Iowa State University
Course Syllabus – Fall 2014
Music 366 – Methods of Music Education
Music Hall room 2 – TR 11:00 - 11:50; 2:10-3:00

Instructor: Dr. Natalie Steele Royston
Music Hall 207
ISU Phone: 294-6829
Email: nasteele@iastate.edu

Pre-requisites:
C or better in Music 266
Full Admission into Teacher Education Program
Concurrent enrollment in Music 480k (1hr) & Sp Ed 401

Required Materials:
• Music in Childhood: From Pre-School through the Elementary Grades: Patricia Shehan
  Campbell & Carol Scott-Kassner, 4th ed, Schirmer Books
• Iowa State University Music Education Handbook –online
• 1 three-ring binder for class notebook
• Recorder
• (Guitar pick)

Recommended Text:

Course Description:
Music 366 acquaints music education majors with strategies and materials including
development of appropriate objectives and plans for general music classes and evaluating musical
learning; overview of Orff Schulwerk, Kodály, Dalcroze, and Gordon approaches; music in
special education; and required peer teaching. Concurrent enrollment in Music 480K (1
credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.

Learning Outcomes:
1. Students will demonstrate skills in age and developmentally appropriate goal setting, lesson
   planning and lesson presentation for the K-5 general music classroom.
2. Students will demonstrate skills in curriculum development & sequencing for the K-5 music
   classroom.
3. Students will demonstrate skills in selecting and implementing age-appropriate materials &
   activity selection and application for the K-5 music classroom.
4. Students will demonstrate skills in student assessment for the K-5 general music classroom.
5. Students will demonstrate a working knowledge and application of teaching methods
   including Kodaly, Orff, Dalcroze, Suzuki, and Gordon.
6. Students will demonstrate the ability to accommodate for the diverse needs of students in
   the K-5 general music classroom.
7. Students will demonstrate piano & recorder proficiency through classroom demonstrations
   and applications.
8. Students will demonstrate the ability to reflect and self-critique their teaching.
9. Students will demonstrate an understanding and application of the ISU Teaching Standards
   through the compilation of the ePortfolio.
**Attendance Policy:**

All students are expected to attend class regularly. You are allowed 1 absence that will not affect your grade. Each additional absence will lower your final grade by 1 letter grade. More than three unexcused absences will result in a failing grade for the course. 2 tardies is equal to 1 absence. Excused absences will only include University sanctioned absences and family or medical emergencies. Documentation will be required for all medical emergencies. Use your 1 absence wisely.

You are responsible for the class materials and all assignments. NO incompletes will be given unless you are in an emergency situation. Check my office door for office hours. Appointments may also be made outside of regular office hours, as there may be times that I have appointments with other students or observations with student teachers. If you need to be certain of seeing me, making an appointment will guarantee some uninterrupted time.

**Additional Requirements:**

IMEA attendance Nov 20-22 (registration fee will be required)

Optional (but encouraged) - Music Mentor Workshop: Fort Dodge, IA, Nov 8, 2014 (free)
- Luther Music Education Symposium, TBA ($10)

**Professional Expectations:**

You will be required to function as independent thinkers capable of demonstrating creativity, critical thinking, and problem solving skills. You are responsible for being aware of the attached calendar and all due dates. Reminders may or may not be given; do not rely upon them.

I will expect you to view yourselves as professionals, and, therefore, to act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same from you. This is an interactive class, and we will be learning from each other. At this point, you should prepare yourself for the professional world. I would not expect a professional to skip work; therefore, I do not expect you to skip class.

When observing in the schools, you are expected to dress and act professionally. Be respectful and courteous. Dress appropriately, turn off your cell phone, and do not chew gum, take food or drinks. All communications with teachers, written or verbal, should also maintain a professional demeanor.

**Communication:**

Communication should take place, whenever possible, during class time, my office hours, or an arranged appointment. Please refrain from emailing unless you have made an effort and been unable to speak to me in person or it is an emergency. Emails received in the evening, on weekends, or holidays, will be answered during the next business day. Every attempt will be made to reply to other emails within 24 hours. Please do not email assignments to be proofread and/or edited for you.
Class Participation:
There will be frequent class activities and discussions that require participation, and students are expected to be prepared. Class participation will be factored into grading. This means completing the required reading and actively participating in class every day so that discussions can be as meaningful as possible.

Disability Statement:
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Please request a Disability Resource staff to send a SAAR form verifying your disability and specifying the accommodations you will need.

