Points:</b>	<b>300</b>

1. **Readings & Responses (R&R), 15:** There will be numerous readings in the text and supplemental materials. You must demonstrate knowledge of these readings during class. For each R&R assignment, you will read the assigned materials due for that class and respond by following the prompt provided. Responses must adhere to scholarly writing guidelines, include reference to the assigned reading, and follow the directions in the prompt. [5 points apiece; 75 points total]

2-4. **Lesson Demonstration:** Students will deliver a lesson based upon their chosen score with the class acting as a lab ensemble. Prior to planning your lesson, locate a pedagogical, scholarly article (i.e. *The Instrumentalist*, *Music Educators Journal*, etc.) that suggests strategies for your particular ensemble or concept you wish to address, then apply the suggestions in your lesson plan and teaching. You are responsible for organizing any materials needed during the lesson. Prior to your 15-minute teaching demonstration, you must upload a copy of your lesson plan (use lesson plan template

attached to the assignment description in Canvas) and your article, either as a PDF attachment or link. Submit an electronic, typed copy of your lesson plan to Canvas by 8:00 am on the day your teaching demonstration is to take place. Your teaching demonstration will be graded on teaching effectiveness, instructional strategies employed, the ability of students to demonstrate mastery of the concept (or show progress toward mastery), effective use of appropriate band/orchestra instruments, pacing, and time management. Your lesson plan and delivery must implement rehearsal strategies suggested from the text, your chosen pedagogical article, and discussions in class. You will be responsible for video recording your lesson to use as part of your reflection assignment. After your lesson, view the video recording and review your teaching. Then, write a 250-500 word reflection that describes what went well in your lesson and what could be done differently in the future. Upload your video and written reflection to Canvas within one week of teaching your lesson. [5 points for lesson plan and article; 5 points for teaching demonstration; 5 points for reflection and video recording of teaching; 15 points total]

5. **Curricular Unit: Goals, Objectives, & Standards:** Submit the curricular unit template with respective portions complete (and others left incomplete), that includes your overall learning goals for students for a selected piece of repertoire appropriate for a middle school band or orchestra (grade level 1-2). Be sure to include a list of specific learning objectives that are stated using observable behaviors. Also, include the related 2018 Minnesota Academic Standards in Arts Education (Music) (<https://education.mn.gov/MDE/dse/stds/Arts/>) as well as the 2014 National Standards for ensembles (<https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-Ensemble-Strand.pdf>). Be sure to add any appropriate objectives to fill 9 weeks of learning; however, objectives should remain concise, clear, and focused for the piece. Include at least 9 main goals/objectives that can be assessed. Submit your assignment to the assignments section of Canvas as a Word or PDF file. [5 points]

6. **Curricular Unit: Assessments:** Submit 3 different assessment materials/activities that are linked to the objectives and standards you identified previously. Please use the Curricular Unit Template and just add on to your objectives so the objectives can be compared to the assessments. The 3 assessments should include: (1) a test for assessing the *cognitive* aspects of learning (approximately 20 items) and include the answers to this in a teacher's key; (2) a rubric, rating scale, or checklist for assessing *psychomotor* aspects of learning related to your piece (e.g., playing test assessment); and (3) one other assessment designed to assess *creative* objectives of your unit (i.e. composition, arrangement, improvisation, etc.). Submit your materials to the Assignments section in Canvas. [5 points]

7. **Curricular Unit: Teaching & Learning Resources, Graphic Representation:** After choosing your piece, deciding what you should target as goals (objectives), and determining what evidence you will need of students meeting objectives (assessments), you need to begin preparing your actual teaching. This starts with gathering the materials (texts, articles, technology, recordings) needed for you to teach and from which students can learn. You may consider recordings so students can listen to the piece, information on the composer/piece/arranger, information about the time period, and any other resources students will need to complete all assignments. If you have to prepare any materials, such as practice guides, arrangements or notation examples, add those as well. You will also need to analyze your piece to best prepare for rehearsals. Include the graphic representation of the form and structure of your chosen composition (see “Blueprint for Band” p. 37-38 on Canvas). Submit your materials to the assignments section in Canvas. The teaching and learning resources and graphic representation of your piece should be added to your Curricular Unit template as a whole, adding on to your objectives and assessments. [5 points]

