

MUE 3600 Syllabus

MUE 3600: GENERAL MUSIC CURRICULUM & TECHNIQUES 2-1-2
Days/Time: T/R 9:30 – 10:45 **Classroom:** Band Room
Instructor: Lynn Corbin **Email:** lcorbin@valdosta.edu **Phone:** 333-5741
Office Room: FAB 259 **Office Hours:** as posted

CATALOGUE DESCRIPTION: Prerequisite: Grade of S in MUE 2999 and admission to Teacher Education. Materials and methods of elementary (general) music instruction in schools, K-12, including the historical and philosophical foundations of general music education. Instruction in basic pedagogy of all classroom instruments: recorders, percussion, and barred. Instruction in technology included.

RATIONALE: This course will develop students' understanding of creation, definition, structure, and implementation of elementary school music curriculum. This course is designed to develop students' abilities to provide effective instruction in general music, K-12, including lesson planning and delivery, incorporation of technology, and utilization of the Georgia Performance Standards in Music and the National Standards for Music.

TEXT: Bergethon, B., Boardman, E., & Montgomery, J. (1997). *Musical Growth in the Elementary School*, 6th edition. Fort Worth, TX: Harcourt Brace College Publishers.

COURSE OBJECTIVES: Upon successful completion of this course, students will:

1. Develop and present music lessons that follow appropriate sequence, that teach for conceptual musical understanding, and that are age appropriate for the target population **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
2. Utilize technology, specifically the Internet, to obtain resources for lesson material. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, V Planning and Instruction**
3. Articulate the benefits of music instruction. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, VI Professionalism**
4. Demonstrate growth in teaching abilities related to general music. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
5. Effectively incorporate facets of the Orff-Schulwerk, Kodaly, and Dalcroze approaches to music teaching. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, V Planning and Instruction]**
6. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, IV Assessment, V Planning and Instruction, VI Professionalism**

EDUCATIONAL OUTCOMES – DEPARTMENT OF MUSIC: This course addresses the following Department of Music educational outcomes.

1. Candidates will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism; VSU 1, 6**

2. Candidates will apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning; VSU 1, 6, 7**

4. Candidates will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. **COE-CFS: II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction; VSU 1, 2,3**

6. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music education.

7. Candidates in music education will meet all the standards set forth by the Georgia Professional Standards Commission and by the Valdosta State University Dewar College of Education for initial teachers.

COE = College of Education; CFS = College Framework Standard

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

EVALUATION: Evaluation will be based on a variety of assignments including lesson planning and implementation, written assignments, observations, and contributions to class activities. A Praxis II “Concepts and Processes”-style examination will serve as your final examination.

90-100% A 80-89% B 70-79% C 64-70% D below 64% F

ASSIGNMENTS:

Note the coded COE Conceptual Framework Principles outcomes listed following each requirement. Consult the key to find out how each assignment relates to the Principles, Knowledge, Dispositions, and Performances demonstrated by effective classroom teachers.

1. Question sets. There will be 11 sets of questions for the readings (12 points each). These are due on the day listed. They will be turned in electronically for credit via LiveText. Late submissions will be accepted for reduced credit. Spelling and grammar count (see rubric). **COE-CFS: I Content and Curriculum, Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
2. Teach a song by listening, a.k.a. “rote.” 10 points. Using the procedures from class and your textbook, teach the class a song by imitation. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, V Planning and Instruction**
3. Observations. 1 point each/total 15. You will complete 15 hours of elementary school field experience/observations. These observations must fall into EACH of the following elementary school grade categories: PK-K, 1-3, and 4,5. Visit the Valdosta City and Lowndes County schools web pages for addresses, phone numbers, and staff contact information. Some of these will be scheduled during class time. You will document your observations/field experiences via a LiveText form. **Special note:**

Lowndes County requires a special background check form to be completed prior to admittance to any Lowndes County School. COE-CFS: I Content and Curriculum, Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism

4. Two Solo lessons. 24 points each. Prepare and present a lesson appropriate for elementary school-age students. Level is of your choice,, but you must do two different levels. You will turn in a complete lesson plan via LiveText using the format provided. Time is 15-18 minutes. There will be penalties for lessons that are short by more than 1 minute or long by more than 2 minutes. These will be videotaped and you will complete a self-evaluation after you watch your tape segment. The assignment is not complete until the lesson plan and the self-evaluation are turned in. Lesson plans and self evaluations must be submitted via LiveText in order for you to receive a grade. **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

Find the GPS for Music at:

<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts.aspx>

Notse on lesson assignments: Failure to follow prescribed sequence protocol will result in low scores on the event.

6. Final exam. The final exam will occur as scheduled **COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

7. Lab Component. The total number of hours is 15 hours field observations.

NOTE: All assignments will be listed in LiveText. All submissions of written work, including observations, self evaluations, and lesson plans will be made in LiveText. All assessment criteria can be found attached in each assignment.

ATTENDANCE POLICY: Because this course is an interactive and participatory course, your presence in class is crucial to your professional development. Attendance will be recorded every class. Tardies will count against you – but it is better to come for part of the class than none (3 tardies = 1 absence). Do not be shy about entering after class has started. Any absence on a presentation day will subtract points from your total. Other absences will be considered in your participation grade. Prior notice of absences (appropriate trips, illness, etc.) will allow make-ups. Notice after the fact may not – this will be at the instructor’s discretion Please be aware that patterns of behavior strongly affect such decisions. If you are unprepared for your presentation, you will probably not be permitted to make this assignment up at a later time. It has more to do with respect for other presenters’ time than anything else. It is unfair to shortchange others because of another’s lack of preparation. **COE-CFS: V Professionalism**

ASSISTANCE WITH LESSONS: You may ask Dr. Corbin for help. This is especially recommended for the first lesson. The second lesson will receive only limited input from Dr. Corbin.

Advocacy Report Background:

The school board of your district has all but decided to eliminate Art, Music, and yes, PE. There is an active group of parents who believe Music and Art decrease learning time that should be spent on academic pursuits. There is another group of parents who are adamant about keeping PE but feel Art and Music could be eliminated with no noticeable detriment to student development. A small but arts-focused group is also ready to make a presentation. You have agreed to be their consultant/spokesperson.

TASK: Prepare a speech of 5 minutes designed to convince the school board that music, art, and PE are crucial to the full education of children. You may use external sources (Net, MEJ, etc.) and are strongly encouraged to use your textbook.

The District:

Rural: HS has 1500 enrollment, 2 MS have 800 each, 5 ES with 180 each

Sports: Championship girls and boys basketball at HS and MS; strong wrestling program, strong track and field boys and girls, football is second to basketball in popularity.

Academics: An average report card. About 1/3 of the students attend post-secondary education. About 10% attend elite colleges. Test scores are on the low side but meet minimum standards. Scores have been declining the past 4 years.

Community: primarily lower middle to middle class; Ethnic mix about 50% white, 40% black, 20% Hispanic/Asian/other. A new subdivision has attracted a growing number of professional college-educated parents. Some support art, music and PE; push is from others including a group of conservative citizens who just want “basics.”

Music program:

High School

Choral ensembles: 5 total (3 mixed, 1 men's, 1 women's) receive superiors and excellents at festival

Instrumental ensembles: 3 total (marching/concert, wind ensemble, jazz) receive “superiors” and “excellents” at festival; win or place in competitions; AP music

General music – composition/appreciation/keyboard combination

Middle Schools

One instrumental and one choral ensemble at each school plus exploratory program

3 of the ensembles are doing well; 1 choir is terrible

Elementary Schools

Certified music specialist in each pre-k-5 school

3-4-5 choir in each school; one school has the Yamaha MIE program; 3 schools are Orff-focused; 1 is struggling academically as measured by district and national tests, others are average or above.