

Central Washington University
Department of Music
Fall 2007

MUS 329: General Music Methods

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Course Description

MUS 329 (General Music Education) is designed to prepare music education candidates to meet the following 2007 Washington State General Music Endorsement Competencies: 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.12, 6.13, 6.14, 6.15, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23.

- **Admission to and continuation in the Teacher Education program requires that you purchase LiveText. You must present “proof of purchase” to the Certification Office, Black 228.**

Purpose Of The Course

MUS 329 is designed for those who will be teaching general music in an elementary, middle, and/or secondary school. Students will also be provided with materials and ideas for integrating music with other curricular areas. The course will include a review of major concepts and philosophies of music education, exposure to a variety of materials and song literature for the general music class and many singing, playing, movement, and exploratory activities.

Because of the nature of the course and the emphasis on in-class activities and demonstrations, students are required to attend all class sessions. Even though there are textbooks, the student’s comprehension of the material also depends upon class participation.

MUS 329 class sessions will be held in the music education classroom, Rm. 113 (Lecture: MWThF 8:00am-8:50am, Field experience TBD). One class period per week will be spent in the elementary music classrooms in the Ellensburg School District. The particular day in the week will rotate so that you may see and experience multiple grade levels and teachers. You will be expected to observe, take notes, and participate.

The student will be responsible for all assignments, whether or not he/she is present when the assignment is made. There may be unannounced group assignments which cannot be made up if the student is not present. **LATE ASSIGNMENTS, IF ACCEPTED WILL RECEIVE LOWERED GRADES.** In preparation for each class session, read assignments from the texts as well as supplementary materials as required. Class attendance is expected of those choosing the teaching profession. Poor attendance and or tardiness will affect the final grade.

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.

Required Text

Bourne, Patricia (2007), *Inside the Music Classroom – Teaching the Art with Heart*. Dayton, OH: Heritage Music Press, A Division of the Lorenz Corp.
ISBN: 978-0-89328-560-9

Journal Readings - As Assigned

Course Objectives

The MUS 329 student will:

- Research issues regarding the general music classroom through professional journals and texts.
- Demonstrate knowledge of the general music curriculum regarding content and construction.
- Plan and implement general music mini-lessons.
- Observe and discuss the musical behavior, development and ability of children in an educational setting.
- Develop instructional materials appropriate for the general music classroom.
- Demonstrate knowledge of classroom management techniques.
- Articulate a rationale for music education in the K-12 environment.
- Discuss major topics and issues presented throughout the quarter.

MUS 329 – Projects and Assignments

1. PROFESSIONAL ARTICLE REVIEWS:

Read one article each week for 6 weeks from the *Music Educators Journal*, current or past issues (**not from the required journal readings passed out in class**). Choose articles that focus on an aspect of music in the general music classroom. Write a one-page summary of the article stating major points, teaching ideas, etc. (25pts. Each)

Due Date: Each Monday beginning April, 2.

2. CURRICULUM CONSTRUCTION:

This assignment will involve the analysis of the Northshore School District general music curriculum.

3. INSTRUCTIONAL MATERIALS

Select **two** of the following projects to complete during the quarter. (100 points each)

DUE DATE: WEDNESDAY, MAY 30TH

- ✚ RHYTHM INSTRUMENTS – Build a set of rhythm instruments for your elementary students. Include in your set 1 pair of sand blocks, 5 pairs of rhythm sticks, 2 wrist bells, 1 pair of maracas, 3 drums of various sizes, and chimes. Feel free to substitute your own creative ideas, but aim for a variety of sound in the areas of membrane, wood, and metal. These instruments will be played by your future students, therefore give careful consideration to durability, playability, and attractiveness.

- ✚ KODALY – Construct the following materials:
 - Rhythm notation sticks
 - 10 felt staves with pockets containing note heads and note stems
 - Sol-Fa ladder (instructions will be distributed during class)

- ✚ ORFF-SCHULWERK – Select and orchestrate a combination of five poems and songs. Write an educational strategy for each of the works.

- ✚ ACTIVITY CARDS – Plan and write 10 job cards for learning stations appropriate for upper-elementary of middle school students. Write the details for the games, instrument directions, and other aspects of music that you plan to include.

