MUS 366 FALL 2015
METHODS OF MUSIC EDUCATION
Tuesday, Thursday: 11:00 – 11:50
Dr. Christina L. Svec

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Office: Music Hall 205
Office Hours: Tuesdays 9-11am
2-3pm
Thursdays 9-11am
2-3pm
*Additional times available by appointment

Required Texts
Iowa State University Music Education Handbook
1 three-ring binder for class notebook
Yamaha soprano recorder (any model is acceptable)
$9 from Reiman’s, located in Ames
http://www.riemanmusic.com/t-location_ames.aspx

Recommended Text

Course Description
The purpose of this course is to stimulate thinking regarding children’s learning potential in general elementary music instruction. Course topics will address what to teach (curriculum, literature), how to teach (directives, modeling, feedback), and prominent pedagogies within the field (Kodaly, Orff, Dalcroze, Music Learning Theory). Additional topics will include evaluation, assessment, reading, and special learners. Required teachings and/or observations in the ISU Child development Laboratory School are still to be determined. Concurrent enrollment in Music 480K (1 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.

Learning Outcomes
1. Students will develop the basic skills needed to lesson plan, implement planned lessons, and sequence instruction that is developmentally appropriate within an elementary music classroom.

2. Students will appreciate the importance of music instruction in early and mid-childhood, and that quality early and mid-childhood music instruction will benefit children in middle and high school music programs.
Learning Objectives: Students will…
1. experience and describe early childhood music pedagogy;
2. explain the importance of music education in an early, mid-childhood setting;
3. demonstrate an understanding of how general music contributes to a school music program;
4. describe and demonstrate various components of popular elementary teaching philosophies including Kodaly, Orff, Music Learning Theory, and Dalcroze;
5. demonstrate knowledge of goal setting, lesson planning, and lesson presentation for the K-5 general music classroom;
6. demonstrate knowledge of curriculum development and sequential instruction appropriate to specified grade levels and stages of preparatory audiation in children;
7. demonstrate knowledge of materials and activities appropriate to specified grade levels and stages of preparatory audiation in children;
8. list and describe measures of assessment appropriate for formal and informal music learning in childhood;
9. demonstrate an understanding of classroom instruments, listening, chanting, singing, moving, and pattern instruction as appropriate to K-5 music;
10. demonstrate the ability to accommodate for the diverse needs of students in the K-5 general music classroom;
11. demonstrate piano and recorder proficiency through classroom demonstrations and applications;
12. critique personal teaching sessions;
13. describe strategies used to teach reading skills in an elementary class; and
14. demonstrate an understanding and application of the ISU Teaching Standards through the compilation of the e-portfolio.

Attendance Policy
All students are expected to attend class regularly. Missing more than two (2) unexcused class meetings will result in lowering the final grade one grade letter for each additional absence. Three tardies will count as one absence. Regular attendance with promptness and with assignments completed reflects a positive, accepting attitude in university education. With the responsibility of being a music education student comes a conscious decision to act professionally at all times.
Students who miss class for non-curricular reasons are responsible for completing all assigned course requirements in a timely manner. For campus-sponsored events, the faculty handbooks states that the person responsible for the event or activity should provide participants with a letter explaining the proposed absence and its duration including travel times for off-campus events and activities. Students must provide this documentation to instructors at least 10 days in advance of the activity or event, expect when such notice is not possible.

**Extra Information Regarding Attendance**

1. The following absences DO NOT constitute a university excused absence: illness (even with a note from your personal doctor or the UNT health clinic), family illness, or even family death. The three unexcused absences allowed by the Division of Music Education are to be used for absolute emergencies only. So keep it simple. Attend every class, and arrive early.

2. If you arrive late to class, it is YOUR RESPONSIBILITY to inform me after class so that I can change an absence mark to a tardy mark. Do not leave class that day until you see me change the mark. If you are late, but do not remind me that you came to class, any marks for absence that day will not be changed.

3. Students who leave class early will receive a tardy for the day.

4. The following activities will result in an automatic absence:
   - Texting during class
   - Checking e-mail during class
   - Eating in class

**Assignments**

You will be asked to complete assignments that are relevant to our topics of discussion in class. **All written assignments must be typed.** I will not accept handwritten work unless previously specified. Late assignments will not be accepted. Make sure you print your assignments early enough to have them ready at the beginning of class. Excuses regarding printer problems are not acceptable. If you have computer problems, make sure you print your assignments **before** class begins.

