

COURSE SYLLABUS
Zimbabwe Marimba for the General Music Classroom
Will Ulrich, Wauwatosa

COURSE DATES: August 1-2, 2016, 9:00 am to 4:30 pm each day
CREDITS: 1 credit
INSTRUCTOR: Tim Schaid, Executive Director
Wisconsin Music Educators Association
608-850-3566 – schaidt@wsamamusic.org

DESCRIPTION:

Since the late 90s, the thirst for Zimbabwean marimba music has been growing in the United States. Many music teachers own Walt Hampton's books *Hot Marimba* and *Mojo Marimba*. Join music teacher Will Ulrich as he shares his experience with Zimbabwean music. Learn how to play the hosho (shakers), hand drums, the mbira, and also learn how to make and play Zimbabwean marimbas (Yes, Orff instruments can play Zimbabwean music). Who knows. Maybe after taking this workshop you will be inspired to make your own marimba! Its not as difficult as it seems. Will Ulrich has been hand crafting his own Zimbabwean style marimbas since 2003.

PRESENTER:

Will Ulrich holds several certificates from the World Music Drumming curriculum created by Dr. Will Schmid (UWMilwaukee Emeritus), Josh Ryan (Baldwin Wallace College, Ohio) and Sowah Mensah (musician, composer and Ghanaian "master drummer"). Will teaches choral and general music at Longfellow Middle School in Wauwatosa WI. He has been teaching general music, grades k-8 since 1997. In 2011 will received a masters degree in C&I from Concordia University. In 2013 Will joined the World Music Drumming teaching staff. Will Ulrich is a performing musician that also enjoys making folk instruments for classroom use.

OBJECTIVES:

By the end of this course, participants will:

- Learn the history of marimbas in Zimbabwe
- Learn how to play an mbira (thumb piano)
- Learn how to play the hosho (Zimbabwean shaker)
- Learn how Zimbabwe style marimbas are made
(How to make your own marimba: wood selection & tuning)
- Learn how to adapt Orff instruments for Zimbabwean music
- Gain an understanding of playing as a Zimbabwean marimba ensemble.
- Study and perform the music of Walt Hampton
- Study and perform authentic Zimbabwean marimba music
- Sing while playing a marimba
- Create our own Zimbabwe style music
- Improvise in Zimbabwe style music
- Using Zimbabwe marimbas to perform pop music

STANDARDS ADDRESSED*:

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

Wisconsin Music Standards Addressed: A, B, C, F, H, I

* Please see box on final page for standards descriptions

REQUIRED READING: (provided at workshop)

- Hot Marimba: Zimbabwean-style music for Orff xylophones, by Walt Hampton, B&R Music
- Mojo Marimba: Zimbabwean-style music for Orff xylophones, by Walt Hampton, B&R Music

ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at the workshop is required.
- Also required: a detailed written report (2-3 pages) addressing multiple application ideas gained through the course.

Participants unable to complete their written work by the end of the course may email their assignments to workshops@wsmamusic.org, or may mail them to, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597 – **no later than August 16, 2016**. Assignments turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

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
 18 AB
 16-17 B
 15 BC
 10-14 C

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.

Americans With Disabilities Act

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.