8. **Middle School Ensemble Handbook:** You will outline a handbook that could be distributed to your students the first day of your class that details all aspects of your middle school instrumental music program. Choose a setting/level that would be fitting for the score you chose to obtain for your Curricular Unit assignment. Include: a welcome letter of introduction to students and parents, your philosophy of instrumental music education or mission statement, classroom rules and expectations, grading system, descriptions of all your course/ensemble offerings, and basic framework for the program (uniforms, trips, schedule, concerts, etc.). Submit your handbook to the assignment section of Canvas. [10 points]

9. **Curricular Unit: Curriculum Map:** After you have considered the potential learning presented by your repertoire (through gathering of resources and analysis), set your objectives, and determined the evidence you need to determine whether students achieved objectives (assessment), it's time to plan the learning. For the unit, you should outline the week- by-week sequence of activities and what students will complete during each week of your 9-week unit (from handout to performance). Please continue adding to your Curricular Unit Template. Be sufficiently descriptive so that your activities are clearly understood by others. Be sure there is a clear connection among your activities, objectives, and assessments. Submit your document to the assignment section of Canvas as a Word or PDF file. [5 points]

10. **Final Curricular Unit Document:** You will develop a 9-week curricular unit based on a grade 1-2 level band or orchestra composition (middle school level). Upload your

curricular unit document to the assignments section of Canvas. The curricular unit should include the following: instructional objectives, related 2018 Minnesota Academic Standards in Arts Education (Music) and 2014 National Standards for traditional ensembles, 3 assessments (cognitive, psychomotor, creative), curriculum map, rehearsal strategies and activities, teaching and learning resources, graphic representation of the form and structure of the composition, score study considerations, intonation considerations, and any additional materials that would assist in teaching or learning the piece (i.e. any necessary student assignments, a student practice guide, biographical information on composer, cultural and musical context, background information on composition). This should be a culmination of previous assignments completed throughout the course. Be sure to view any feedback that was offered on previous assignments and make appropriate changes or edits as necessary for the final document. [25 points]

11. **Practicum Portfolio Artifacts (10):** As part of your state teaching licensure requirements, you will need 100 hours of contact time with students in PK-12 settings prior to your full-time student teaching semester (i.e. cooperating teacher's plan period does not count toward time on site). This course incorporates 20 hours, or 10 class sessions, of practicum experience at the beginning and middle school instrumental level at various school sites off-campus. Use the Pre-Service Teaching Field Experience Google Form on Canvas to log hours. For each of the 10 sessions, prepare an artifact that illustrates your participation at the site. Artifacts can include a detailed lesson plan (use the lesson plan template provided on Canvas), a 250-500 word reflection that describes what went well in the lesson and what could be done differently in the future, or a 250-500 word observation report that details what you witnessed during class from the perspective of the teacher. A minimum of 1 artifact per practicum session is required. All artifacts will be compiled into a portfolio at the conclusion of the semester that documents your experiences. The final portfolio should include at least 3 lesson plans, 3 reflections, and 3 observation reports. Upload your artifacts to Canvas as Word or PDF files. [3 points per artifact; 30 points total]

***The following are acceptable teaching practices during practicum:***

- Observing and/or assisting the cooperating teacher in large and small group instruction
- Facilitating student sectional rehearsals and/or small group work
- Leading short rehearsal episodes with the large ensemble

***Practicum Attendance:*** Because completing these 20 hours of practicum is a state licensure requirement, attendance is critical to your success. Students are to notify **both the cooperating teacher and university instructor** of an



absence prior to the beginning of class, or as soon as foreseen if known earlier. Absence from practicum can be made-up at the discretion of the cooperating teacher, depending on their teaching schedule, to ensure you have fulfilled the required contact time on site. Exact meeting times may be flexible depending on the schedule of the cooperating teacher and school site. Students are expected to arrive at the assigned practicum site **on time and dressed professionally.**

***For unforeseen absences (and late arrivals)***, such as sudden illness or car troubles, practicum students must inform their cooperating teacher, university instructor, and also **make a phone call to the school site** to alert the staff to your absence or late arrival. These calls *must* be made *at least 30 minutes prior* to the regular expected arrival time at the practicum school site. It is vital that someone at the school be spoken to live (that is in-person or by phone--a voicemail or email is not sufficient) to ensure the cooperating teacher or office staff can properly plan.

