

COURSE SYLLABUS
SIBELIUS NOTATION SOFTWARE LEVEL 1

COURSE DATES: July 9-10, 2008

CREDITS: 1 credit

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

Sibelius is a powerful and easy-to-use notation software that belongs in every music education program. The educational features built into the program make Sibelius an educational tool that can help teachers take their students deeply into their study of the musical elements and arouse their creativity. These workshops will look at how Sibelius can be incorporated into any music program. Actual projects and curriculum integration ideas will be presented. Level 1 training will include an introduction to Sibelius and its numerous features, music entry techniques and an overview of tools.

WORKSHOP PRESENTER:

DeWayne Roberson is a band director and music technology instructor at Watertown High School. He has been a music educator for 28 years and has served on the WMEA Council as Tri-M music honor society chair and technology chair. DeWayne travels throughout the Midwest as a Sibelius ambassador, presenting at workshops and conferences and is an active advocate for the use of technology in music education.

OBJECTIVES:

At the conclusion of this course, students should:

1. Have a thorough understanding of the tools available in Sibelius
2. Understand the different music notation entry techniques
3. Have numerous ideas for Sibelius-based project development
4. Understand techniques for music layout and printing
5. Have troubleshooting advice for current and anticipated projects

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:

- Introduction to Sibelius
- Overview of Features Available
- Music Entry Techniques
- Overview of Tools and Their Use
- Applications

ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at both days of the workshop is required.

- 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 24, 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:

Sibelius 5 Tutorials, #1-6 - available online at:

<http://www.sibelius.com/products/sibelius/movies/index.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 |
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| 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 | Attentive to workshop | Minimally engaged in | Little attention to workshop | Indicates no interest in |

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|-------------------------------|---|--|---|--|--|
| | workshop discussions and activities. Demonstrates excellent quality in discussion activities. | activities with active participation. Demonstrates very good quality in discussion activities. | workshop discussions and activities. Demonstrates adequate quality in discussion activities. | activities with reluctant participation. Demonstrates poor quality in discussion activities. | 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.