



MECA Course Syllabus
National Mariachi Workshops for Educators

National Mariachi Workshops for Educators
7257-Beginning Level, 7267-Intermediate Level, and 7277-Advanced Level
2017 Summer Term June 26-30, 2017 Las Vegas, NV
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Instructors

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The sole professional development training for mariachi educators in the United States, the goal of the National Mariachi Workshops for Educators® offered through VanderCook College of Music, is to equip music teachers with the materials and knowledge necessary to either start their own mariachi program or to enhance the program that already being taught. The week-long event draws educators from across the country and is scheduled for the week of June 26-30, 2017 at the Golden Nugget Hotel and Casino in Las Vegas, Nevada.

Three (3) levels of instruction are offered with each also containing a strand of vocal training so that all participants will have access to age-appropriate vocal pedagogy. These three levels are defined by the specific mariachi styles being studied progressing from the easier styles to the more difficult styles that are representative of this genre. Participants may thus enroll in Beginning Mariachi Pedagogy (Course #7257), Intermediate Mariachi Pedagogy (Course #7267) or Advanced Mariachi Pedagogy (Course #7277).

The majority of the focus of each course is placed on the enhancing the participant's playing skills on secondary and tertiary instruments in the areas that are of most need as determined by each individual educator/participant. All participants will, however, have the opportunity to perform on their primary instruments to more readily learn the characteristic, stylistic nuances necessitated by the various mariachi styles being studied. In addition to violin and trumpet, all attendees will also receive extensive training on guitar, vihuela and guitarron.

Public school as well as collegiate mariachi classes can include students from a variety of cultural as well as instructional backgrounds; band, choir, orchestra and guitar students with years of playing experience, as well as true beginners. Socially and musically, this situation requires a carefully designed curriculum and approach to assessment that propels students to new understandings and fosters the ability and potential of every student in the classroom. This heterogeneous disparity of ability and instruments increases the necessity for students to make cognitive, insightful conclusions on their own. The teacher can and must manipulate these moments of perception.

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In each of these three (3) level-specific courses, participants will strengthen their confidence in teaching mariachi of a variety of levels by transferring their present knowledge of playing techniques and mariachi performance style (i.e. beginning, intermediate or advanced pedagogy) to playing techniques among ALL of the instruments of the ensemble—violin, trumpet, guitar, vihuela and guitarron. In violin, for example, specific objectives will focus on a sequence for teaching posture and fingerboard geography as well as the foundation for more advanced techniques such as shifting and vibrato in a heterogeneous as well as a homogeneous class setting. The physical requirements of successfully performing on each of the above instruments (for example, the kinesthetics of the bow arm, and the logic of navigating the fingerboard on violin) will be explored.

This course will not only allow participants to foster their own technique on trumpet as well as the string instruments (violin, guitar, vihuela and guitarron) but also foster a growth in understanding fundamental principles of human learning in the context of developing intellectual and motor skills. Effective learning sequences that focus on the development of excellent fundamental performance skills will be the focus of each class session. Participants will practice creating successful learning experiences that effectively change student thinking and behavior.

Instructional Materials

1. *¡Simplemente Mariachi!: a Standards-Based, Comprehensive Mariachi Method Series* Marcia Neel and Francisco Grijalva, Northeastern Music Publications, Inc.
2. *Mariachi in America*, Dan Sheehy, Smithsonian Folkways Publications
3. *Foundations of Mariachi Education*, William Gradante, Editor, Rowman & Littlefield Education
4. *Mariachi and Spanish Speaking English Learners: District Initiatives, Models and Education Policy*, Marcia Neel, *Arts Education Policy Review*, DOI: 10.1080/10632913.2017.1291457
5. *Level-specific Mariachi Arrangements (10 in each course)* by Jose Hernandez, Ramiro Benavides, Robert Lopez, Eric Ramirez and Yvette Sital for participants to use with their mariachi ensembles in the coming school year.



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Course Calendar

Topic headings are broken down into the following categories: Methodology, Technique, Repertoire and Mariachi Performance Style. Much of the time will be spent in hands on activities in order to progress through the basic skills of secondary and tertiary instruments as well as to learn repertoire that is specific to the level of the specific course (i.e. Beginning, Intermediate or Advanced). Participants will also be provided with the opportunity to demonstrate their learned skills in a short mini-performance related to each specific level of instruction. A session-by-session plan is included with this syllabus.

Day	Instructional Focus
Monday 06.26.17	Welcome Performance of Clark County School District Mariachi Ensemble Participants rotate through individual two-hour mini-methods courses on violin, trumpet, guitar, vihuela and guitarron.
Tuesday 06.27.17	Participants break up into two <i>sections</i> —those wanting to learn violin and/or trumpet (<i>Armonia section</i>) and those wanting to learn guitar and/or vihuela and/or guitarron (<i>Melodia section</i>). They work to learn/develop level-specific playing techniques and skills using level-specific exercises that are characteristic to that specific <i>section</i> . Students will rotate through each of these two <i>sections</i> during the course of the day to ensure comprehensive exposure to all of the instruments that comprise the mariachi ensemble. A violin master class will be presented in the afternoon instructed by professional mariachi performer, Erick Hernandez.
Wednesday 06.28.17	Review of previous day. Participants again break up into two <i>sections</i> (<i>Melodia section</i> or <i>Armonia section</i>) to learn/develop level-specific playing techniques and skills using level-specific exercises and musical material (songs) but are now encouraged to play another instrument from that particular <i>section</i> . Example: those who played violin in the <i>Melodia section</i> on Tuesday will now play trumpet—another instrument of the <i>Melodia section</i> . Students will again rotate through each of these two <i>sections</i> during the course of the day to ensure comprehensive exposure to all instruments while learning the level-specific exercises and songs. Level-specific authentic performance practices will be addressed in each of the three classes and will be emphasized through Friday. A trumpet master class will be presented in the afternoon instructed by professional mariachi performer, Maestro Jose Hernandez.



