



CONCERT BAND AND MARCHING BAND ADMINISTRATION (MUSI 4212)

Term: Fall/2025

Course Dates: MWF

Professor: Dr. Alexander Scott

Course Times: 1:25-2:20

Email: alexanderscott@uttyler.edu

Classroom: 1221

Office Hours: Th 12:00-3:00pm & by appointment

Final Exam: December 8, 12:30-2:30

Course Overview

MUSI 4212 is a course designed for instrumental music education majors. It is an overview of the techniques and skills used as a teacher in public schools for marching and concert band rehearsals and performances. This course provides training in basic competencies necessary for success in junior high and high schools.

PRE-REQUISITES: Music major or minor status only; upper-division student.

CO-REQUISITES: None.

Student Learning Outcomes

After successfully completing this course, you will be able to:

- Synthesize instrument-specific pedagogy for woodwind, brass, and percussion instruments.
- Implement appropriate lessons planning templates and strategies for individual, small group, and large ensemble instruction.
- Utilize instrument-specific and whole group pedagogical techniques to prepare for a career in individual, small group, and large ensemble settings.
- Engage in creative music making activities to prepare for similar tasks in school teaching settings.
- Develop a knowledge and awareness of the dispositions and skills to be a successful teacher and director in school settings.

Required Textbooks and Readings

- ≠ All required resources and readings will be posted to Canvas. Students should refer to the Canvas page frequently throughout the semester as more documents are added.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

- **Introductory Video (5%):** Having the ability to communicate clearly with large groups is an essential skill for highly effective teachers. To develop this skill, prepare a 3–5-minute video. Share one of the most memorable teaching moments and/or observations you have experienced. Tell us about an inspirational teaching technique or an “aha” moment that you witnessed. You must speak loudly, clearly, and concisely, making eye contact with the camera. **Introductory Videos due by August 27.*
- **Professional Mission Statement (5%):** Using the belief statements sheet we outlined in class, write your own personal professional mission statement on why you want to be a band director. Your statements should include values you wish to instill in your students, musical or otherwise. Statement should be Times New Roman, 12-point font at least half a page, no more than a full page. **Professional Mission Statements due by September 3.*
- **Welcome Letter (5%):** Times New Roman, 12-point font, no more than a full page. Using the handbooks we’ve investigated in class, design a welcome letter that functions as the first page of your handbook. Remember that this is the very first impression people outside of your classroom (i.e. students) may have of you, your teaching, and your program. A document with guiding questions will be uploaded to Canvas. **Welcome Letters due by September 8.*
- **Group Presentation (10%):** Rubric posted to Canvas. A 5–7-minute presentation on selected topic of inquiry about the teaching/band profession. Resources and takeaways for the rest of the class required. Group assignments to be made September 24 in class. **Group Presentations on September 29.*
- **Sightreading Teaching Demo (15%):** In class teaching demonstration on sightreading with a peer. Rubric posted to Canvas. A lesson plan must be uploaded to Canvas before the beginning of class we use for teaching demos. **Sightreading Teaching Demos on October 10.*
- **Beginning Band Teaching Demo (15%):** In class teaching demonstration on selected topic that focuses on the first days of instruction with a beginning band class. A lesson plan must be uploaded to Canvas before the beginning of class we use for teaching demos. **Beginning Teaching Demos on October 27.*
- **Marching Fundamentals Flowchart (10%):** Document outlining the order and methodology you would introduce a high school marching band to fundamentals during Band Camp. A brief rationale to explain any substantive fundamentals you would not incorporate as part of Band Camp is included. Rubric posted to Canvas. **Marching Fundamentals Flowchart due by November 10.*
- **Guest Speaker Question Emails (10%):** Before each guest speaker’s date, email 3 questions to Dr. Scott you have about the day’s topic. These should be substantive questions to help guide the discussion in areas of

need for the class. These questions do NOT need to be asked to the speaker to receive credit. Rather, this is to generate ideas and make students think about what they already know vs. don't know about each topic before the day of. This is the only assignment that MAY NOT be repeated for credit.