In the event it is not possible to attend practicum due to reasons beyond the student's control (i.e. school district closure, cooperating teacher absence, etc.), the missed day will not count against the student. However, it is the student's responsibility to notify the course instructor about the missed practicum session as specified above, prior to the start of class, to ensure accurate record-keeping of attendance. Lack of proper communication about the absence may count as an unexcused absence. In consultation with the course instructor and cooperating teacher, additional practicum sessions may need to be scheduled in order to obtain the necessary contact time on site if there is sufficient time remaining in the semester. Students should not arrange additional practicum sessions on their own without the approval of the course instructor and cooperating teacher.

***Professional Attire:*** Professional attire means office casual and appropriate for children to see--avoid jeans, sneakers, short skirts or dresses, exposed midriffs, and tight or see-through leggings. Undergarments should not be exposed. High heels are impractical and should not be worn. Ties/jackets are not necessary but are acceptable. There are no "casual Fridays" or "jeans days" for practicum students.

***Professional Language/Gestures:*** Appropriate language must be used while at the school site at all times—profanity or vulgar language/gestures should not be used at any time.

***Additional Practicum Details:***

- Do not bring any gum, food or drink with you to practicum, inside the school, and do not expect that your practicum release time will be sufficiently shortened in order to accommodate stopping for lunch to still allow you to be on time for other courses you may have.
- Electronic devices should be silenced and should not be visible or answered during your time in the schools.
- Laptops or tablets should only be used if needed in teaching your lesson.
- Allow enough time in your schedule to travel to the school site, park, and check in through the secured entrance with the building monitor. Your UMN ID should be worn on a lanyard and visible throughout your time in the school.

12. **Beginning Instrumental Concert:** Students will ***work together*** to program, prepare, conduct, and perform in a beginning instrumental concert in front of a live audience. All students will perform a minimum of two different, secondary, traditional band or orchestra instruments from different instrument families (i.e. woodwind, percussion, strings, brass) during the concert. Each student will be responsible for conducting two selections and introducing them to the audience. Submit the concert program (containing date, location, musical selections with composer or arranger information, conductor information, student information and instruments performed, and any program notes) to Canvas prior to the start of class on the day of the concert (see schedule below for date). [25 points]

13. **Final Written Exam:** For the final written exam, students are to write a 3-page report in APA format (double-spaced, 12-point Times New Roman font, 1-inch margins) that discusses and analyzes your practicum experiences over the semester. You DO NOT have to complete the final exam in person; instead, the assignment just needs to be turned into Canvas by the due date and time. See the schedule below. The report should include:

- A **brief** description of your practicum site (i.e. school locations, settings, cooperating teacher, etc.).
- A discussion of your teaching strengths and weaknesses, and how you believe you have improved throughout the practicum experience. What are some areas you need to work on before the next practicum experience, and what are some strategies for improvement?
- An analysis of how the coursework you completed in MUED 5516 connected to your actual experiences in the classroom. Please address how the topics covered in class were implemented in your practicum experience, such as:

lesson planning and curriculum, incorporating national and state standards, assessment, rehearsal strategies, classroom management, intonation and transposition considerations, and the importance of exhibiting professionalism among colleagues and students. Reference the assigned readings or in-class discussions when appropriate.

- A discussion about how your practicum experiences may have influenced your teaching philosophy or dream job setting.

Submit your report as a Word or PDF document to Canvas by **Tuesday, May 7 (11:59PM)**. There will be no grace period or extension offered for this assignment. Assignments will not be accepted beyond the due date and time and will therefore receive a grade of 0 points. [25 points]

14. **Professionalism**: [75 points] Students are to demonstrate the professionalism expected of practicing music educators. Basic elements of professionalism include: (1) consistent and punctual attendance, (2) professional conduct, communication, and presence, and (3) engaged participation during class sessions and completion of in-class work. All students will begin the course with the full number of Professionalism points (75); however, points will be deducted if the following indicators of Professionalism are not met. Assessment of professionalism will be evaluated as such:

1. **Consistent and punctual attendance**: Attendance is expected and will be taken during each class session (see attendance policy above). The professionalism expectations are designed to prepare students for a career as a music teacher. In that position, it is never acceptable to unexpectedly miss a day of work, or to arrive late to assigned teaching duties. When teachers must miss work, they always provide their employer advanced notice. Therefore, the expectation is that students attend all class sessions and arrive on time. When students must miss a class session, they must notify the instructor of an absence prior to the beginning of class.

