

CATALOGUE DESCRIPTION: Historical, philosophical, and sociological foundations of music education.

RATIONALE: This course provides the graduate student in Music Education with a survey of scholarly topics central to the understanding of the status of music in American Schools. The history of music in the curriculum of American schools is seen in the context of the sociological history of public education. The course includes a survey of recent research in Music Education and issues in the Music Education profession..

TEXT: *Music Education: Source Readings from Ancient Greece to Today*, 3rd edition, 2008, edited by Michael Mark. New York: Routledge.

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

1. Chronicle the history of the development of American schools and the status of music education in the curriculum of public schools
2. Identify philosophical systems operant in the origin and development of schools in the United States and the implications of philosophical positions on the justification of music in public schools
3. Discuss the sociological implications of music in public schools
4. Discuss major current issues and trends in music education.
5. Evaluate and analyze recent research in Music Education

EDUCATION OUTCOMES: This course meets the following Educational Outcome:

- #1. Demonstrated knowledge of the historical and sociological foundations of music education in the United States.

NBTS Music Standards

- I. Knowledge of Students. Accomplished music teachers understand the cognitive, physical, and social development of students and know their musical background; they use this knowledge to foster productive relationships with students and to provide music instruction that meets their needs.
- II. Knowledge of and Skills in Music. Accomplished music teachers consistently demonstrate outstanding performance and musicianship skills, comprehensive knowledge of music theory and history, and highly specialized knowledge in general, choral, or instrumental music as they provide students with high-quality, sequential instruction in music.
- III. Planning and Implementing Assessment. Accomplished music teachers plan and implement assessments, use assessment data in planning subsequent instruction, and employ a variety of methods to evaluate and report student progress.

- IV. Facilitating Music Learning. Accomplished music teachers employ materials, methods, and strategies that engage students' interest and facilitate music learning. They have highly specialized knowledge in choral, instrumental, or general music as they provide students with high-quality, sequential instruction in music.
- V. Learning Environments. Accomplished music teachers create and foster dynamic learning environments that are characterized by trust, risk taking, independence, collaboration and high expectations for all students.
- VI. Valuing Diversity. Accomplished music teachers understand and value the distinctive role of families, colleagues, the community, and others in the music education process and continually seek opportunities to build partnerships with them.
- VII. Collaboration: Accomplished music teachers understand and value the distinctive role of families, colleagues, the community and others in the music education process and continually seek opportunities to build partnerships with them.
- VIII. Reflection, Professional Growth, and Professional Contribution. Accomplished music teachers reflect on their teaching, students' performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field.

Assignments

Reading assignments are due on the date listed and are associated directly with the topic scheduled for that class meeting. You are expected to have read the passages and developed at least five (5) questions appropriate for discussion in class for each set of readings. The questions will be turned in to Dr. Corbin via email no later than 3:30 pm on the day of class. *NBTS Standard addressed: VIII*

Midterms I and II

Select a topic from the associated readings and develop a PowerPoint interactive presentation for the class. This presentation should focus on practical applications of the issue in contemporary music education: effects, impact, influence, etc. The presentation should last approximately 20 minutes. You are encouraged to consult with Dr. Corbin about your topic(s) in a timely manner in order to prepare appropriately. *NBTS Standards addressed: IV, V, VIII*

Final Exam

You may either prepare a third PowerPoint interactive presentation for the class (as above) or write a 10-12 page research paper on a similar topic. All topics must be approved by Dr. Corbin. The presentations will occur during the scheduled final exam time. *NBTS Standards addressed: IV, V, VIII*

Evaluation

Readings/Questions	13 @ 5	65	
Midterms	2 @ 30	60	
Final	30		30

Participation/Preparation	15 @ 3	<u>45</u>	
	TOTAL		200

EVALUATION: Course evaluation will be based on periodic written and oral assignments on the topics assigned in class.

Special Note: In this class, you will complete a Literature Review in conjunction with one of your presentations. The Review needs to include a brief introduction to the topic, a minimum of 8 research sources (no internet), and a summary of the research. This will be submitted via LiveText to Dr. Corbin “for review.” Additional information will be provided.