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Thursday 06.29.17	Participants work as one ensemble with combined Melodia and Armonia <i>sections</i> in each of the three levels now focusing on the development of the sonority of the full ensemble. Participants are continually encouraged to rotate through all of the instruments to continue to work on the development of their individual playing skills. Level-specific authentic performance practices will continue to be addressed in each of the three classes.
Friday 06.30.17	Participants rehearse the level-specific songs they have been preparing during the week. Dress rehearsals for each level-specific class are held in the early afternoon. A public concert which also features another mariachi ensemble from the Clark County School District, is presented with all workshop participants performing on secondary and tertiary instruments.
<i>OPTIONAL ACTIVITIES</i>	Private lessons on all of the instruments are made available for those who may be interested in further developing their own playing skills on a given instrument.

Course Learning Objectives

The course content is sequenced to develop confidence and pedagogical acumen in teaching the instruments of the mariachi ensemble by “translating” each participant's current knowledge of music, the voice and various instruments as well as the specific song styles to the teaching of each.

By the end of the week in each respective level-specific course, students will:

1. Demonstrate an extensive collection of physical exercises that teach the fundamentals of string playing and knowledge of the fingerboard on violin, guitar, vihuela and guitarron
2. Demonstrate an extensive collection of physical exercises that teach the fundamentals of wind playing on trumpet
3. Demonstrate an extensive collection of physical exercises that teach the fundamentals of singing
4. Demonstrate the most important level-specific fundamental skills on each of the instruments of the mariachi ensemble: violin, trumpet, guitar, vihuela and guitarron as well as the voice.



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5. Identify and demonstrate the characteristics attributed to each of the various level-specific song styles of the mariachi genre
6. Articulate clear goals for level-specific exercises for each instrument of the mariachi ensemble
7. Articulate and intelligently discuss evaluation criteria for level-specific fundamental skills
8. Provide a method for identifying, sequencing and evaluating specific tasks
9. Assemble a basic list of repertoire for the beginning, intermediate or advanced mariachi ensemble
10. Demonstrate the ability to prepare a standards-based, level-specific mariachi curriculum to include a course description, course goals, in addition to teaching and assessment strategies for a beginning, intermediate or advanced level mariachi class at the elementary, middle, or high school levels as well as at the collegiate level.

MECA Courses and the National Core Arts Standards

MECA courses, by their very nature and design, address the Music Content and Professional Teaching Standards throughout the course content. Mariachi courses also incorporate the four (4) artistic processes of a) Creating, b) Performing, c) Responding and d) Connecting as enumerated in the National Music Standards.

VanderCook Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. A high level of musicianship
2. Academic ability and diligence leading to a lifetime of learning
3. Skill in the process of teaching
4. Self-discipline and persistence
5. Interpersonal and intrapersonal skills
6. Good citizenship and personal integrity
7. Building pragmatic links with educational programs in diverse communities
8. Professionalism in action, word, and appearance



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Course Requirements and Exit Assessment

1. In concentrated courses such as these, attendance and active participation at all sessions, including the final concert on Friday, is mandatory. Please refer to the section on attendance, participation and conduct. 50%
2. 25% of the grade for the course will be determined by the student's ability to execute the basic pedagogical exercises and selections in the level-specific materials provided.

Individual performing ability will NOT be part of the evaluation: only the ability to present the knowledge of the assignment using the materials presented in the above mariachi method series.

3. 25% A retrospective of the level-specific course that provides a day-by-day description of the skills acquired and put into practice over the week as well as how each will be implemented in the participant's specific school setting. (25%)

Course Requirements and Exit Assessment *(Continued)*

1. 50% Daily attendance and participation
2. 25% Ability to execute the level-specific pedagogical exercises and selections
3. 25% Retrospective describing the newly-acquired level-specific and how they will be incorporated into the school district curriculum

Grading Scale A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below

Participation, Attendance and Conduct

VanderCook College of music requires attendance and active participation at all classes for the full day. The final grade will be reduced by one letter for each half-day that is missed. If a student is absent for any portion of either the morning or afternoon session, it is viewed as a half-day absence. All students must sign all attendance sheets for each course. An attendance sheet will be distributed each morning shortly after class begins and each afternoon shortly before dismissal. If a student does not sign an attendance sheet, the assumption will be made that a half-day absence has occurred for the sheet not signed.

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Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

1. Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
2. Communicating or receiving answers or information to/from another in a testing situation.
3. Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
4. Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
5. Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
6. Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as one's own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could refer to it being presented with only small changes and without citation of the source. Plagiarism can occur in any area of intellectual work including art, music, literature or technology.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College of Music. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.



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No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.