2. **Professional conduct, communication, and presence**: Observations of in-class and out-of-class interactions with students and professors (e.g., email) will indicate students' development of professional conduct and communication skills.

3. **Engaged participation during class sessions and completion of in-class work**: Active participation during each class session is expected. Each class session will cover essential knowledge and skills that students will need to successfully complete clinical experiences and to advance in the program. Participation will be observed and in-class work will be monitored during each class period to assess

students' mastery of the topics covered. There will be a deduction of 5 Professionalism points per class period if students are not actively participating in class and/or fail to complete the in-class work used to assess student knowledge and skills related to the topic covered for the session. Students who are absent from class should review class notes (available upon request) and complete the in-class assessment for the class period to avoid losing Professionalism points.

### **Grading Scale:**

Points	Percentage	Letter Grade
291-300	97%-100%	A+
279-290	93%-96%	A
270-278	90%-92%	A-
261-269	87%-89%	B+
249-260	83%-86%	B
240-248	80%-82%	B-
231-239	77%-79%	C+
219-230	73%-76%	C
210-218	70%-72%	C-
201-209	67%-69%	D+
189-200	63%-66%	D
180-188	60%-62%	D-
179 and below	59% and below	F

**Importance of Course Grade to Degree Program:** To successfully pass this course and advance in the program, a minimum grade of C- (210) points is required. Failure to attain the minimum passing grade will result in the student needing to retake the course the next semester it is offered, resulting in a delay in degree progress.

#### **The School of Music Mission Statement**

Our mission at the University of Minnesota School of music is to understand, share, and disseminate music through creation, performance, research, and education.

- . *We embody and encourage creative and intellectual curiosity at the highest level of artistry and scholarship.*
- . *Our distinguished faculty inspires students to be global citizens and agents of transformation through music, realizing this educational work in an integrated and collaborative environment.*
- . *Our students develop the knowledge, attitudes, and professional skills to be successful while engaging with the richly diverse, urban, artistic communities in the Twin Cities and beyond.*

### **Conceptual Framework for UMN School of Music's Music Education Program**

**Description:** The music education program is committed to promoting music education for all, connecting theory to praxis, and ensuring that students meet licensure requirements to become professional music educators.

**The Research Base:** In the music education program, we believe that inquiry and theory guide practice, while practice informs theory and inquiry.

**Results orientation:** The Music Education program is committed to nurturing teacher candidates who can teach music as a fundamental right of all children and encourage their future students' lifelong artistic and intellectual development. Our graduates model a love of lifelong learning so that their future students can develop the same habits of mind, which include a thirst for being musically literate, aesthetically sensitive, historically conscious, community-facing, and an expert in the field.

**Skills:** Music educators need the flexibility and discipline to adapt to the ever-changing society through skills and knowledge limited to the music field, but that knowledge of the social and cultural contexts where teaching and learning occur and evolving understanding of methodologies, technologies, and resources.

**Threads:** In the UMN undergraduate program in music education, students simultaneously develop research-informed subject matter expertise and professional-pedagogical knowledge. We weave together a complex curriculum that includes music theory, music history, conducting, solo performance, ensemble performance, and music education-specific content.

### **University Policies:**

**Student Conduct Code:** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to the Board of Regents Policy: [Student Conduct Code\(PDF\)](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Use of Personal Electronic Devices in the Classroom:** Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the [Teaching and Learning: Student Responsibilities](#) policy.

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms;

engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [Teaching and Learning: Instructor and Unit Responsibility](#).

The [Office for Community Standards](#) has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.

Beware of websites that advertise themselves as being "tutoring websites." It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#).

**Appropriate Student Use of Class Notes and Course Materials:** Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards

of the academic community. For additional information, please see Administrative Policy: [Teaching and Learning: Student Responsibilities](#).

**University Grading Scales:** The University has two distinct grading scales: A-F and S-N. The A-F grading scale allows the following grades and corresponding GPA points:

A	4.000 - Represents achievement that significantly exceeds expectations in the course.
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is above the minimum expectations in the course.
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the minimum expectations in the course.
C-	1.667
D+	1.333
D	1.000 - Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000 - Represents failure in the course and no credit is earned.

