

University of Nebraska – Lincoln
School of Music “ Fall Semester 2001

COURSE SYLLABUS

General Course Information

Course: MUED344 General Music Methods & Materials, 3 credit hours
Schedule: Tuesdays, Thursdays, and Fridays, 9:30AM-11:20AM
Location: Westbrook Music Building room 009

Instructor Information

Instructor: Dr. Robert Woody
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Title

General Music Methods and Materials

Catalogue Description

Skills knowledge, methods, and materials needed for successful teaching in the elementary and secondary general music setting.

Prerequisites

Admission to the Music Teacher Education Program and MUAP 235. Enrollment in MUED 344 should be parallel with MUED 322 and MUED 397A.

Text and References

Textbook: Campbell, P. S., & Scott-Kassner, C. (1995). *Music in Childhood: From Preschool through the Elementary Grades*. New York: Simon & Schuster Macmillan.

Course Objectives

Upon completion of this course, students will:

1. demonstrate excellence as a professional educator through class attendance, appearance, behavior, and consistent preparation and participation;
2. plan, deliver, and self-evaluate a lesson emphasizing speech, body percussion and rhythm;
3. plan, deliver, and self-evaluate a lesson emphasizing singing and pitch-related concepts;
4. plan, deliver, and self-evaluate a lesson emphasizing music listening and movement to music;
5. demonstrate performance competence on musical instruments used in general music teaching;
6. formally articulate one's attitude and values related to the role of general music in the complete music education of elementary and secondary school students;
7. develop a collection of pertinent reference and instructional materials that will be useful in future general music teaching; and
8. demonstrate knowledge of established learning theories, instructional strategies, and other issues related to being a classroom general music educator.

Content Outline

1. The role of music in the lives of children
2. Theories of childhood musical learning and development.
3. Established methods and approaches for teaching music (e.g., Orff, Kodály, Dalcroze).
4. Teaching rhythmic concepts to children.
5. Teaching pitch-related concepts to children.
6. Use of singing activities and development of the child voice.
7. Use of music listening activities in music education.
8. Use of physical movement, dance, and action games in music learning.
9. Use of pitched and nonpitched instruments in general music activities.
10. Teaching and assessing creative thinking in music classrooms.
11. Use of music technology in general music education.
12. Teaching with multicultural music materials and activities.
13. Challenges of teaching secondary general music and strategies for meeting them.
14. Identifying and utilizing resources for teaching general music classes.

Field/Clinical Experiences

For a five week period during the weeks of October 29 through November 26 (ending November 30), students will be placed in a practicum experience in a K-8 general music classroom setting. Three times per week, students will spend approximately 40 minutes observing, assisting, and teaching under the supervision of the cooperating teacher and university supervisor.

Grading Procedures

Attainment of the objectives will be assessed as follows (listed respectively by number of objective):

	Points
1. Professionalism	25
2. Peer teaching #1 (lesson plan, delivery, reflection)	30
3. Peer teaching #2 (lesson plan, delivery, reflection)	30
4. Peer teaching #3 (lesson plan, delivery, reflection)	30
5. Proficiency tests (recorder, guitar, dulcimer)	10
6. General music values paper	10
7. Resource notebook	20
8. Final exam	<u>25</u>
Total:	200

Academic Integrity

Students guilty of academic dishonesty will receive a grade of F for the course and will be referred to the UNL Student Judicial Affairs Office. Examples of academic dishonesty include copying (or attempting to copy) the work of another student or unauthorized source, fabricating or falsifying work done in an assignment, using unauthorized materials or study aids for a test or assignment, presenting someone else's work as one's own (without properly citing the source), and fabricating an excuse such as illness, accident, or personal crisis in order to avoid requirements of the course.

Special Needs

Please schedule a meeting with the instructor as soon as possible if you need an adaptation or accommodation because of a disability.