- **If you are absent, you are still responsible for turning in assignments on time (via e-mail or having a friend bring the assignment to me).** Likewise, it is your responsibility to find out what was assigned for the following class. Regardless of whether or not you were absent, you are still expected to turn in work on time.

**ASSIGNMENTS**

**Lesson Plans/Teaching Segments (40%)**

You will write and present 6 lesson plans this semester for early childhood and/or general music classes. Each lesson plan must be complete and teachable with available resources and materials. Make sure each lesson addresses some teachable music concept as well as assigned activity. A template lesson will be made available. Resources are available in Room 125.
1) Vocal Exploration Stories
2) Movement – Laban
3) Preparation Lesson
4) Presentation Lesson
5) Practice Lesson
6) Recorder Lesson (to prepare or practice an element)

Lab School Observations/Lesson Analyses TBD (10%)

Class Readings/Discussions – (10%)

Piano Proficiency – by the end of the semester: (5%)
All students will display a basic piano proficiency by accompanying two songs:
   1) Simple song accompaniment with I/V or I/IV/V chords – “boom-chuck”
   2) Children’s choir piece (selections available from Dr. Svec)
      a. play melody
      b. play EITHER full accompaniment as written OR a watered-down version
         that children could still sing with during a rehearsal

Piano proficiencies will take place in Dr. Svec’s office (Music Hall 205) anytime during
the semester. Email for an appointment.

Recorder Proficiency – throughout the semester (5%)
All students will demonstrate basic recorder proficiency by the end of the semester.
Informal evaluations will take place during class in addition to the recorder lesson plan
and teaching segment.

Philosophy of Music Education (5%)
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. The
document 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 (5%)
Create 15 mastercopies using mysongcollection.com
Organized by grade level (use a variety) that you would use in an elementary general
music classroom – analysis template to be provided.

Children’s Choir Repertoire Compilation – with partner: (5%)
Create a list of 5 pieces appropriate for children’s choir. A brief analysis will be expected
that will be discussed during class. You will be responsible for purchasing 1 copy of each
piece. Usually pieces are between $1-$2, so the project will cost no more than $10.

Listening Reference Compilation – with partner (5%)
Create a list of 5 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 (5%)**
Find and read 2 articles from recent music education journals related to teaching general music (can include technology, special needs, methods, research, etc.). Write a synopsis of each article (to be elaborated at a later date), and provide an accurate citation with your synopsis.

**Reading in the Content Area Assignment (2.5%)**
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.

**Bulletin Board (2.5%)**
Each student will make one bulletin board. The purpose of the 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.

**Grading Policy**
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59

**Academic Dishonesty**
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.  
http://www.dso.iastate.edu/ja/academic/misconduct.html

**Disability Accommodation**
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact (instructor name) to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with (instructor name), you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu . Retroactive requests for accommodations will not be honored.

**Dead Week**
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook [http://www.provost.iastate.edu/resources/faculty-handbook](http://www.provost.iastate.edu/resources/faculty-handbook).

**Harassment and Discrimination**
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](tel:515-294-1020) or email [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu), or the [Office of Equal Opportunity and Compliance](mailto:515-294-7612)

**Religious Accommodation**
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](mailto:515-294-1020) or the [Office of Equal Opportunity and Compliance](mailto:515-294-7612).

**Contact Information**
If you are experiencing, or have experienced, a problem with any of the above issues, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu).

**Classroom Disruption Policy (Faculty Handbook, Section 10.5):** Should any student officially enrolled for credit or audit in a class disrupt the instructor’s ability to ensure a safe environment, control the class agenda, and/or deliver the approved curriculum, the instructor has the right to ask that the disruptive action cease immediately. Although most situations are best resolved without resorting to requests for police intervention, the Department of Public Safety should be called when the disruptive behavior prohibits the continuation of the class. The Department of the Public Safety may also be called if any person enters or remains in the classroom after being asked by the instructor to leave.

If, in the instructor’s opinion, the student should be suspended from attending the class, the instructor must request the Chair of the Department offering the course to suspend the student from the class until a decision is reached by the Chair as to whether the student will be allowed to return to the class.