In the S-N grading scale, a grade of S (0.00 GPA points) corresponds to Satisfactory (equivalent to a C- or better). A grade of N (0.00 GPA points) corresponds to Not Satisfactory.

For additional information, please refer to:  
<http://policy.umn.edu/education/gradingtranscripts>.

**Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential [resource on your campus](#). If

you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see [Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [Equity, Diversity, Equal Opportunity, and Affirmative Action \(PDF\)](#).

**Disability Accommodations:** The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

If you are registered with the DRC and have a current accommodation letter please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.

If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations



and/or resources, please contact the DRC on our campus (e.g., UM Twin Cities - 612.626.1333).

If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Campus DRC information:

Twin Cities - <https://diversity.umn.edu/disability/>, [drc@umn.edu](mailto:drc@umn.edu)

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

**Academic Freedom and Responsibility (for courses that do not involve students in research):** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

If in-person classes are canceled (i.e. inclement weather), you will be notified of the instructional continuity plan for this class through a Canvas announcement.

*R&R = Reading & Response Due, Feldman & Contzius text*

Class #	Date	Topic(s)	Related Assignment(s)
1	Tuesday, January 16	<ul style="list-style-type: none"> <li>• Introduction, Canvas and syllabus</li> <li>• Self-Efficacy Survey (Pre-test)</li> <li>• Discussion of upcoming practicum experiences, background checks</li> </ul> <p><i>Standards addressed: SEP 3H, 5K, 10H; PERCA 3.A.1; 3.D.5</i></p>	<ul style="list-style-type: none"> <li>• Obtain required texts and materials</li> <li>• Review syllabus and schedule</li> </ul>
2	Thursday, January 18	<ul style="list-style-type: none"> <li>• Locating, selecting, and evaluating repertoire and method books</li> <li>• Distribute method books</li> <li>• Discussion of Curricular Unit Assignment</li> <li>• Discussion of Beginning Instrumental Concert</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B; PERCA 3.A.1; 3.A.9; 3.D.5</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 1, Chapter 18:</b> Based on the reading, complete the Method Book analysis (description available on Canvas).</li> </ul> <p><i>Standards addressed: SEP 8B; PERCA 3.A.1; 3.D.5</i></p>
3	Tuesday, January 23  <i>Dr. Gilbert presenting at NAFME MPL Conference</i>	<ul style="list-style-type: none"> <li>• History and Philosophy of Instrumental Music Education</li> <li>• Health and Wellness in Instrumental Music Education</li> <li>• Discussion of Middle School Ensemble Handbook assignment</li> <li>• <i>In class: Based on the reading and your own experiences, develop a health and wellness plan for yourself as the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 2, Chapters 5 and 25:</b> Construct a 1-2 page philosophy statement in support of <b>instrumental music education</b> as part of the school curriculum. You will include your philosophy statement in the upcoming Middle School Ensemble Handbook assignment.</li> </ul>

		<p><i>instructor as well as your instrumental students. Include this in your Middle School Ensemble Handbook.</i></p> <p><i>Standards addressed: SEP 4R, 8B; PERCA 3.A.1; 3.A.10; 3:3.D.1; 3.D.4; 3.D.5; 3.D.6</i></p>	<p><i>Standards addressed: SEP 10H; PERCA 3.D.4; 3.D.5; 3.D.6</i></p>
4	<p>Thursday, January 25</p> <p><i>Dr. Gilbert presenting at NAFME MPL Conference</i></p>	<ul style="list-style-type: none"> <li>• Practicum #1</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #1</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
5	<p>Tuesday, January 30</p>	<ul style="list-style-type: none"> <li>• Lesson Planning</li> <li>• Objectives and Standards</li> <li>• Assessment &amp; Grading</li> <li>• Prepare for upcoming lesson demonstrations</li> <li>• Locating scholarly resources in music education</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.9; 3.A.10; 3:3.D.1; 3.D.4; 3.D.5</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 3, Chapter 8:</b> Based on the reading, design a grading system appropriate for your ensemble setting. Include this in your upcoming Middle School Ensemble Handbook assignment.</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.9; 3.D.4</i></p>
6	<p>Thursday, February 1</p>	<ul style="list-style-type: none"> <li>• Practicum #2</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #2</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
7	<p>Tuesday, February 6</p>	<ul style="list-style-type: none"> <li>• Score study</li> <li>• Assessment &amp; Grading (Continued)</li> <li>• Lesson demonstration #1 (Claire Yamamoto)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deadline to bring in score for grade 1-2 band/orchestra piece.</b></li> <li>• <b>R&amp;R 4, Chapters 10</b></li> </ul>