Evaluation:

Written Assignments and Projects *(Late papers and/or projects will receive a zero)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>7 lesson plans @ 20 points each</td>
<td>140</td>
</tr>
<tr>
<td>3 teaching segments @ 25/5 each</td>
<td>90</td>
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<tr>
<td>Chapter assignments @ 11 @ 10 each</td>
<td>110</td>
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<tr>
<td>Teaching Methods Assignment</td>
<td>25</td>
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<tr>
<td>Philosophy</td>
<td>10</td>
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<tr>
<td>2 Tests @ 50 each</td>
<td>100</td>
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<tr>
<td>Song list assignment</td>
<td>25</td>
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<tr>
<td>Listening list assignment</td>
<td>15</td>
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<tr>
<td>Reading in Content Area Assignment</td>
<td>25</td>
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<td>Journal article Assignment</td>
<td>10</td>
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<td>Budget Assignment</td>
<td>25</td>
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<td>Curriculum Assignment</td>
<td>25</td>
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<tr>
<td>Bulletin Board</td>
<td>10</td>
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<tr>
<td>Notebook</td>
<td>10</td>
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<tr>
<td>2 Proficiencies @ 10 each</td>
<td>20</td>
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<tr>
<td>Miscellaneous</td>
<td>20</td>
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</tbody>
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**TOTAL = 660**

Grading Scale:

- 614-660 = A
- 594-613 = A-
- 581-593 = B+
- 548-580 = B
- 528-547 = B-
- 514-527 = C+
- 482-513 = C
- 462-481 = C-
- 396-461 = D
- below 396 = F

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades. Keep in mind that an A is a result of EXCELLENT work, a B is a result of GOOD work, and a C is a result of AVERAGE work.

A “C” or better is needed in this course.
Written Assignments
The development of writing skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and cogency. All assignments are to be completed on time and are due at the beginning of class in hard-copy form (unless announced ahead of time). Additionally, written work is to be typed, double-spaced, error-free, in proper essay form, and stapled in the upper left-hand corner. Late assignments will NOT be accepted. Additionally, assignments not received on time will be given a zero. Be mindful in backing up your work.

Music 366 Fall 2014 Calendar (as of 8/22/14)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Introduction; discuss syllabus, course, practicum, etc</td>
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<tr>
<td>Aug 28</td>
<td>MIC pp. 1 – 29</td>
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<tr>
<td>Sep 2</td>
<td>MIC pp. 30 – 46</td>
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<td>Sep 4</td>
<td>MIC CH 4</td>
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<tr>
<td>Sep 9</td>
<td>MIC Ch 3 (discuss lesson plans)</td>
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<tr>
<td>Sep 11</td>
<td>continued</td>
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<tr>
<td>Sep 16</td>
<td>MIC Ch 5</td>
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<tr>
<td>Sep 18</td>
<td>Teach song</td>
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<tr>
<td>Sep 23</td>
<td>Teach song TEACHING METHODS</td>
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<td>Sep 25</td>
<td>Test #1</td>
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<tr>
<td>Sep 30</td>
<td>MIC – Ch 6</td>
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<tr>
<td>Oct 2</td>
<td>MIC – Ch 7 CH 7 questions due – Lesson plan 1</td>
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<tr>
<td>Oct 7</td>
<td>Teach Lesson 1 Lesson Plan 2</td>
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<td>Oct 9</td>
<td>Teach Lesson 2</td>
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<tr>
<td>Oct 14</td>
<td>Teaching Reading in the music classroom</td>
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<tr>
<td>Oct 16</td>
<td>continued with children’s literature</td>
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<tr>
<td>Oct 21</td>
<td>Ch 15 PHILOSOPHY</td>
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<td>Oct 23</td>
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<td>Oct 28</td>
<td>Ch 8</td>
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<tr>
<td>Oct 30</td>
<td>Ch 9 – listening Song List DUE</td>
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<tr>
<td>Nov 4</td>
<td>Continued Ch 9 questions due</td>
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<tr>
<td>Nov 6</td>
<td>MIC Ch 11 Ch 11 assignment – Lesson plan 6</td>
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<tr>
<td>Nov 11</td>
<td>MIC Ch 10 Ch 10 questions due</td>
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<tr>
<td>Nov 13</td>
<td>MIC Ch 12</td>
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<tr>
<td>Nov 18</td>
<td>READING IN CONTENT AREA-lesson plan 5</td>
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<tr>
<td>Nov 20</td>
<td>IMEA Nov 20-22 - required attendance Listening List Due</td>
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<tr>
<td>Dec 2</td>
<td>Teach Lesson 3 JOURNAL ARTICLES – Lesson Plans 3 &amp; 4</td>
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<tr>
<td>Dec 4</td>
<td>Teach Lesson 4</td>
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<tr>
<td>Dec 9</td>
<td>Middle School General Music Lesson Plan 7</td>
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<tr>
<td>Dec 11</td>
<td>BUDGET &amp; CURRICULUM</td>
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<tr>
<td>Dec 15</td>
<td>2:00 section – Final Exam NOTEBOOK</td>
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<tr>
<td>Dec 16</td>
<td>11:00 section – Final Exam NOTEBOOK</td>
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ASSIGNMENTS