- **Midterm (10%):** Error Detection midterm. Synthesis of skills practiced at the beginning of every class.
- **Final Exam (15%):** Error Detection section and short answers section. A study guide will be provided before the exam date.

Grading Structure

Assignment	Percentage %
Introductory Video	5%
Professional Mission Statement	5%
Welcome Letter	5%
Group Presentation	10%
Sightreading Teaching Demo	15%
Beginning Band Teaching Demo	15%
Marching Fundamentals Flowchart	10%
Guest Speaker Question Emails (x7)	10%
Midterm	10%
Final Exam	15%
Total	100%

Grading Scale

- A - (90% or higher)
- (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Late Work:

All assignments are due at the beginning of class on the day assigned. Late work will be accepted until the beginning of the next class period with a deduction of 1/4 of the total points available. After this time, late work will be accepted on a case-by-case basis in consultation with the instructor.

Re-do Policy:

Every on-time assignment (EXCEPT FOR THE GUEST SPEAKER EMAILS) may be done **as many times as possible** to

reach the grade the student wants. The last version submitted by the end of the semester is the grade each student has chosen to have for the course.

Attendance Policy:

Students are expected to attend all class meetings. Consistent attendance from all students offers the most effective opportunity to gain command of course concepts and provide every student equitable access to a live pool of students for collaboration and “dry runs” on assignments. Please contact the instructor in advance via email if you are unable to attend. After the second unexcused absence, each further unexcused absence will lower the final semester grade by a full letter grade. Students who are habitually tardy will be counseled privately. In the case of chronic tardiness, the instructor reserves the right to reduce the final grade of those students who are habitually and significantly late.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”. (You may copy or print the following information to include in your syllabus or use the links provided below.)

- [University Policy](#)
- [Student Resources](#)

Calendar of Topics, Readings, and Due Dates

Week 1

Date	Topic	Readings/Assignments
Monday, August 25	Syllabus, Roles of a Band Director, Professional Communication	
Wednesday, August 27	Error Detection 1, Professional Mission Statement	DUE: Introductory Video
Friday, August 29	Error Detection 2, What to Teach, Band Handbooks	

Week 2

Monday, September 1	LABOR DAY- No Class	
Wednesday, September 3	Error Detection 3, Band Handbooks continued, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MR. DEAN BY THURSDAY, SEP 4 @ 5PM	DUE: Professional Mission Statement
Friday, September 5	Guest Speaker, Luke Dean Tyler ISD Director of Visual and Performing Arts (Interviews and Teacher Dispositions)	

Week 3

Monday, September 8	Error Detection 4, Budgeting for the Band Program	DUE: Welcome Letter
Wednesday, September 10	Error Detection 5, Working with	

	Parents and Colleagues, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MR. MENSCH BY THURSDAY, SEP 11 @ 5PM	
Friday, September 12	Guest Speaker, Tom Mensch Whitehouse ISD (retired), ETYO Music and Artistic Director (Booster Organizations)	

Week 4

Monday, September 15	Error Detection 6, Managing the Classroom	
Wednesday, September 17	Error Detection 7, Importance of Warm-Ups	<i>Read: McCauley T. (2016). Adventures in Band Building. Chapter 5 "The Lesson Plan is in the Score" (CANVAS)</i>
Friday, September 19	Error Detection 8, Effective Rehearsal Strategies IS Effective Teaching	<i>Read: Duke (2009) Intelligent music teaching: Essay on the core principles of effective instruction. Chapter 1 "Sequencing Instruction" (CANVAS)</i>

Week 5

Monday, September 22	Error Detection 9, Assessments	
Wednesday, September 24	Error Detection 10, Assessments continued, Group Project Topics Assigned	
Friday, September 26	No In-Person Class, Use Class Time for Group Presentations	