		<p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.9; 3.A.10; 2:3.C.6; 3.D.5</i></p>	<p><b>and 13:</b> Based on the reading, reflect on score study considerations specifically appropriate for your chosen score and ensemble setting. In your response, identify your chosen piece and composer. This will be included in your upcoming Curricular Unit assignment.</p> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1</i></p>
8	Thursday, February 8	<ul style="list-style-type: none"> <li>• Practicum #3</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #3</li> <li>• Curricular Unit: Goals, Objectives, &amp; Standards</li> </ul> <p><i>Standards addressed: SEP 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.9; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
9	Tuesday, February 13	<ul style="list-style-type: none"> <li>• Sequencing &amp; Scaffolding Instruction</li> <li>• Warm-Ups</li> <li>• Classroom Management (grades 5-8)</li> <li>• Lesson Demonstration #2 (Brandon Wu)</li> </ul> <p><i>Standards addressed: 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.9; 3.A.10; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 5, Chapters 7 and 9:</b> Create a 10-minute warm-up using strategies from the reading that would be suitable for rehearsal with your chosen score. Include this in your Curricular Unit Document.</li> </ul> <p><i>Standards addressed: 4R, 5K, 8B, 9G, 10H; PERCA 3.A.10; 2:3.C.6</i></p>
10	Thursday, February 15	No regular class meeting—Minnesota Music	<ul style="list-style-type: none"> <li>• Curricular Unit: Assessments</li> </ul>

		<p>Educators Association (MMEA) Midwinter Convention</p> <p>Minneapolis Convention Center</p> <p><i>Standards addressed: PERCA 3.D.6</i></p>	<ul style="list-style-type: none"> <li>Attend events scheduled during the MMEA Midwinter Convention</li> </ul> <p><i>Standards addressed: PERCA 3.D.6</i></p>
11	<p>Tuesday, February 20</p> <p><i>Shuji Asai, Licensing Officer, OTE visits to talk about edTPA and licensure overview</i></p>	<ul style="list-style-type: none"> <li>Intonation &amp; Tuning</li> <li>Instrument Transpositions</li> <li>Teaching concert pitch versus written pitch</li> <li>Discussion of upcoming graphic representation and “Blueprint for Band”</li> <li>Lesson demonstration #3 (Paul Lepage)</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.9; 2:3.C.6</i></p>	<ul style="list-style-type: none"> <li><b>R&amp;R 6, Chapter 15:</b> Based on the reading, create a tuning exercise appropriate for your chosen score/ensemble. Identify possible intonation concerns in your piece and the steps you could take to address them during rehearsal. This will be included in your Curricular Unit assignment.</li> </ul> <p><i>Standards addressed: SEP 4R, 5K, 8B, 9G, 10H; PERCA 3.A.2; 3.A.9; 2:3.C.6</i></p>
12	<p>Thursday, February 22</p>	<ul style="list-style-type: none"> <li>Practicum #4</li> </ul>	<ul style="list-style-type: none"> <li>Practicum Portfolio Artifact #4</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
13	<p>Tuesday, February 27</p>	<ul style="list-style-type: none"> <li>Recruiting, retention, and instrument selection</li> <li>Discussion of upcoming first lessons and conducting assignments</li> <li>Lesson demonstration #4 (Amanda Kumbera)</li> </ul> <p><i>Standards addressed: SEP 8B,</i></p>	<ul style="list-style-type: none"> <li><b>R&amp;R 7, Chapter 17:</b> Based on the reading, write an informational letter about the recruitment process to parents appropriate for your ensemble setting. Include details about the process of</li> </ul>

