

**TLCI 590: Curriculum and Instruction, Workshop**  
***Topic: Comprehensive Musicianship through***  
***Performance***  
**Northern Illinois University, Summer 2016**

**Instructors:** Dr. Mary Lynn Doherty, Associate Professor of Music Education and Members of the Illinois Comprehensive Musicianship through Performance Committee

**Class Meeting Time:** Monday-Friday, July 18-22, 2016 8:30am-9pm M/T/W/Th, 8:30am-2pm F

Extended class time via email/FaceTime: July 23<sup>rd</sup> – August 1<sup>st</sup>, 2016

**Office Hours:** Scheduled via email [mdoherty@niu.edu](mailto:mdoherty@niu.edu)

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**Course Purpose:**

To introduce or develop and shape a working knowledge of the Comprehensive Musicianship through Performance model. To advance the use of the model in classrooms and rehearsal settings.

**Course Description:**

This course will give music educators strategies and resources for more deeply connecting students with the music they perform. Emphasis will be placed on how to recognize and find quality repertoire (including by free and legal download), as well as how to make historically significant music exciting and relevant to students of all ages. Using the five points of the CMP model as a springboard, students will participate in demonstration rehearsals, points of the model presentations, class discussions, and work in small group settings. By the end of the course, students will be expected to complete an in-depth CMP plan using the assigned format as well as develop and submit a reflective statement tied to the National Core Arts Standards for Music. Students who have taken a previous CMP Workshop will advance their skills in each area, and focus on a new style of music than previously studied.

**Course Goals:**

- To encourage the advancement of the CMP model for music educators.
- To identify and demonstrate best practice for the music classroom.
- To prepare students to be reflective practitioners.

**Required Texts/Materials:**

O'Toole, P. (2003). *Shaping Sound Musicians*. Chicago, IL: GIA Publications, Inc.

NOTE: Students are to read the first five chapters of *Shaping Sound Musicians* prior to the start of class, to prepare for our intensive study and application of the CMP model.

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Repertoire: Each student should also come prepared with a detailed repertoire study of one or two pieces that will be programmed in the coming year for an ensemble. One of these pieces will be used as the focus of the CMP plan developed throughout the week. Choral directors should bring 6-10 copies of their chosen octavo or score.

**Standards:**

As an important part of this course, students will be asked to reflect on and make connections to the **National Core Arts Standards for Music**. We will focus on the core music standards for ensembles.

<http://www.nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf>

In addition, we align this course with the **Illinois Professional Teaching Standards:**

<b>IPTS</b>	<b>Additional Descriptors</b>
<p><b>Standard 1 - Teaching Diverse Students –</b>            The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</p>	<p>The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>
<p><b>Standard 2 - Content Area and Pedagogical Knowledge –</b>            The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</p>	<p>The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.</p>
<p><b>Standard 3 - Planning for Differentiated Instruction –</b>            The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</p>	<p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
<p><b>Standard 4 - Learning Environment –</b>            The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive</p>	<p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages</p>

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social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	positive social interaction, active engagement in learning, and self-motivation.
<b>Standard 5 - Instructional Delivery</b> – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
<b>Standard 6 - Reading, Writing, and Oral Communication</b> – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
<b>Standard 7 - Assessment</b> – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
<b>Standard 8 - Collaborative Relationships</b> – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
<b>Standard 9 - Professionalism, Leadership, and Advocacy</b> – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The teacher understands education as a profession, maintains standards

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	of professional conduct, and provides leadership to improve student learning and well-being.
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**Grading:**

This course will be letter graded, and the final grade will be based on performance on assignments (50%) and attendance/participation (50%). Due to the detailed format required of plans in the CMP model, students who do not follow the assigned format will not receive full credit. Attendance and participation are critical as well; an intensive workshop is meant to be immersive and challenging and students must be present at all assigned sessions to receive full credit.

Only serious illness – with accompanying documentation from a doctor or nurse – or SERIOUS family crisis (with accompanying documentation) are “excusable” absences. It is up to the instructor of record to determine whether time can be made up or alternate assignments can be given to receive full credit.

Students should come to class prepared to actively engage with others and the material. Every student is expected to participate fully in class activities in order to reserve credit for the day. All students are expected to be respectful to others and to the material, both verbally and with body language, and intolerant or rude behavior will not be accepted.

Grading Scale	
A	90-100%
B	80-89.99%
C	70-79.99%

**Assignments:**

- 1) CMP Plan (40% of final grade)

Draft 1: Due Friday, July 22<sup>nd</sup> submitted electronically and to be shared in final small group session.

Final Draft: Due no later than Monday, August 1<sup>st</sup> at 11:59pm (submitted electronically)

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**CMP Teaching Plan**  
**Template**

Title  
Composer  
(Arranger or Editor)  
Instrumentation/Voicing  
Publisher (and publisher number)

**Analysis**

Broad Description  
Type/Genre  
Background Information  
Additional Choral/Instrumental Information  
Elements of Music

*Form*  
*Rhythm*  
*Melody*  
*Harmony*  
*Timbre*  
*Texture*  
*Dynamics*

Additional Considerations/Reasons to Perform This Composition

**The Heart Statement**

Introducing the Piece (a strategy)

**Skill Outcome**

A. **Strategies**

- 1.
- 2.
- 3.