Overview of Assessment Components

1. Professionalism

Professional educators in the schools are expected to be absent from work only rarely, be punctual, dress and behave appropriately, and be prepared to perform the responsibilities of the position. That is the standard for this class. More specifically:

- Attendance. Perfect attendance is expected. Absences for illness or other valid reasons will be excused only when *advanced notice* is provided to the instructor. Only minimal excused absences are acceptable. Unexcused absences and tardiness will *harshly* affect performance on the professionalism component of the course grade.
- Punctuality. Students are expected to be in their seats at the start of class.
- Appearance. On regular class meetings, dress in a manner suitable for a respectable college student. When a student is scheduled to teach class or be visit a school (e.g., field experience practicum), he or she is expected to dress more professionally.
- Behavior. Contact with faculty and other students should be respectful. This includes proper decorum and language use.
- Preparation and Participation. Come to each class prepared to participate in all activities. Preparation of assigned readings will often be verified through short quizzes. Regarding participation in class musical activities (e.g., singing, dancing), students' grades are *not* affected by *how well* they perform musically, but grades are influenced by the *effort* students make in participating. All written assignments must be typed, unless otherwise indicated. Late assignments will receive a 10% deduction of possible points for each day late. Assignment with excessive grammatical or spelling errors will be returned ungraded and treated as a late assignment.

2. Peer Teaching #1

This in-class teaching assignment gives students the opportunity to practice strategies for teaching rhythmic concepts, largely through the use of speech, body percussion, and other physical movement. Starting with a children's poem or chant, students will create rhythmic ostinatos that are complementary to the original text. The resulting music materials will be used to teach the class a lesson that focuses on a rhythmic concept. Students will lead the class in a variety of musical activities such as rhythmic chant, body percussion, and performance on nonpitched percussion instruments. Following the delivery of their lesson, students will reflect on the teaching experience and, using guidelines provided by the instructor, write a reflective essay. The essay will give a detailed account of teaching from that student's perspective, identify strengths and weaknesses, offer explanations for success and failures, and propose ideas and solutions to problems. Note: With all three peer teaching assignments, reflective essays are due at the next class meeting (following the in-class teaching).

3. *Peer Teaching #2*

The second in-class teaching assignment gives students the opportunity to practice strategies for teaching musical concepts in a context of a song-based lesson. Students will involve the class in a variety of singing activities that also include elements such as *solfa* syllables, Curwen hand signs, and inner hearing practice. As with the first peer teaching assignment, students will write a reflective essay following their lesson.

4. *Peer Teaching #3*

In the final in-class teaching assignment, students have the opportunity to apply guidelines they have learned for teaching music listening lessons. Students will select a short musical composition and create a “listening map” or “icon chart” that visually represents the piece’s salient musical characteristics (e.g., form, rhythm, timbre) in manner that would be appealing to children. Students are also expected to make the music listening *active*, by including physical movement, dance, and/or action games into the lesson. As with the previous peer teaching assignment, students will write a reflective essay following their lesson.

5. *Proficiency Tests*

In this course, students will build basic performance skills on the soprano recorder, guitar, and dulcimer. Class meetings will include instruction on these instruments and opportunities for some individual practice; in most cases, however, students will need to practice outside of class also to attain the necessary proficiency.

6. *General Music Values Paper*

Students will write a formal paper stating their personal philosophy of music education, with particular attention given to the role of general music instruction and experiences. This assignment challenges students to carefully consider their priorities within music teaching, then formulate and crystallize their value systems with regard to general music education. Because this assignment deals with values, students will not be assessed on *what* their values are, but instead on how clearly they state them and how convincingly they support them.

7. *Resource Notebook*

Over the course of the semester, students will collect all materials distributed in class and organize them in a binder. Additionally, the resource notebook assignment will require students to obtain other materials outside of class. Students will order product catalogues from businesses that sell elementary music equipment and materials. The resource notebook will also include several article reviews, designed to acquaint students with professional journals relevant to general music teaching, as well as the results of a survey of internet resources.

8. *Final Exam*

Most of the course’s subject matter is covered in the practical context of teaching skills (and assessed accordingly through peer teachings and other hands-on assignments). Some information, however, is clearly more knowledge-based and best assessed by a written test.