

## **COURSE SYLLABUS SMARTMUSIC ACCOMPANIMENT SOFTWARE**

**COURSE DATES:** July 21-22, 2008

**CREDITS:** 1 credit

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

This two-level series of workshops will introduce new users to the benefits of SmartMusic in the classroom, as well as give more advanced users tips on how to increase their effectiveness with the program. Topics will include:

- \* Basic controls and accompaniment library
- \* Band/string methods, exercises, band/string titles, jazz titles, play by ear
- \* Creating a plan for use of SmartMusic in the classroom
- \* Using SmartMusic to set up accompaniments for student solos and ensembles
- \* Recording and assessment
- \* Organizing assignments and grades using SmartMusic Impact
- \* Individual exploration and projects

### **WORKSHOP PRESENTER:**

Jeanne Olson is in her 18th year as director of bands at East Junior High School in Wisconsin Rapids, where she uses SmartMusic extensively in her teaching. She is an active adjudicator for WSMA festivals and has been involved with the Middle Level Honors Project as band coordinator and section leader for several years. Jeanne also remains an active musician playing flute and piccolo in the Central Wisconsin Symphony Orchestra.

### **OBJECTIVES:**

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

1. Understand the basic features of Smart Music and its applications in the classroom
2. Use SmartMusic to set up accompaniments for student solos and ensembles
3. Use SmartMusic for recording and assessment
4. Use SmartMusic IMPACT to organize assignments and grades

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

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

Wisconsin Music Standards Addressed: A, B, C, D, E, G

\* Please see box on final page for standards descriptions

### **OUTLINE OF CONTENT:**

Level 1 will include a basic introduction to SmartMusic and how SmartMusic can be used in the classroom to enhance student learning. The introduction will include use of the basic controls, including ear training, tuner, and metronome, the accompaniment

library, methods, exercises and band, string, and jazz titles. The workshop will include time to create a plan for use of SmartMusic in the classroom.

Level 2 will include an introduction to setting up SmartMusic accompaniments for student solos and ensembles, using materials found in SmartMusic as well as creating files in Finale. The second level will also include time to explore SmartMusic Impact. Participants will have the opportunity to organize and create assignments and grades using SmartMusic Impact. The workshop will include time to work with SmartMusic, Impact, and Finale.

#### 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 August 5, 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:

SmartMusic Lesson Plans, available at:

<http://www.smartmusic.com/teachers/resources/default.aspx>

#### 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.