B. **Assessment**

**Knowledge Outcome**

A. **Strategies**

- 1.
- 2.
- 3.

B. **Assessment**

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**Affective Outcomes**

**A. Strategies**

- 1.
- 2.
- 3.

**B. Assessment**

**Music Selection**

Briefly summarize what makes this piece a valuable teaching piece and a valuable musical work.

[\*Private Teachers: Also describe the technical level and musical maturity of the student for whom this piece is appropriate, and explain how this piece addresses the next step for this student's development.]

**Additional Sources/Resources**

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| <b>Grading Rubric</b>   | 4                                                                                                                                                                                                               | 3                                                                                                                                                                                               | 2                                                                                                                                                                                                                        | 1                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Use of Format</b>    | Plan includes all required parts of the format. A copy of the score was included.                                                                                                                               | Plan includes most of the required parts of the format. A copy of the score was included.                                                                                                       | Plan includes some of the required parts of the format, but is missing several key items.                                                                                                                                | Plan does not follow required CMP plan format or include all required items.                                          |
| <b>Level of Detail</b>  | Plan is highly detailed, with ample description for all items. Writing goes beyond surface level observations and provides in-depth analysis and description. Citations are included for all sourced materials. | Plan includes some detailed descriptions and in-depth observations, but is missing attention to several items of note. Further clarification is needed. Citations may be missing or incomplete. | Plan includes some detailed description, but there are multiple areas that require additional work. Level of detail is not sufficient for another teacher to interpret the plan. Citations may be missing or incomplete. | Plan lacks sufficient detail throughout.                                                                              |
| <b>Writing</b>          | Writing is of high quality, is well organized, and is devoid of typographical or grammatical errors. Writing goes beyond surface level observations and provides in-depth analysis and description.             | Writing is acceptable but includes a few typos or grammatical errors.                                                                                                                           | Writing is vague or lacks attention to spelling, grammar, or organization.                                                                                                                                               | Writing is not at an acceptable level for graduate work.                                                              |
| <b>Musical Analysis</b> | Analysis is well grounded, accurate and detailed. All required items are included. Level of detail demonstrates strong preparation.                                                                             | Analysis is accurate and includes all required items. Level of detail could be stronger.                                                                                                        | Analysis has some inaccuracies or is not detailed enough to support interpretation. More preparation is needed.                                                                                                          | On the whole, analysis is inaccurate or is missing attention to multiple key items. A lack of preparation is evident. |
| <b>Outcomes</b>         | Skill, knowledge                                                                                                                                                                                                | Skill, knowledge                                                                                                                                                                                | Plan may be                                                                                                                                                                                                              | Serious concerns                                                                                                      |

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|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>and Related Strategies</b> | and affective outcomes are included and labeled correctly. Strategies relate closely and demonstrate understanding of the comprehensive nature of CMP.                                   | and affective outcomes are included but may not be labeled correctly. Strategies may not relate closely or are not comprehensive of multiple ways of learning in the music classroom/don't go beyond singing or playing. | missing a skill, knowledge or affective outcome or the outcomes are not labeled correctly. Strategies lack firm connections to outcomes or are not comprehensive. | with outcomes are evident, and related strategies are not comprehensive. |
| <b>Assessments</b>            | Assessments are detailed and relate closely to the outcomes of the plan. Assessment is present throughout the plan and not just in summative form at the end of the learning experience. | Assessments are present and relate to the outcomes of the plan. Assessment is used at multiple points in the learning process and not just as summative feedback.                                                        | Assessments are weak and/or do not relate closely to outcomes. Assessment may only be present as a summative exercise.                                            | Attempts at assessment are missing or too vague.                         |
| <b>Comments:</b>              |                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                   |                                                                          |

2) Evaluation including Standards Reflection (10%)

Each student will be asked to complete a course evaluation that includes a narrative reflection on the relationship between the CMP workshop and implementation of the National Core Arts Standards: Ensemble Strand. A link will be provided for you to submit electronically.

Evaluation including Standards Reflection: Due no later than Monday, August 1<sup>st</sup>



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Final grades will be submitted once both the CMP plan and the standards reflection have been received.

**Students with Disabilities:**

NIU abides by Section 504 of the Rehabilitation Act of 1973 regarding provision of reasonable accommodations for students with documented disabilities. If you have a disability that may have a negative impact on your performance in this course and you may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. CAAR is located on the 4th floor of the University Health Services building (753-1303).

**Course Schedule:** Breaks for lunch and dinner included

**Monday, July 18 8:30-9pm**

**Tuesday, July 19 8:30am-9pm**

**Wednesday, July 20 8:30am-9pm**

**Thursday, July 21 8:30am-9pm**

**Friday, July 22 8:30am-2pm**

**Online Extension of Course: July 23-August 1**

Students will communicate with small group leaders over the course of the month as they complete their CMP plan and standards reflection after the workshop.