

## **COURSE SYLLABUS FINALE NOTATION SOFTWARE LEVEL 1**

**COURSE DATES:** July 7-8, 2008

**CREDITS:** 1 credit

**INSTRUCTOR:** Terri Felton, Continuing Education Director  
Wisconsin School Music Association  
608-850-3566 – [tfelton@wsmamusic.org](mailto:tfelton@wsmamusic.org)

### **DESCRIPTION:**

Using Finale 2008's streamlined, easy-to-use interface, see how easily you can enter notes (with or without MIDI keyboard), arrange, edit, listen to and print your music with professional quality results. Participants will receive "hands-on" sequential step-by-step instruction in a lab setting; handouts will be provided. Basic computer skills are required. Please bring a simple project to work on.

### **WORKSHOP PRESENTER:**

Mavis Kallestad is a Finale clinician and music engraver in the Minneapolis-St. Paul area. She has edited solos and method books that appear on-screen in SmartMusic learning software. Mavis has demonstrated Finale software for MakeMusic at state music conventions and for school in-service workshops in Minnesota, Wisconsin, Iowa, Nebraska, Michigan, New York, Texas, Missouri, at the Minnesota Summer Music Technology Symposium, and does one-on-one Finale/PrintMusic training. Her sequential Finale handouts with step-by-step directions have been used numerous times in MakeMusic sponsored workshops. Mavis is also a free-lance piano accompanist in the Twin Cities metro area.

### **OBJECTIVES:**

At the conclusion of this course, students should have/be able to:

1. Understand and demonstrate Finale 2008 basic notation tools and concepts used in setting up an instrumental or choral score.
2. Understand and demonstrate various note entry methods with or without MIDI.
3. Create printed music documents for their needs (scores, parts, lead sheets, transposed parts).
4. Produce exercise sheets, flash cards, solfege and Boomwhacker colored notation to use in the classroom.
5. Share Finale notation files with others via Finale PrintMusic and Finale NotePad.
6. Save their Finale score as an audio file and burn to a CD.

### **STANDARDS ADDRESSED\*:**

Wisconsin Teaching Standards Addressed: 1, 2, 3, 4, 5, 7, 8, 10

Wisconsin Music Standards Addressed: C, D, E, F, H

\* Please see box on final page for standards descriptions

### **OUTLINE OF CONTENT:**

- Navigating the software
- Score set-up and note entry
- Entering expressions, articulations & SmartShapes

- Typing in lyrics
- Printing parts
- Page layout
- Scanning
- Easy key change and transposition
- Instant orchestration
- Tempo Tap
- Creating flash cards and exercise sheets
- Recording an audio track
- Auto-harmonizer
- Drum grooves and Latin percussion
- Saving audio files (to email or burn to CD)

#### ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at all days of the camp is required.
- Completion of 4 notation projects from the Intro to Finale 2008 Project Handouts. The first 3 projects will be done together as a class, with the 4<sup>th</sup> being a project of your choice in your area of interest/teaching. Projects due at the end of the workshop.
- Also required: a detailed written report (2-3 pages) addressing multiple application ideas gained through the course. Those participants unable to complete the written report by the end of the course must mail their assignment to Terri Felton, WSMA, 1005 Quinn Drive, Waunakee, WI 53597 – **no later than July 22, 2007**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

#### REQUIRED READING:

1. Intro to Finale 2008 Project Handouts provided with workshop
2. Finale Quick Start Videos (in the software)

#### GRADING/METHODS OF EVALUATION:

Participation and written work should be done at the highest standard of quality at the graduate level and needs to include the following:

- A 100% attendance – during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; concise written report with application ideas gained specifically through the course. Superior graduate work. This indicates not only high achievement, but also an unusual degree of initiative.
- AB 90% of the above assignment, participation levels, etc. Above average graduate work.
- B 85% of the above assignment, participation levels, etc. Satisfactory and average work.
- BC 80% of the above assignment, participation levels, etc. Less than average graduate work.
- C 75% of the above assignment, participation levels, etc. Work is barely passing at the graduate level.

If below a C is to be awarded, it means that participant did not attend the full workshop and did not complete the written assignment on time and in a satisfactory manner. All students must obtain a grade of C or better to pass. The following rubric details the above grading scale more specifically:

Criteria	Superior 5	Very Good 4	Average 3	Fair 2	Poor 1
Workshop Requirements	Attended all required workshop sections and completed all required readings and assignments within the specified timeframe.	Attended all required workshop sections; most required assignments were completed on time.	Attended all required workshop sections; at least half of the required assignments were completed on time.	Attended all required workshop sections; required assignments were often late or incomplete.	Did not attend the entire workshop or did not complete the required assignments.
Participation	Highly engaged in workshop discussions and activities. Demonstrates excellent quality in discussion activities.	Attentive to workshop activities with active participation. Demonstrates very good quality in discussion activities.	Minimally engaged in workshop discussions and activities. Demonstrates adequate quality in discussion activities.	Little attention to workshop activities with reluctant participation. Demonstrates poor quality in discussion activities.	Indicates no interest in being involved in workshop activities and makes no effort to participate.
Writing Style	Exceptionally well written and clear; few spelling or mechanical errors; logical progression of ideas.	Very well written and clear; few spelling or mechanical errors; logical progression of ideas.	Mostly well written and concise; some spelling and/or mechanical errors; mostly logical progression of ideas.	Some sections not clear and concise; some spelling and/or mechanical errors; some sections not logically presented.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; not presented logically.
Comprehension and Application	Demonstrates excellent and consistent understanding of topics covered; innovative and creative ideas for classroom application.	Demonstrates clear understanding of topics covered; creative ideas for classroom application.	Demonstrates minimal understanding of topics covered; practical ideas for classroom application.	Some difficulty with understanding workshop subject matter; ideas for classroom application not entirely practical or logical.	Appears not to understand workshop subject matter or materials; is unable to identify ideas for classroom application.

Grading Scale: 19-20 A  
17-18 AB  
14-16 B  
13-14 BC  
8-12 C  
4-7 F

*The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.*

**WISCONSIN STATE STANDARDS:**

**Wisconsin State Teaching Standards** (PI 34.02) are listed numerically.

*Teachers in Wisconsin will:*

1. Know the subject they are teaching.
2. Know how children grow.
3. Understand that children learn differently.
4. Know how to teach.
5. Know how to manage a classroom.
6. Communicate well.
7. Be able to plan different kinds of lessons.
8. Know how to test for student progress.
9. Be able to evaluate themselves.
10. Be connected with other teachers and the community.

**Wisconsin Music Standards** are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students. Standards are labeled alphabetically as they are listed in the Wisconsin Model Academic Standards for Music.

*Students in Wisconsin will:*

- A. Sing, alone and with others, a varied repertoire of music.
- B. Play, alone and with others, a varied repertoire of music.
- C. Improvise music.
- D. Compose and arrange music.
- E. Read and notate music.
- F. Analyze and describe music.
- G. Evaluate music and music performances.
- H. Relate music to the other arts and disciplines outside the arts.
- I. Relate music to history and culture.