

# ELEMENTARY MUSIC EDUCATION METHODS

Music 31 • 313

3 credit hours

Syllabus

Fall, 2001

**Class Time:** M, W, F, 11:00-11:50 AM, MFAC 102

Instructor: Prof. William R. Hall

Office: MFAC 106

Office Hours: MTWR 2:00-2:50, or by appointment

Phones: 7902 (office), 533-1013 (home)

Email: whall@acad2.dana.edu

**Course Description:** Designed to provide knowledge of psychology, theory and practice of music education in the elementary schools. Emphasis is placed upon the nature, organization and maintenance of the elementary music program.

**Prerequisite:** Major in Music.

## **Intended Outcomes:**

- 1) The student will demonstrate knowledge of child development and learning stages. (*Formal Musicianship*). Assessment Tools 2 & 4.
- 2) The student will be able to select age appropriate musical materials for use in the elementary classroom. (*Ability to Think/ Formal, Impressionistic and Supervisory Musicianship*). Assessment Tools 2 & 5.
- 3) The student will be able to implement teaching strategies chosen from the theories of Jaques-Dalcroze, Kodaly, Orff, and Gordon. (*Ability to Think/ Formal and Informal Musicianship*). Assessment Tools 2, 4 & 5.
- 4) The student will be able to organize and present effective elementary music lessons. (*Effective Communication/ Formal and Supervisory*). Assessment Tool 2.
- 5) The student will be able to design an elementary music curriculum based on the National Standards for Music (MENC). (*Ability to Think/ Formal and Supervisory Musicianship*). Assessment Tool 5.

## **Teaching Methodologies:**

- Instructor Lecture
- Instructor and Student Demonstration
- Student Reading and Reflecting
- Student Observations of In-service Professionals
- Student Microteachings
- Student Curriculum Research Project

### Required Materials:

Campbell, P. S., & Kassner, C. S. (1995). *Music in childhood*. New York: Schirmer Books.

Blank videotape

### Additional Resources: (On Reserve)

Beethoven, J., Bohn, D., Campbell, P. S., et al (1995). *The music connection*, 8 vols.. Morristown, NJ: Silver Burdett & Ginn.

Beethoven, J., Davidson, J. & Nadon-Gabrion, C. (1990). *World of music*, 8 vols.. Morristown, NJ: Silver Burdett & Ginn.

Chosky, L., Abramson, R. M., Gillespie, A., & Woods, D. (1986). *Teaching music in the twentieth century*. Englewood Cliffs, NJ: Prentice-Hall.

Daniel, K. S. (1973). *Kodaly approach, workbook no. 1*, Miami, FL: Belwin-Mills.

Elliott, D. J. (1995). *Music matters: A new philosophy of music education*. New York: Oxford University Press.

Murray, M. (nd). *Music for children, vol 1, pentatonic*. London: Schott & Co..

Orff-Schulwerk American Edition (1977). *Music for children, vol. 2, primary*. Schott Music.

\_\_\_\_\_ (1980). *Music for children, vol. 3, upper elementary*. Schott Music.

\_\_\_\_\_ (1982). *Music for children, vol. 1, pre-school*. Schott Music.

Rosenshine, B. V. (1986). Synthesis of research on explicit teaching. *Educational Leadership*, April, 60-69.

\_\_\_\_\_ (1983). Teaching functions in instructional programs. *The Elementary School Journal*, (83,) 4, 335-351.

Taggart, C., & Gouzouasis, P. (1995). Music learning and language learning: a metaphor from an organismic perspective. *Update: The Application of Research to Teaching*. Spring/Summer, 9-13.

Wheeler, L. & Raebeck, L. (1972). *Orff and Kodaly adapted for the elementary school*. Dubuque, IA: Wm. C. Brown.

**Assessment Tools:**

**Assignments (15):** Each chapter of the text will have several questions/reflections for the student to respond to in writing. See rubric distributed in class for details.

**Microteachings (5):** The student will demonstrate the application of effective teaching procedures to the presentation of selected musical topics. The student will prepare lesson plans and present a series of elementary music lessons varying in length from 5 to 20 minutes. See rubric distributed in class for details.

**Observations (2):** During the course of the semester the student will observe two professional elementary music teaching situations. Students will complete a lesson plan for each observation and file it with a report of class activity and teacher behaviors. See rubric distributed in class for details.

**Exams (2) & Final Exam:** The student will demonstrate cognitive knowledge and understanding of teaching and learning processes in elementary music.

**Paper (1):** The student will prepare a model curriculum for an individual class covering a 9 week unit of instruction. See rubric distributed in class for details.