Lesson Plans (SA #5: Instructional Strategies) – 20 points each
You will write 7 lesson plans this semester for elementary general music classes
Each lesson plan must be complete and teachable w/ available resources & materials
Make sure each lesson addresses some teachable music concept as well as assigned activity.
Resources are available in Room 2

1) Rhythm activity (no instruments – body perc OK) - Oct 2
2) Instrument activity– non perc - Oct 7
3) Song with movement/game - Dec 2
4) Listening lesson - Dec 2
5) Teach a reading lesson in music class (incorporate reading strategies) – Nov 18
6) World Music Lesson – Nov 6
7) Integrated Lesson – Dec 9

Teaching Segments – 3 @ 25 points with 5 point self-reflection
Each of you will teach 3 lessons this semester
At least one lesson that you teach should demonstrate the inclusion of special needs student
Teach a song (with piano) – EVERYONE - Sept 18 & 23
Lesson plan #1 – half the class – Oct 7
Lesson plan #2 – half the class – Oct 9
Lesson plan #3 – half the class – Dec 2
Lesson plan #4 – half the class – Dec 4

Piano Proficiency ~ 2 parts
All students must display a basic piano proficiency by accompanying one song -
Acceptable: maintain tempo, play melody + choral accompaniment (chords must be appropriate for the melody) – 1-2 mistakes
Unacceptable: 3 or more mistakes

Recorder Proficiency ~ by the end of the semester
   correct notes or chords
   correct rhythm
   correct fingering
   good sound

Acceptable: not more than 2 mistakes   Unacceptable: 3 mistakes

Bulletin Board ~ Scheduled throughout semester
Each student will make one bulletin board. The purpose of bulletin boards in the schools is for students to learn something about music. Your bulletin board will be evaluated on its success as a music education tool and as an aesthetically pleasing product. Due dates will be assigned.
Teaching Methods Assignment – Due Sept 23
In small groups create an informational document on one of the following music teaching methodologies: Orff, Dalcroze, Kodaly, Suzuki, or Gordon. Topics and groups will be assigned in class. Documents can be in the format of your choice and will be shared/distributed to the class.

Philosophy of Music Education ~ due Oct 21
Write your philosophy of music education. It should be based on your readings, observations, and class discussions. This is a philosophy statement that will be revisited each year as it should be done each year of teaching. This is something you will have to address on your student teaching application and on many applications for jobs. Should be 1-2 pages in length, double spaced, and free from grammatical and spelling errors. (make sure to write your personal philosophy – not an advocacy for music education!)

Song List Compilation – with partner - Due Oct 30
Create a list of 25 songs – organized by teaching concept and grade level (use a variety) that you would use in an elementary general music classroom - label by concept, grade level, song type

Listening Reference Compilation – with partner – Due Nov 18
Create a list of 10 listening selections - organized by teaching concept and grade level that you would use in an elementary general music classroom – why you chose the piece, what would be taught, and general strategies

Journal article assignment - due Nov 18
Find and read 2 articles from recent Music Education journals related to teaching general music (can include, technology, special needs, methods, etc). Write a synopsis of each article and provide an accurate citation with your synopsis. Post to Blackboard. These will be shared with your classmates.

Reading in the Content Area Assignment- due Nov 20
Create a document describing the application of reading strategies in the general music classroom. Give an example of how each may be implemented in the music example. Take at least one of these and develop into a lesson plan that may be used in a k-8 classroom.

Budget Assignment - details to be distributed in class – Due Dec 11

Curriculum Assignment – with a partner - Due Dec 11
Listing/Description/Chart of concepts and behaviors to be learned at each grade level from K-5

Notebook ~ due December 15 or 16 at exam time (hardcopy and/or electronic)
Must be organized, please label sections, please DO NOT use plastic pages in your notebooks!
class notes (from all class meetings) and notes from readings
handouts from class and workshops/conferences/festivals attended
All assignments from the semester