TEACHING MUSIC IN SECONDARY SCHOOLS (MUSI 3254)

Term: Fall/2026

Professor: Dr. Alexander Scott

Email: alexanderscott@uttyler.edu

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

Final Exam: December 9, 10:15-12:15

Course Dates: MWF

Course Times: 10:10-11:05

Classroom: 1221

Course Overview

MUSI 3254 is a course designed to prepare music education majors with an emphasis on instrumental music for success in the secondary instrumental music class. We will synthesize previous knowledge and skills and ensure that students receive the necessary tools to develop teaching techniques and pedagogical mastery required for instrumental music programs at the middle and high school levels.

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:

- Develop, organize, and implement an instrumental music program at the secondary school level.
- Develop a broader understanding of teaching comprehensive musicianship.
- Identify objectives, plan, organize, and conduct effective instrumental ensemble rehearsals.
- Analyze appropriate materials relevant to developing technique and improving musicianship.
- Examine developmental, social, and environmental issues relevant to the middle and high school instrumental music classroom.
- Form a basis for a deeper and broader understanding about the breadth and depth of music education and its importance in our society.
- Understand the resources available and procedures needed to initiate a job search.

Required Textbooks and Readings

- "Private Music Lessons: A Manual for Teachers" by Colleen Conway (https://conway-publications.com/product/pml/)
- All other 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

- ***Instrument Assembly Lesson (5%):*** In class lessons for peers about how to assemble your major instrument. Use the skills learned from "Draw A Picture" to focus on clarity of instruction and emphasize procedures. **Instrument Assembly Lessons in class August 28.*
- ***Concert F Daily Drill (5%):*** Peer teaching activity to lead class through assigned drill. Rubric uploaded to CANVAS. **Concert F Daily Drill Lessons in class September 7-11.*
- ***Method Book Lesson 1 & 2 (10% each):*** Peer teaching activity to lead class through assigned line in method book. Rubric uploaded to CANVAS. **Method Book Lessons in class September 21-25.*
- ***Philosophy of Music Education (15%):*** Rubric posted to Canvas. Paper clearly addresses: your view of music's role in the public school; what kind of teacher should teach music, scheduling, who should take music, what should be taught, when and where should it be taught, and personal classroom management style; 2-3 pages of text, space-and-a-half with 1" margins throughout. **Final Philosophy of Music Education paper due October 9. In class presentations about philosophies on the same day.*
- ***Ensemble Repertoire Concept Map (10%):*** Rubric posted to Canvas. One page document that clearly outlines the instrumental techniques, musicianship requirements, and mastery of musical elements students need for a successful performance of selected method book ensemble piece. **Concept Maps due October 30.*
- ***Ensemble Repertoire Lesson Sequence (10%):*** Rubric posted to Canvas. One page document that clearly outlines the introduction of material before you would hand out the Barnes, and the pacing of instruction/chunking while teaching the piece. *******Lesson Sequences due November 13.*
- ***Resume/Cover Letter (10%):*** Both documents are used in preparation for Mock Interviews. **Resume/Cover Letter due by November 20.*
- ***Mock Interview Day (10%):*** In class on November 30 with guest interviewers. Rubric to be completed by interviewers with biggest question "would I hire this person?" Professional dress is required for this day.

**Mock Interview Day on November 30.*

- ***Observation Hours (15%):*** 20 hours of secondary school observation (state law for bachelor's degrees in education). School sites to be communicated in conjunction with the Education Department by the third week of the semester. Partnership with Tyler ISD schools. Two observation reflections to be completed during site visits (posted to CANVAS). **Observation Hours and Reflections due by December 9*

Grading Structure

Assignment	Percentage %
Instrument Assemble Lesson	**5%**
Concert F Daily Drill	**5%**
Method Book Lesson 1	**10%**
Method Book Lesson 2	**10%**
Philosophy of Music Education	**15%**
Ensemble Repertoire Concept Map	**10%**
Ensemble Repertoire Lesson Sequence	**10%**
Resume/Cover Letter	**10%**
Mock Interview Day	**10%**
Observation Hours and Reflections	**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 written assignment 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 with 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 24	Syllabus, what does it mean to be musically educated?	Read Boonshaft Chapter 1 AND Chapter 2 (on CANVAS)
Wednesday, August 26	Review of Boonshaft and discussion on writing your music education philosophy "Draw A Picture"	Read Conway Chapter 1, start working on your Philosophy of Music Education
Friday, August 28	Teach instrument assembly Introduction to aesthetics vs utilitarianism	DUE: Be prepared to demonstrate/teach assembling the instrument you play Read Conway Ch 2 AND 3

Week 2

Monday, August 31	The Directed Listening Model: Teaching Pulse and Rhythm Intro to Philosophies of Music Ed: Idealism, Realism, and Pragmatism	Read Conway Ch 4
Wednesday, September 2	Teaching Sound Production Major Philosophies of the 20th Century	Read Conway Ch 5
Friday, September 4	Teaching Comprehensive Balance Teaching Musicality The Rehearsal Process	Prepare for first Rehearsal Lab (Daily Drills on CANVAS) Read Conway Ch 7