**FINAL: Tuesday, December 12, 12:00 -3:00 PM**

**Grading:**

Assignments	15%
Microteachings	25%
Observations	10%
Exams	15%
Paper	25%
Final Exam	<u>10%</u>
	100%

**Attendance Policy:** As a professional course in the student's major, the student is expected to attend all class sessions punctually. Daily attendance will be taken. Tardies will be calculated by the minute. Should a student reach 300 minutes of combined absences and tardies he/she will be asked to drop the course.

**Academic Honesty:** Plagiarism and other forms of dishonesty and cheating are not consistent with professional behavior. Violators will be given a failing grade. See Dana College's policy on page 16 of the College Catalog.

## PROJECTED CLASS SCHEDULE

Week 1: (8/27-9/1)

M: Orientation. Personal Style profile.

W: Campbell & Scott-Kassner (CSK). Chapter 1. Multiple Meanings of Music. History.

F: Child Development & Brain Research Articles. Taggart, Begley, MEJ 9/2000.

Week 2: (9/5-7)

W: CSK Chapter 2. Child Development Theories.

F: CSK Chapter 3. Jaques-Dalcroze, Kodaly, Orff, Gordon, Others.

Week 3: (9/10-14)

M: CSK Chapter 3. Jaques-Dalcroze, Kodaly, Orff, Gordon, Others.

W: **Exam #1, CSK Chapters 1&2.**

F: Rosenshine Articles. Introduction to microteaching.

Week 4: (9/17-21)

M: CSK Chapter 4. Rhythm. Rosenshine: Synthesis of research on explicit teaching.

W: Basal Series & Lesson Planning. Sequence of Activity.

F: **Microteaching #1. (videotape) [Teaching lesson from Basal Series]**

Week 5: (9/24-28)

M: CSK Chapter 5. Pitch

W: Elem books: Student Presentations

F: **Microteaching #2. (videotape) [Student designed lesson]**

Week 6: (10/1-5)

M. CSK Chapter 6. Singing, Kodaly

W: Elem books: Student Presentations

F: no class - **Observation #1.**

Week 7: (10/8-12)

M: CSK Chapter 7. Listening.

W: Elem books: Student Presentations. Curriculum Design Project Details.

F: National Standards for Music (MENC)

Week 8: (10/15-19)

M: CSK Chapter 11. Curriculum Design. **GRADE LEVEL & QUARTER CHOICE DUE**

W: CSK Chapter 15. Integrating the Curriculum

F: Mid-term Break

Week 9: (10/22-26)

M: CSK Chapter 8. Movement, Dalcroze Video.

W: Student Presentations: FORM . **ORGANIZATIONAL PLAN DUE**

F: **Microteaching #3 (videotape)**

Week 10: (10/29-11/2)

M: CSK Chapter 9. The Playing Child.

W: **Exam #2 CSK Chapters 4-9.**

F: no class- **Observation #2. BIBLIOGRAPHY DUE**

Week 11: (11/5-9)

M: CSK Chapter 12. Technology, Band-in-a-box, MusicAce.

W: CSK Chapter 13. Multicultural Music. **PAPER PROGRESS REPORT DUE**

F: **Microteaching #4. multicultural listening & movement.**

week 12: (11/12-16)

M: CSK Chapter 14. Exceptional Children

W: catch-up day. Journal Articles

F: NMEA Convention, Lincoln

week 13: (11/19-23)

M: CSK Chapter 10. Creativity, Orff.

T: Orff experiences

F: Thanksgiving Break

week 14: (11/26-30)

M: Kodaly experiences

W: Dalcroze Experiences

F: **Curriculum Design Paper Due**

Week 15: (12/3-7)

M: **Microteaching #5.**

W: **Microteaching #5.**

F: Final review

**FINAL: TUESDAY, DEC. 12. 12:00-3:00 PM**

Rubric 1: Chapter Assignments

## Written Chapter Assignments

\_\_\_\_ The student turned-in written responses to the chapter questions.

\_\_\_\_ The student's responses were typewritten and double-spaced.

\_\_\_\_ The student's responses addressed the questions posed.

\_\_\_\_ The student gave detailed responses containing ALL of the pertinent information

\_\_\_\_ The student's responses demonstrated a thorough understanding of the material.

\_\_\_\_ The student's responses showed creative application of the principles discussed.