- ✚ MUSIC UNIT: Prepare a music unit for the middle school or secondary school general music class. The unit should focus on an aspect of music whether it be a music concept (i.e. rhythm, melody, form, etc.) or, perhaps, a musical style (i.e. jazz, musicals, rock, etc.). The unit should consist of several lessons (each approximately 45 minutes in length). Each lesson plan should include the following information: (provide copies for each class member)
 - Grade level
 - Topic (concept, style, etc.)
 - Objectives
 - EARL's
 - Procedure Outline
 - Evaluation/Assessment

4. CLASSROOM MANAGEMENT PROFILE

Describe your future general music classroom (elementary or secondary). Include your room set-up (physical environment), the expectations you have of your students regarding overall behavior, classroom management issues you will be face (rules, consequences, procedures, etc.), and how you will deal with possible disruptions during a lesson/class. Remember – think “procedures” Harry Wong material (100 points) **Due Date to be announced.**

5. CLASS MATERIALS NOTEBOOK

Compile and organize all materials, handouts, articles, lesson plans and class notes into a three ring binders so that the information will be easy to find and use in your future job. (200 points) **Due the last day of class**

6. LESSON PLANNING AND IMPLEMENTATION:

Upon completion of the curriculum study, plan ten lessons. Begin by choosing one or two concepts, Essential Academic Learning requirements (EALRs), and instructional objectives. This lesson should be conceptual in approach through several activities. Consider Bruner’s three stages of learning: *enactive involvement, iconic representation and symbolic reading.*

- ✚ STRATEGIES – Include the following information: (provide copies for each class member)
 - Grade Level
 - Concepts
 - Objectives
 - Specific EALR's by number
 - Materials
 - Procedures
 - Evaluation/assessment
 - Closure/motivation

Don’t forget to include notation and directions for any games/activities. Please refer to the format described in assignment 4

(100 points)

7. FIELD EXPERIENCE LESSON

Choose a lesson plan from assignment #3 and teach a 10-minute lesson to one of the classes you visit in the Ellensburg School District. **This lesson will be posted on LiveText. Posting of final grades will be delayed until individual artifacts have been posted on LiveText accounts.** (250 points) The format for the project is as follows:

Lesson/Rehearsal plan with reflection

1. **Complete and post electronically the Classroom and Student Characteristics form. (See Appendix A) Make up fictitious details. This will help you think as well**

as help me evaluate the appropriateness of the plan for that grade level and situation.

Pages 19-23 of:

<http://www.k12.wa.us/certification/profed/pubdocs/PedagogyAssessment.pdf>

2. Complete and post electronically the Instructional Plan form (see Appendix B). This must include:

- Objective—addressing specific EALR's by number.

<http://www.k12.wa.us/curriculumInstruct/Arts/EALRs/EALRs.aspx>

It must include a non-performance or non-music EALR—if a rehearsal plan, you should involve students in creating, responding as well as performing.

- List all literature, recordings, media, equipment necessary. What is the “big idea” or core concept? What is the transferable understanding here?
- Lesson procedures—include warm-up (anticipatory set), attention to basics and prioritization (posture, format, rhythmic foundation, tone quality, intonation, speed/style).
- Include instructional strategies including verbal, non-verbal (model, conduct, vocalize both pitched and non-pitched, gesture, notated, student-directed)
- Assessment strategies: call and response, section performance, ensemble performance, individual assessment, focused question, discussion, index cards, written test or quiz, other ideas. How do you know students have learned?
- Closure/motivation—put parts back in context, change activity to something students enjoy, access personality and fun.

3. Write and post electronically a lesson reflection (if appropriate) after teaching lesson. (Self-evaluation - feedback from faculty and colleagues - ideas for improvement)

Appendix A:

CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate:

Date:

Cooperating Teacher:

School/District:

Grade:

Supervisor:

Lesson Title:

1. Classroom rules and routines that affect the lesson:
2. Physical arrangement and grouping patterns that affect the lesson:
3. Total number of students:
Females:
Males:
Age range:
4. Describe the range of abilities in the classroom:
5. Describe the range of socio-economic backgrounds of the students:
6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive:
7. How many students are limited English proficient (LEP)?
8. Describe the range of native languages and what, if any, modifications are made for LEP students:
9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?
Special Education
Number of
Category
Students
Accommodations/Pertinent IEP Objectives
10. How many 504 students are there? (see <http://www.ed.gov/about/offices/list/ocr/docs/hq5269.html>)
What accommodations are made for these students?
11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)?

Appendix B:

From Washington's Performance-Based Pedagogy Assessment

Instructional Plan

For each PPA lesson, please prepare a written Instructional Plan. Include descriptions or documentation related to your **assessment** strategies (e.g., copy of assignments, rubric) and any other materials or resources you will use. A sample Instructional Plan format is provided that includes the minimum requirements described below. Each college/university may have additional requirements you need to include in the Instructional Plan.

Learning Targets

In this section of the Instructional Plan, you must list the learning targets for your lesson. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALR's and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate, focus on outcomes that can be assessed, and incorporate a multicultural perspective.

