

IOWA STATE UNIVERSITY
SYLLABUS: MU 366, 2 credits, Fall 2017
METHODS OF MUSIC EDUCATION
Dr. Christina L. Svec

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Office: Music Hall 205

Office Hours: Tuesdays/Thursdays, 10-11am, 12-1pm and 2-3pm

*Additional times available by appointment

Required Texts and Tools

Brumfield, S. (2014). *First, We Sing! Kodaly-Inspired Teaching for the Music Classroom*. Victoria, Australia: Hal Leonard.

Brumfield, S. (2014). *First, We Sing! Teaching Strategies: Rhythmic and Melodic Elements for Primary Grades*. Victoria, Australia: Hal Leonard.

Valerio, W. H., Reynolds, A. M., Bolton, B. M., Taggart, C. C., & Gordon, E. E. (1998). *Music play: The early childhood music curriculum guide for parents, teachers and caregivers*. Chicago: GIA Publications.

Iowa State University Music Education Handbook

http://www.music.iastate.edu/divisions/musicEd/files/14_15MusicEducationHandbook.pdf

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

IMEA Registration

Non-member - student: \$40

Member - student: \$25 (and membership is \$31/year)

One-day attendance fee - student: \$25

Recommended Texts

Brumfield, S. (2014). *First, We Sing! Teaching Strategies Rhythmic and Melodic Elements for Primary Grades*. Victoria, Australia: Hal Leonard.

Phillips, K. (2014). *Teaching Kids to Sing*. Boston, MA: Schirmer.

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 reading, improvisation, singing voice development, and teaching reading. Required teachings and/or observations in the ISU Child development Laboratory School will be scheduled. **Concurrent enrollment in Music 480K (1 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.**

Learning Outcomes

1. For students to 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 should gain an appreciation for 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.
3. Students should conceptualize lesson planning, instruction, and music literacy with improvisation and singing voice development at the core.

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. demonstrate an understanding of classroom instruments, listening, chanting, singing, moving, and pattern instruction as appropriate to K-5 music;
9. demonstrate the ability to accommodate for the diverse needs of students in the K-5 general music classroom;
10. demonstrate recorder proficiency through classroom demonstrations and applications;

11. critique personal teaching sessions;
12. explore children's literature and how to choose appropriate children's literature for literacy development;
13. explore assessment, diagnosis and evaluation of student learning in literacy;
14. explore the integration of the language arts (to include reading, writing, speaking, viewing, and listening)
15. explore integration of technology in teaching and student learning in literacy;
16. explore current best-practice, research-based approaches of literacy instruction;
17. explore classroom management as it applies to literacy methods; and
18. 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, except 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.

Assignments

You will be asked to complete assignments that are relevant to our topics of discussion in class. All written assignments (including lesson plans) must be typed. I will not accept handwritten work unless 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 (64%)

InTASC Standards 1, 2, 3, 4, 5, 6, 8

You will write and present 8 lesson plans and/or lesson performance/presentations this semester for general music classes (each worth 8%). 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) Rote Song Performance
- 4) Pattern Instruction Performance
- 5) Preparation Lesson
- 6) Presentation Lesson
- 7) Practice Lesson
- 8) Music Class Lesson Plan

Lab School Observations/Lesson Analysis (5%)

Write a one-two page analysis regarding what you observed with regard to early childhood development and music instruction. Address topics such as:

- Did anything surprise you?
- What did you notice with regard to classroom management?
- What kind of literature did you see?
- What could they “do” and was there anything that they couldn’t “do”?
- Were they where they were supposed to be developmentally?

International Project – (9%)

InTASC Standard 9, 10

More information to come.

Class Readings/Discussions/Participation – (5%)

Come to class having the articles read with points highlighted that you can discuss. Be ready to answer questions regarding the readings.

Mastercopy Compilation – (5%)**InTASC Standard 4**

Create and analyze 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.

Extra Credit (10%)**InTASC Standard 9**

Attending applicable local workshops.

Kodaly Educators of Iowa Workshop (featuring me): 10/7, 9am-1pm, ISU Choir Room

Mid-America Kodaly Music Educators Association Conference: 10/27-10/29, Kansas City <http://www.mkmea.com/>

Reading in the Content Area Quizzes and Assignments (see syllabus below) (12%)

Readings, quizzes, and assignments located in Blackboard

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> .

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](#) at 515-294-1020 or email dso-sas@iastate.edu, or the [Office of Equal Opportunity and Compliance](#) at 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](#) or the [Office of Equal Opportunity and Compliance](#).

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email 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.

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/educator-preparation-resources/conceptual-framework/>

InTASC Teach Education Standards and Indicators

Standard 1. Learner Development	Standard 7. Planning for Instruction
Standard 2. Learner Differences	Standard 8. Instructional Strategies
Standard 3. Learning Environments	Standard 8a. Technology
Standard 4. Content Knowledge	Standard 9. Professional Learning and Ethical Practice
Standard 5. Application of Content	Standard 10. Leadership and Collaboration
Standard 6. Assessment	

*please see handout on Blackboard for a complete description of each Standard.

Teaching Reading Component

Reading component worth 12% of your final grade. Each assignment is worth 2% of your final grade. All assignments are due in Blackboard by 11/29/2016 by 11:59pm. No exceptions.

Per the Iowa Board of Education, the following literacy components must be covered in order to obtain elementary teaching certification:

1. Content
 - a. *Children's Literature
 - b. Oral and written communication skills for the 21st century
2. Methods
 - a. *Assessment, diagnosis and evaluation of student learning in literacy
 - b. *Integration of the language arts (to include reading, writing, speaking, viewing, and listening)
 - c. *Integration of technology in teaching and student learning in literacy
 - d. *Current best-practice, research-based approaches of literacy instruction
 - e. Classroom management as it applies to literacy methods
 - f. Pre-student teaching clinical experience in teaching literacy

Therefore, the purpose of this component within Music 366 will be to explore the above asterisked (*) categories as they apply to the teaching of reading.

Assignment 1

Content: Children's literature

Search the iastate library for *Journal of Children's Literature*. Choose one article from that journal that you found interesting. Provide a short summary of the article (paragraph 1) AND mentioned strategies for choosing literature (paragraph 2). Please submit your short summary as well as a pdf of the article to Blackboard.

Assignment 2

Methods: Assessment, diagnosis and evaluation of student learning in literacy

Review the following website:

<http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction>

Take the quiz located in Blackboard.

Assignment 3

Methods: Integration of the language arts (to include reading, writing, speaking, viewing, and listening)

Read *Integrating Literature and Composing into the Language Arts Curriculum: Philosophy and Practice*.

Take the quiz located in Blackboard.

Assignment 4

Methods: Integration of technology in teaching and student learning in literacy

Read *Supporting Teachers in Integrating Digital Technology into Language Arts Instruction to Promote Literacy* (located in the Reading folder).
Take the quiz located in Blackboard.

Assignment 5

Methods: Current best-practice, research-based approaches of literacy instruction

Read

1. *“On the Psycholinguistic Method of Teaching Reading” Revisited* (located in the Reading folder).
2. *What is Evidence-Based Reading Instruction?* (located in the Reading folder)
3. *The First R yesterday and today: US elementary reading instruction practices reported by teachers and administrators* (located in the Reading folder)

Take the quiz located in Blackboard.

Assignment 6: Reading in the Content Area

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. Upload to Blackboard.