Week 6

Monday, September 29	Error Detection 11, Group Presentations	DUE: Group Presentations
Wednesday, October 1	Error Detection 12, Selecting Quality Literature, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MS. NORMAN BY THURSDAY, SEP 11 @ 5PM	
Friday, October 3	Guest Speaker, Kayla Norman Whitehouse ISD Assistant Principal (Teacher Evaluations, Contract Renewals)	

Week 7

Monday, October 6	Error Detection 13, UIL, Grade Levels, PML	
Wednesday, October 8	Error Detection 14, Sightreading	
Friday, October 10	Error Detection 15, Sightreading Teaching Demo, BRING YOUR INSTRUMENT TO CLASS	DUE: Sightreading Teaching Demo

Week 8

Monday, October 13	Error Detection 16, Lead Sheet/Editing Music	
Wednesday, October 15	Error Detection 17, Retention and Building a Feeder System	
Friday, October 17	Error Detection Midterm	Error Detection Midterm

Week 9

Monday, October 20	Error Detection 18, Beginning Band Planning	<i>Read: West (2015) "Developing Internal Musicianship in Beginning Band by TEaching the 'Big 5'" Music Educators Journal (CANVAS)</i>
Wednesday, October 22	Error Detection 19, Beginning Band Method Books	<i>Read: T.I.M. - Chapter 11 "Planning For and Teaching Beginners"</i>
Friday, October 24	No In-Person Class, Use Class Time for Beginning Band Teaching Demo	

Week 10

Monday, October 27	Error Detection 20, Beginning Band Teaching Demos, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MS. LEWIS BY TUESDAY, OCT 28 @ 5PM	Due: Beginning Band Teaching Demos
Wednesday, October 29	Guest Speaker, Katie Lewis Frisco ISD (Starting the School Year with Beginners)	
Friday, October 31	Error Detection 21, Building Student Leadership	

Week 11

Monday, November 3	Error Detection 22, Marching Band Camp	<i>Read: Lisk (2015) Chapter 5 "Thinking and Shaping Artistic Sounds"</i>
Wednesday, November 5	Error Detection 23, Marching Fundamentals	
Friday, November 7	Error Detection 24, Rehearsing the Marching Band, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MR. CLIFTON BY SUNDAY, NOV 9 @ 5PM	

Week 12

Monday, November 10	Guest Speaker, Christopher Clifton Carlisle ISD (TBA and Professional Development)	DUE: Marching Fundamentals Flowchart
Wednesday, November 12	Error Detection 25, Teaching Drill, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MS. MCBRAYER BY SUNDAY, NOV 9 @ 5PM	
Friday, November 14	Guest Speaker, S. Karina McBrayer Whitehouse ISD Holloway 6 th Grade Campus (Even More Beginner Band Tips)	<i>Read: Good Rhythm and Intonation from Day One” Music Educators Journal (CANVAS)</i>

Week 13

Monday, November 17	Error Detection 26, Working with Flags, Cheer, Dance, etc	
Wednesday, November 19	Error Detection 27, Rehearsing Pep Band and Playing from the Stands, EMAIL TO DR. SCOTT 3 QUESTIONS FOR MR. THREADGILL BY THURSDAY, NOV 20 @ 5PM	
Friday, November 21	Guest Speaker, Justin Threadgill Tyler ISD (Tyler Legacy HS Marching Season Overview and Review)	

NOVEMBER 24-28: THANKSGIVING BREAK (NO CLASSES)**Week 14**

Monday, December 1	Error Detection 28, Marching Percussion	
Wednesday, December 3	Error Detection 29, Marching Percussion	<i>Read: Ball D.L. (2000). Bridging practices: Intertwining content and pedagogy in teaching and learning to teach. Journal of Teacher Education, 51, 241-247 (CANVAS)</i>

Friday, December 5	Error Detection 30, Musical Potpourri AKA What Else?	
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FINAL EXAM:

Monday, December 8, 12:30-2:30

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.