Assessment Strategies

In this section of your Instructional Plan, you must describe the **assessment** strategies you will use to determine that your teaching has positively impacted student learning. Provide your supervisor with descriptions or documentation related to the **assessment** strategies. Your **assessment** strategies must measure the outcomes reflected in the learning targets. You must use multiple approaches to assessing learning and use **assessment** information for both formative and summative purposes. Your **assessment** strategies should indicate how you will provide feedback to the students about their performance, and include opportunities for students to self assess and reflect on their learning.

Grouping of Students for Instruction

Create opportunities for students to work individually and in different group arrangements that build academic competence for low status/historically marginalized students.

Learning Experiences

This section of your Instructional Plan must describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets. Your learning experiences should address multiple approaches to learning, including those that are responsive to students' cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status, and gender. You must include accommodations for the specific learning needs of students.

Your learning experiences must also:

- Account for students' prior knowledge, skills, experiences, and developmental levels
- Reflect the research and principles of effective practice
- Engage low status/historically marginalized students
- Incorporate a transformative multicultural perspective

- Stimulate student problem solving and critical thinking skills
- Your learning experiences must include strategies for creating an inclusive, supportive learning community, and provide opportunities for students to become intrinsically motivated and engaged in their own learning

Instructional Materials, Resources, and Technology

In this section, describe or provide to your evaluator the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning. Materials and other resources should incorporate a transformative multicultural perspective.

Instructional Plan

Teacher Candidate:

Date:

Cooperating Teacher:

Grade:

School District:

School:

University Supervisor:

Unit/Subject:

Lesson Title/Focus:

Learning Targets:

Assessment Strategies (Attach descriptions or documentation related to your assessment strategies)

Grouping of Students for Instruction

Learning Experiences (For example, you might specify the following: introduction, questions, learning activities, closure, and independent practice)

Instructional Materials, Resources, And Technology (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, and worksheets)

Appendix C: Rubric

Criterion	Not Submitted	Unmet	Met	Exemplary
Alignment Standards: WA 6.23 CTL 1.1.1		The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.	The plan's learning targets are explicitly aligned with EALRs, state learning goals, and school and classroom goals.	
Developmental and Instructional Appropriateness WA 5.2 CTL 1.3.3, 1.3.5		The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skill, experiences, and backgrounds of students or student characteristics and needs	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.	
Assessment: Technical Soundness		The plan's assessment strategies	The plan includes assessments that	

WA 6.21, 6.22 CTL 1.5.1		do not measure the intended outcomes of the learning targets.	measure the student outcomes reflected in the learning targets.	
Assessment: Multiple Modes and Approaches WA 5.3, 6.21 CTL 1.5.1		The plan's assessment strategies employ a single assessment mode or approach.	The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.	
Lesson Sequence WA 5.4, 6.4 CTL 1.2.1, 1.2.2		The plan's learning activities are unrelated to prior learning and do not support the learning targets.	The plan's learning activities account for prior learning and support the learning targets.	
Student Engagement WA 6.19 CTL 1.2.4		The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.	The plan describes how students will become intrinsically motivated and engaged in their own learning.	
Self-Evaluation (if appropriate) WA 6.24 CTL 1.3.4, 1.4.1		The self-evaluation does not incorporate aspects of peer and instructor feedback and identify areas for future growth.	The self-evaluation incorporates aspects of peer and instructor feedback and identifies areas for future growth.	

MUS 329 CALENDAR

WEEK OF

TOPICS/ASSIGNMENTS

Sept. 17
WTF

Course outline and requirements
What you are expected to do as a teacher
Who are you? – Your personality
What do we do?
Tips for success

Sept. 24
MWRf

Who's inside the classroom?
Piaget – Kohlberg – Maslow – Bloom
Student development
What to teach and when to teach it
Special needs students

Oct. 1
MWRf

What is inside the classroom?
National Standards – EALR's
Six basic concepts of music
Priorities of instruction
Bruner – Breaking instruction into practical pieces
Student learning systems

Oct. 8 (no class Mon.)
WRF

Methodologies
Orff
Theory
Practice
Speech – rhythm – song
Improvisation

Oct. 15
MWRf

Kodaly - Music reading & writing
Sol-Fa Teaching
Development of rhythmic & melodic motives then
transfer to staff notation

Oct. 22
MWRf

Dalcroze Eurhythmics - Learning and experiencing
music through movement

Oct. 29

Continue on Methodologies – give Presentation
guidelines

Nov. 5
MWR

Bringing the Heart into the Classroom

Nov. 12
WRF
(No class Mon. Vet.
Day)

Lesson Presentations in Class

Nov. 19
MW

Above and Beyond the Classroom
Choirs
Marimba groups
Outside performances
Concerts - programs

Nov. 26
MWR

Find 'it' and Staying in the Music Classroom

Dec. 3
MWR

Sharing of teaching experience
Dealing with Parents & other non-musical issues