### Grading:

4 checks equals a grade of C

5 checks equals a grade of B

6 checks equals a grade of A

**name:** \_\_\_\_\_

## Survey of Teaching Effectiveness

adapted from Hamann & Baker (1996)

### I. LESSON DELIVERY SKILLS (40%)

A. Posture	1-5 (1=poor)	_____
B. Eye Contact	1-5 (1=poor)	_____
C. Gestures	1-5 (1=poor)	_____
D. Facial Expression	1-5 (1=poor)	_____
E. Vocal Inflection	1-5 (1=poor)	_____

### II. PLANNING & PRESENTATION OF LESSON (60%)

#### A. Content

1. Appropriate Music	1-5 (1=poor)	_____
2. Musical concept	1-5 (1=poor)	_____
3. Supportive Materials	1-5 (1=poor)	_____
4. Objectives	1-5 (1=poor)	_____
5. Organization	1-5 (1=poor)	_____

#### B. Subject Matter Competence

1. Information & Demonstration	1-5 (1=poor)	_____
2. Musical Model	1-5 (1=poor)	_____
3. Flow	1-5 (1=poor)	_____
4. Energy/Charisma	1-5 (1=poor)	_____

Total Part I x2 x.40 \_\_\_\_\_

Total Part II x2 x .60 \_\_\_\_\_

Total Parts I & II \_\_\_\_\_ Range =

## Elementary Music Observation

due:

Teacher:

Assignment: You are to observe 1 class in this week. You will use one of our lesson plan forms as well as lined paper to take notes on the class activities. This is not an evaluation of the classroom teacher, it is an observation of the musical activities of the class.

By observation you are to determine the:

Musical Concepts

Lesson Objectives

Activities that support the objectives

Procedures used to develop the objectives/activities

Evaluation measures used to determine if learning has occurred

Method of closure to each activity/concept

In a 27 minute class you may expect to see 2-3 separate activities which may or may not support the same concept and objectives.

1. This is a professional experience; dress and behave accordingly.
2. You may call ahead and leave a message regarding which class you are planning to observe.
3. You are asked to check-in in the school office before heading for the classroom (directions will be given in the office).
4. HAVE THE CLASSROOM TEACHER SIGN YOUR OBSERVATION/ LESSON PLAN FORM.
5. Following your observation write a report of the activities of the class period. Include references to objectives, procedures, evaluations, and closure. Be sure to discuss delivery skills and responses of the students. Minimum length is 2 pages typed (double spaced). Turn in your lesson plan/observation form along with your report.

# Curriculum Project

## Task:

Design a nine weeks music curriculum for a single elementary grade level.

Utilize all nine National Standards of Music

Create 18 lessons

Include singing, movement, listening and playing of instruments each week.

## National Standards:

Singing

Playing Instruments

Listening

Moving

Reading notation

Improvising/Composing

Evaluating musical performance

Learning multicultural music

(unified arts approaches)

## Procedures:

1. Choose a single grade level
2. Utilize Basal Series for that grade level (teacher's book, student book, CD)  
*The Music Connection, Silver, Burdett and Ginn.*
3. Discover what skills the students will have when they enter this grade and what skills they will develop during the year.
4. Assume that all activities will occur throughout the year. Divide the learning in each activity into fourths (each 9 weeks).
5. The unit you will write should be either the second or third nine weeks.
6. You will develop the complete music curriculum for your chosen grade level for that nine weeks.

Assume: two classes each week, 30 minutes each class, 20 students per class.  
you have all the space you need for movement  
you have all the Orff or other instruments you need.

7. For each activity area you will need to write at least one paragraph describing the learning mastered in that area prior to your unit, the learning to be achieved during the unit, and the learning to be achieved during the following unit. (at least three paragraphs)

8. In a chart-like representation for each activity area for the entire unit list :

<b>Conceptual Area</b>	<b>Objective</b>	<b>Activities / materials</b>	<b>time</b>
<i>example:</i>			
singing	aurally recognize	echo sing patterns	1.00
	so-mi-do and	sing National Anthem	3.30
	do-mi-so-do patterns	(include specific songs)	

Break down your areas into 18 class sessions, include some time for review (follow the guidelines for Explicit Teaching by Rosenshine)

Chart each lesson according to the above model.

Provide an overview page and a final summary page. List bibliography of references and other sources of materials. Include a Table of Contents.

**Format:**

Title page

Blank page

Table of Contents

Overview/Introduction (what you plan to accomplish during the nine weeks, special themes)

Singing page (past and future learning, present learning.

Singing chart

Playing page

Playing chart

Remaining standards areas

Individual lesson charts (1-18)

Summary (what was accomplished, personal reflections of the team)

Resources (BIBLIOGRAPHY)

Back cover.

The plan should be submitted a report cover.