

Texas A&M University-Commerce

Department of Music

Music Literature and Repertoire MUS 526.001 Fall 2012 Course Orientation

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Office Hours: By appointment

Meeting Time: M,W,F 9:00-9:50 a.m.
Location: Room 113

COURSE DESCRIPTION AND STUDENT LEARNING OBJECTIVES

This course is designed to provide students with a detailed survey of quality wind literature for all grade levels. Upon completion of the course the student will be able to 1) List significant composers of wind band music, their major compositions, and their stylistic characteristics; 2) Place significant composers of wind band music within the correct era in the chronology of wind band music history; 3) Demonstrate knowledge of quality literature appropriate for use with beginning, middle and high school bands of varying ability levels; 4) Identify quality composers and compositions from the wind band cornerstone repertoire as well as wind band music currently on the Texas UIL Prescribed Music List; 5) Demonstrate knowledge of current programming trends for middle school and high school bands in a variety of performance situations. 6) Demonstrate in-depth research on the major composers, programming trends and significant historical development acquire a more detailed understanding of the literature for the wind band.

COURSE MATERIALS:

- Course Pack Materials
- Large three-ring binder notebook (hard cover) with 15-20 dividers with tabs
- Hansen, Richard K. *The American Wind Band-(A Cultural History)*
- Fennell, Frederick *Time and the Winds-*

RECOMMENDED MATERIALS:

- Whitwell, David. *A Concise History of the Wind Band.* Shattinger Music, 1983.
- Gilbert, Jay Warren. *An Evaluation of Compositions for Wind Band According to Specific Criteria of Serious Artistic Merit; A Replication and Update.* Northwestern University, Evanston, Illinois, 1993.
- Battisti, Frank L. *The Winds of Change.* Meredith Music Publications. 2002.

RESERVE MATERIALS

The following Books and CDs are on reserve in the Music Library or are on order. They are under the course name for use during the semester:

Books

- Miles, Richard. *Teaching Music through Performance in Band*, Volume 1,2,3,4,5,6,7
Chicago: GIA Publications, Inc.
- Miles, Richard. *Teaching Music through Performance in Beginning Band*, Volume 1,2,
Chicago: GIA Publications, Inc.
- Miles, Richard. *Teaching Music through Performance in Band: Marches*
Chicago: GIA Publications, Inc.
- Dvorak, Thomas L., Floyd, Richard L., and Margolis, Bob. *Best Music for Beginning Band: A Selective Guide to Music and Methods for Beginning Band*. New York: Manhattan Beach Music,

Compact Disks

Teaching Music Through Performance in Band vol. 1, grades 2-3
Teaching Music Through Performance in Band vol. 1, grade 4
Teaching Music Through Performance in Band vol. 2, grades 2-3
Teaching Music Through Performance in Band vol. 2, grade 4
Teaching Music Through Performance in Band vol. 3, grades 2-3
Teaching Music Through Performance in Band vol. 3, grade 4
Teaching Music Through Performance in Band vol. 4, grades 2-3
Teaching Music Through Performance in Band vol. 4, grades 4-5
Teaching Music Through Performance in Band vol. 5, grades 2-3
Teaching Music Through Performance in Band vol. 5, grades 4
Teaching Music Through Performance in Band vol. 6
Teaching Music Through Performance in Band vol. 7
Teaching Music Through Performance in Band Beginning Band vol. 1 , grade 1
Teaching Music Through Performance in Band Beginning Band vol. 2 , grade 1 & 2
Teaching Music Through Performing Marches

Scores(See Handout Listing)

JW Pepper Score Anthologies (by grade level)
Numerous Single Scores (by grade level)

ATTENDANCE POLICY:

- Since this is a graduate course which meets only once a week, Unexcused absences will result in a lowering of the final earned grade at the rate of ONE (1) letter grade for each absence.

Note: Excused absences are defined as illness (with a note from a physician), family emergency (with a release from the Vice President of Student Affairs), or a University related event or activity (with prior approval). Courtesy dictates notifying the instructor in advance of an absence whenever possible.

GRADES:

Grades will be determined on the basis of:

DAILY PREPARATION FOR DISCUSSION	10%
PROJECTS AND ASSIGNMENTS	20%
EXAMS	25%
ADDITIONAL RESEARCH PAPERS and PRESENTATIONS (3)	45%

AVERAGE 100%

Please Note: Assignments will be accepted late only in the event of an excused absence! Appropriate documentation verifying the excused absence should accompany the assignment. Assignments are due at the beginning of the class period.

****Letter grades will be subtracted from the final average for excessive unexcused absences!**

University Mission Statement:

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

Music Department Mission Statement:

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Dr. David Scott-Music Department Head (903) 886-5327 or Office of Student Disability Resources and Services-Texas A&M University-Commerce, Gee Library Room 132 - Phone (903) 886-5150 or (903) 886-5835 – Fax (903) 468-8148 www.StudentDisabilityServices@tamu-commerce.edu

Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student's Guide Handbook, Policies and Procedures, Conduct).

In order to maintain a focused learning environment it is required that **all pagers and cellular phones be turned off or made inaudible during class.**

NOTEBOOK REQUIREMENTS:

Each student must submit a notebook at the end of the semester. This will be a continuing project throughout the semester. If properly completed, this notebook will be of invaluable assistance to you in your teaching career.

The notebook will include all classroom lecture notes, all assignments, all handouts and reference materials, class observation materials and any other collected items.

(A separate sheet will be provided with exact details)

MUS 526.001
Fall 2012
 COURSE OUTLINE

DATE	Topic	Folder	Reading	Assign
WEEK 1	Defining Quality Music	1		
WEEK 2	Defining Quality Music	1		
WEEK 3	Programming	3		
WEEK 4	History of the Wind Band	2	chp 1-3(TW) p. 1-35(AWB)	Prog #1
WEEK 5	History of the Wind Band	2	chp 4 (TW) p. 36-54 (AWB)	
WEEK 6	Survey of Core Rep and Composers	5,9	p. 55-86(AWB)	
WEEK 7	Survey of Core Rep and Composers	5,9		Present #1
WEEK 8	Survey of Core Rep and Composers	5,9	p. 87-103 (AWB) Chp 5-6 (TW)	
WEEK 9	Survey of Core Rep and Composers	5,9	p. 104-119(AWB)	
WEEK 10	Survey of Core Rep and Composers	5,9		Present #2
WEEK 11	Survey of Core Rep and Composers	5,9	p. 120-149(AWB)	Prog #2
WEEK 12	Survey of Core Rep and Composers	5,9	p. 151-178(AWB)	
WEEK 13	Survey of Core Rep and Composers	5,9		Present #3
WEEK 14	Final Discussions/Summary			
WEEK 15	Exam			EXAM

