

**COURSE SYLLABUS**  
**MARCHING BAND TECHNIQUES LEVEL 1 (1 CREDIT)**

COURSE DATES: July 14-15, 2008

CREDITS: 1 credit

INSTRUCTOR: Terri Felton, Continuing Education Director  
Wisconsin School Music Association  
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**DESCRIPTION:**

Learn the basics of literature selection, drill design, staffing, teaching techniques and tools to help build your marching program. This session is geared toward the band director just getting into a marching program, whether your interest is in parade marching, half-time shows or field marching.

**WORKSHOP PRESENTER:**

Dan Hopkins is the director of bands at Cumberland High School. His experience with marching bands spans 30 years and includes a tour of duty with the United States Marine Drum and Bugle Corps in Washington D.C. Though interested in all forms of music, Mr. Hopkins is passionate about high school marching band and the potential it creates for student growth.

**OBJECTIVES:**

At the conclusion of this course, students will:

1. Identify the benefits of starting a marching band program in their school.
2. Develop an action plan, including program goals, for starting a successful marching program.
3. Identify staffing needs for the successful implementation of program goals.
4. Assemble a variety of resources in literature, drill design, and marching pedagogy that can easily be used by music educators and students.
5. Demonstrate effective marching pedagogy.
6. Create a budget outline suitable for administrative/school board review.

**STANDARDS ADDRESSED\*:**

Wisconsin Teaching Standards Addressed: 1, 4, 5, 6, 7, 8, 10

Wisconsin Music Standards Addressed: B, E, G, H, I

\* Please see box on final page for standards descriptions

**OUTLINE OF CONTENT:**

Day1

I. Building Your Marching Band Program

- A. Benefits
- B. Where To Start
- C. Staffing

II. How To Teach Your Students

- A. Pedagogy  
Outside Activity: (teaching basic marching and maneuvering)
- B. Street vs. Field Marching  
Outside Activity: (block formations and field basics)

## Day 2

### III. Preparation

- A. Literature Selection
- B. Drill Design
- C. Stockpiling Resources

### IV. Administrative Communication

- A. Preparing Budgets
- B. Preparing A Curriculum
- C. Presentation To Administration/School board

### ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at both days of the workshop is required.
- Written budget report for starting/maintaining a marching program.
- Written curriculum outline for starting/maintaining a marching program.
- Also required: a detailed written report (2-3 pages) addressing multiple application ideas gained through the course, including program goals and basic pedagogy. 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 29, 2008**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

### REQUIRED READING:

WSMA State Marching Band Handbook, available at  
[http://www.wsmamusic.org/programs/marching\\_band/handbook.html](http://www.wsmamusic.org/programs/marching_band/handbook.html)

### 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.