		9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5	<p>recruiting, your policy on switching to different instruments, and how you balance student choice with adequate instrumentation needs. You may use a business letter or newsletter format. This will also be included in your upcoming Middle School Ensemble Handbook assignment.</p> <p><i>Standards addressed:</i> PERCA 3.D.4; 3.D.5; 3.D.6</p>
14	Thursday, February 29	<ul style="list-style-type: none"> <li>• Practicum #5</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #5</li> <li>• Curricular Unit: Teaching &amp; Learning Resources, Graphic Representation</li> </ul> <p><i>Standards addressed: SEP 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
--	<b>Tuesday, March 5</b>	<b>No Class—Spring Break</b>	<b>Rest and Relax—Required!</b>
--	<b>Thursday, March 7</b>	<b>No Class—Spring Break</b>	<b>Rest and Relax—Required!</b>
15	Tuesday, March 12  <b>* Class will not meet in person today. The recording of</b>	<ul style="list-style-type: none"> <li>• First Lessons</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.2; 3.A.9; 2:3.C.6; 3:3.D.1</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 8,</b>  <a href="https://routledge-textbooks.com/textbooks/9781138921405/instrument-pedagogy.php">https://routledge-textbooks.com/textbooks/9781138921405/instrument-pedagogy.php</a>: Based on your review of the text's companion videos on</li> </ul>

	<p><b><i>your first lesson video is due to the Canvas Discussion Board by 9:00 AM. In lieu of class, respond to the teaching videos of 2 of your peers (assigned through Canvas) by 11:59 pm. *</i></b></p>		<p>the website linked above, complete the First Lessons assignment (description available on Canvas).</p> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.2; 3.A.9; 2:3.C.6; 3:3.D.1</i></p>
16	<p>Thursday, March 14</p> <p><b><i>* Class will not meet in person today. The recording of your conducting is due to the Canvas Discussion Board by 9:00 AM. In lieu of class, respond to the conducting videos of 2 of your peers (assigned through Canvas) by 11:59 pm. *</i></b></p>	<ul style="list-style-type: none"> <li>• Conducting considerations related to your chosen repertoire</li> </ul> <p><i>Standards addressed: SEP 3H, 5K, 10H; PERCA 3.A.9; 2:3.C.6</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 9, Chapter 11:</b> Using the Discussion Board on Canvas, record a video of yourself conducting your chosen piece (following a recording). Briefly comment on which of the “five conducting skills to master” mentioned in Chapter 11 you are comfortable with and which ones you would like to explore more. You will be randomly assigned through Canvas to review conducting videos for two of your peers and provide a brief 200-300 word response.</li> </ul> <p><i>Standards addressed: SEP 3H, 5K, 10H; PERCA 3.A.9; 2:3.C.6</i></p>

17	Tuesday, March 19	<ul style="list-style-type: none"> <li>● Practicum #6</li> </ul>	<ul style="list-style-type: none"> <li>● Practicum Portfolio Artifact #6</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
18	Thursday, March 21	<ul style="list-style-type: none"> <li>● Practicum #7</li> </ul>	<ul style="list-style-type: none"> <li>● Practicum Portfolio Artifact #7</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
19	Tuesday, March 26	<ul style="list-style-type: none"> <li>● Sound-to-symbol in the beginning instrumental classroom</li> <li>● Teaching rhythm and rhythm reading</li> <li>● Lesson demonstration #5 (Aidan Firchow)</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.10; 2:3.C.6; 3:3.D.1</i></p>	<ul style="list-style-type: none"> <li>● <b>R&amp;R 10, Chapters 1-2:</b> Based on the reading, design an activity for instrumentalists to learn how to perform a simple melody using Kodaly, Orff, or Suzuki methods (assigned in class)</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.2; 3.A.10; 2:3.C.6; 3:3.D.1</i></p>
20	Thursday, March 28	<ul style="list-style-type: none"> <li>● Tonality, melody, and singing in instrumental music</li> <li>● Constructivism</li> <li>● Student-centered versus teacher-centered learning</li> <li>● Lesson demonstration #6 (Joe Condon)</li> <li>● <i>In class: Consider a recent lesson plan you designed in practicum. Based on the reading, discuss how that lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>R&amp;R 11, Chapters 3 &amp; 6:</b> Based on the reading and your chosen score, EITHER design a 10-minute activity for middle school instrumentalists to learn a complex rhythm OR a 10-minute activity for middle school instrumentalists to learn a melody and</li> </ul>



