

CATALOG DESCRIPTION: Review of current methods and approaches of general music education, including multicultural approaches to music teaching.

RATIONALE: This course will allow students to examine the philosophies that support current best practice in general music instruction, and to apply these in depth. An increased awareness of multicultural approaches and issues will heighten abilities needed in the diverse schools of today and tomorrow. The exploration of authentic assessment will enhance students' abilities to apply these protocols more effectively.

TEXT: *Music in Childhood*. P. Sheehan-Campbell and C. Scott-Kassner. 3rd Edition, (2006). New York: Schirmer Books.

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

1. Apply principles of best practice as presented in readings and observations.
2. Incorporate multicultural considerations into their presentations.
3. Develop and apply authentic assessment strategies appropriate for general music.

DEPARTMENT OF MUSIC – EDUCATIONAL OUTCOMES:

2. Students will select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
4. Students will analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students can learn.

**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.

NASM Standards for a Master's Degree in Music Education

- 1. Students demonstrate advanced competencies in music education.
- 3. Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

EVALUATION: The basis of evaluation in the course will be content examinations, reports and presentations, class interaction, and written assignments. Attendance is required in keeping with University, college and departmental policy.

ASSIGNMENTS:

- 1. 2 20-Minute Solo Lesson Presentations. Using a child-centered, or constructivist, approach, plan and present two lessons appropriate for an elementary level class, K-5, or a middle school level class, 6-8. Lesson plans must include at least one National Standard for Music, and one Georgia Performance Standard for Music, appropriate for the targeted level. Each lesson must have an observable assessment component and be presented in a detailed outline that includes materials, procedures, and activities. 50 points each

Find the GPS for Music at:

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

- 2. Final Project: Select a music concept (melody, harmony, rhythm, etc.) and develop a series of five lessons (minimum 20 minutes each) focused on that concept. You may develop one for each elementary grade (PreK-4, 1-5) or a combination of middle school grades (6-8). A second option would be to develop the lessons for the same grade. As long as the primary focus is on the main concept, other concepts may be incorporated as appropriate to have well-structured lessons. Be sure that each activity correlates with an objective and that the objectives present the concepts under study. Each lesson must also have at least three of the following activities:

playing, singing, listening, describing, moving, creating or improvising. One of these lessons may serve as one of your microteaching presentations. 125 points

3. Class Presentations: Develop and lead a short (10 minutes) lesson presenting a core activity representing each of the major methods of teaching music (Kodaly, Orff, Dalcroze). 25 points per presentation.
4. Field-based Experience: Develop a proposal to conduct a 5-hour field-based experience in general music. This can be a portion of an ensemble class, arranged with a local general music teacher, or other venue. The proposal should include a general outline of what the students will learn and how you intend to present the information. The learning activities should be participatory, not lecture-based. An assessment component is required. The project will be submitted following implementation. Submitted materials must include all lesson plans, AND the assessment of learning. This project may be at any level, K-12, as long as the focus is on concept development, not facts about music. 50 points
5. Midterm and Final Exams: There will be a midterm and final written exam over material learned in class and in the textbook. 50 points each

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| 90-100% | A |
| 80-89% | B |
| 72-79% | C |

ACADEMIC INTEGRITY

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.