Week 3

Monday, September 7	Rehearsal Lab (Group 1)- Concert F daily drills	Read Conway Ch 8
Wednesday, September 9	Rehearsal Lab (Group 2)- Concert F daily drills	Read Conway Ch 9
Friday, September 11	Rehearsal Lab (Group 3)- Concert F daily drills	Read Cooper pp. 69-90

Week 4

Monday, September 14	Woodwind Rehearsal Pedagogy Crash Course	Read Cooper Ch 4 Refer to Griswold document on CANVAS as needed
Wednesday, September 16	Brass Rehearsal Pedagogy Crash Course	Read Cooper pp. 242-246 Refer to Weidner document on CANVAS as needed
Friday, September 18	Percussion Rehearsal Pedagogy Crash Course Full Ensemble Rehearsal Pedagogy/Elements of Music	Read Cooper p. 125-139 Refer to Beck document on CANVAS as needed

Week 5

Monday, September 21	Practicum and Rehearsal Lab (Group 1)- Method Book	Read Cooper pp. 173-180
Wednesday, September 23	Practicum and Rehearsal Lab (Group 2)- Method Book	Read Cooper Ch 9
Friday, September 25	Practicum and Rehearsal Lab (Group 3)- Method Book	

Week 6

Monday, September 28	Practicum and Rehearsal Lab (Group 1)- Method Book	
Wednesday, September 30	Practicum and Rehearsal Lab (Group 2)- Method Book	
Friday, October 2	Practicum and Rehearsal Lab (Group 3)- Method Book Rehearsal Pedagogy- Directed Listening Hierarchy	

Week 7

Monday, October 5	Philosophy of Music Education workshop day	DUE: Have the draft of your Philosophy of Music Ed in hardcopy available today to share
Wednesday, October 7	Teaching Intonation: Individual	Review Cooper Ch 6. pp. 129-132
Friday, October 9	Teaching Intonation: Ensemble	

Week 8

Monday, October 5	Practicum and Rehearsal Lab: Balance	Read Cooper Ch 7
Wednesday, October 7	Practicum and Rehearsal Lab: Articulation, Rhythm	Read Cooper Ch 5
Friday, October 9	Philosophy of Music Ed Presentations	DUE: Philosophy of Music Education- final version due

Week 8

Monday, October 12	Transpositions Crash Course with Practicum Scores	

Wednesday, October 14	Ensemble Dream Rehearsal (use your major instruments for today- Montego Bay, Regal March, Trumpet Voluntary, Barnes)	Read Cooper p. 46-56
Friday, October 16	Concept Maps, Lesson Planning	

Week 9

Monday, October 19	NEW GROUPS MOVING FORWARD Practicum and Rehearsal Lab (Group 1)- Montego Bay, Regal March, Trumpet Voluntary	
Wednesday, October 21	Practicum and Rehearsal Lab (Group 2)- Montego Bay, Regal March, Trumpet Voluntary	
Friday, October 23	Practicum and Rehearsal Lab (Group 3)- Montego Bay, Regal March, Trumpet Voluntary	

Week 10

Monday, October 26	Practicum and Rehearsal Lab (Group 1)- Montego Bay, Regal March, Trumpet Voluntary	
Wednesday, October 28	Practicum and Rehearsal Lab (Group 2)- Montego Bay, Regal March, Trumpet Voluntary	
Friday, October 30	Practicum and Rehearsal Lab (Group 3)- Montego Bay, Regal March, Trumpet Voluntary	DUE: Concept Map for one of the SOE full ensemble pieces

Week 11

Monday, November 2	Practicum and Rehearsal Lab (Group 1)- Barnes	
Wednesday, November 4	Practicum and Rehearsal Lab (Group 2)- Barnes	

Friday, November 6	Practicum and Rehearsal Lab (Group 3)- Barnes	

Week 12

Monday, November 9	Practicum and Rehearsal Lab (Group 1)- Barnes	
Wednesday, November 11	Practicum and Rehearsal Lab (Group 2)- Barnes	
Friday, November 13	Practicum and Rehearsal Lab (Group 3)- Barnes	DUE: Lesson sequence to introduce and then teach Barnes

Week 13

Monday, November 16	Job Boards, Resumes, Cover Letters	Read Cooper pp. 345-365
Wednesday, November 18	Musical Potpourri: What Did We Miss?	
Friday, November 20	Resume and Cover Letter workshops, Interview Question Prep	DUE: Resume and Cover Letter

NOVEMBER 23-27: THANKSGIVING BREAK (NO CLASSES)

Week 14

Monday, November 30	Mock Interview Day	DUE: Mock Interview
Wednesday, December 2	Instrument Pedagogy Review	Use “What Do I Do When I Hear That?” document on CANVAS for review
Friday, December 4	Diagnosis Detective	Use “What Do I Do When I Hear That?” document on CANVAS for review

FINAL EXAM:

Wednesday December 9, 10:15-12:15 (Observation Hours and Reflections Due By this Date)

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.