		<p><i>might be delivered using a constructivism approach and how it could be delivered using direct instruction. Which approach best fits your philosophy and why?</i></p> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3.D.4; 3.D.5</i></p>	<p>incorporate singing.</p> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.2; 2:3.C.6</i></p>
21	<p>Tuesday, April 2</p> <p><i>Special guest: Nate Krebs, doctoral student in composition</i></p>	<ul style="list-style-type: none"> <li>• Improvisation, Composition, and Arranging</li> <li>• Lesson demonstration #7 (Juliann Collins)</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 3.A.5; 3.A.9; 2:3.C.6</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 12, Chapter 4:</b> Based on the reading, design an activity appropriate for your ensemble and chosen score that gives students experience with improvisation or composition. Include this activity in your Curricular Unit assignment.</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.2; 3.A.5; 3.A.9</i></p>
22	<p>Thursday, April 4</p> <p><i>Special Guest: Maja Radovanlija</i></p>	<ul style="list-style-type: none"> <li>• String Pedagogy</li> <li>• Guitar and Ukulele</li> <li>• Lesson demonstration (make-up if needed)</li> <li>• Work on upcoming beginning instrumental concert</li> </ul> <p><i>Standards addressed: SEP 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 13, Chapter 19:</b> Respond to the four “To Guide Your Reading” questions located at the beginning of the chapter.</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; 3.A.2</i></p>
23	<p>Tuesday, April 9</p> <p><i>Observed by Prof. Tom</i></p>	<ul style="list-style-type: none"> <li>• Administrative Issues: Communication &amp; Advocacy</li> <li>• Lesson demonstration (make-up if needed)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 14, Chapters 21-22:</b> Based on the reading, construct a letter (business format) addressed to</li> </ul>

	Ashworth	<ul style="list-style-type: none"> <li>• Work on upcoming beginning instrumental concert</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3.D.4; 3.D.6</i></p>	<p>your school board or superintendent advocating for your instrumental music program in the face of possible budget cuts. Include this in your Middle School Ensemble Handbook.</p> <p><i>Standards addressed: PERCA 3.D.4; 3.D.6</i></p>
24	Thursday, April 11	<ul style="list-style-type: none"> <li>• Practicum #8</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #8</li> <li>• Curricular Unit: Curriculum Map</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
25	Tuesday, April 16	<ul style="list-style-type: none"> <li>• Ensemble set-up</li> <li>• Concert programming and logistics</li> <li>• Course wrap-up</li> <li>• Course evaluations</li> <li>• Work on upcoming beginning instrumental concert</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3.D.4</i></p>	<ul style="list-style-type: none"> <li>• <b>R&amp;R 15, Chapters 12 &amp; 20:</b> Based on the reading, draw a picture of the set-up appropriate for your selected ensemble, indicating where each instrument group is placed (don't forget percussion, if appropriate). Write a brief narrative to accompany your sketch that explains your choices. Include this sketch and narrative in your Middle School Ensemble Handbook.</li> </ul> <p><i>Standards addressed: SEP 8B, 10H; PERCA 3.A.2</i></p>

26	Thursday, April 18	<ul style="list-style-type: none"> <li>• Practicum #9</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #9</li> <li>• <del>Middle School Ensemble Handbook:</del> <b>EXCUSED</b></li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4; 3.D.5</i></p>
27	Tuesday, April 23	<ul style="list-style-type: none"> <li>• Beginning Instrumental Concert</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 5K, 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3.D.4</i></p>	<ul style="list-style-type: none"> <li>• Beginning Instrumental Concert</li> </ul> <p><i>Standards addressed: SEP 3H, 4R, 8B, 9G, 10H; PERCA 3.A.2; 2:3.C.6; 3.D.4</i></p>
28	Thursday, April 25	<ul style="list-style-type: none"> <li>• Practicum #10</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Portfolio Artifact #10</li> <li>• Final Curricular Unit Document</li> </ul> <p><i>Standards addressed: SEP 8B, 9G, 10H; PERCA 3.A.1; 3.A.2; 2:3.C.6; 3:3.D.1; 3.D.4</i></p>
Final Exam  <i>There will be no class meeting; only the written report is due to Canvas by this date.</i>	Tuesday, May 7	<ul style="list-style-type: none"> <li>• Complete Final Written Exam assignment and submit to Canvas by 11:59 pm. <b><i>There will be no grace period extended or late assignments accepted.</i></b></li> </ul> <p><i>Standards addressed: SEP 10H</i></p>	<ul style="list-style-type: none"> <li>• Final Written Exam</li> </ul> <p><i>Standards addressed: SEP 10H</i></p>

*\*Calendar is subject to change.*