

IOWA STATE UNIVERSITY
SYLLABUS: MU 366, 2 credits, Fall 2021
T/Th 11-11:50, Estes 130
METHODS OF MUSIC EDUCATION
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*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.

Yamaha soprano recorder (Baroque fingering)

Available online and in most music stores, including locally

<https://www.riemanmusic.com/p-302468-yamaha-soprano-recorder-pink.aspx>

Recommended Texts

Brumfield, S. (2014). *First, We Sing! Teaching Strategies Rhythmic and Melodic Elements for Intermediate 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 musical learning potential from PK-5th grade. 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.

Concurrent enrollment in Music 480K (1 credit), Field Experience for 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. **InTASC 1(E), 3(R), 4(E), 5(E), 7(E), 8(I)(E), 8A(I), 9(I)**
2. Students should gain an appreciation for the importance of music instruction in early and mid-childhood; quality early and mid-childhood music instruction will benefit children in middle and high school music programs. **InTASC 1(E), 2(I)**
3. Students should conceptualize lesson planning, instruction, and music literacy with improvisation and singing voice development at the core. **InTASC 1(E), 3(R), 4(E), 5(E), 7(E), 8(I)(E), 8A(I), 9(I)**

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 and/or ukulele proficiency;
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, including meeting the needs of those with dyslexia; and
17. explore classroom management as it applies to literacy methods, including dyslexia.

ASSIGNMENTS

All written assignments (including lesson plans) must be typed unless otherwise directed. Late assignments will be accepted on a case-by-case basis.

Lesson Plans/Teaching Segments: 50% Due throughout the semester

(I) (E) InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8

You will write and/or present 10 lesson plans and/or lesson performances this semester for general music classes. Each must be complete and teachable with available resources and materials. Lesson plan templates will be made available.

Vocal Exploration Stories

Submit and perform your original story for the class
No lesson plan required

Movement

Lead the class in your movement activity
Submit a detailed plan using the provided template (in Canvas)

Rote Song Performance

Teach the class a song with movements
Submit a lesson plan that includes your teaching sequences

Singing Voice Development Activity

Lead the class in a singing voice development activity
Submit a lesson plan that includes your teaching sequences and objectives

Pattern Instruction Performance, early elementary

Lead the class in rhythm or tonal pattern instruction on a neutral syllable
Submit a lesson plan listing the objectives, the song/chant, and tonal/rhythm patterns used

Pattern Instruction Performance, late elementary

Lead the class in rhythm or tonal pattern instruction using a solfege system

Submit a lesson plan listing the objectives, song/chant, and tonal/rhythm patterns used

Preparation Lesson

Lead the class in a rhythmic or melodic preparation lesson
Submit a lesson plan that includes your objectives and teaching sequences

Presentation Lesson

Lead the class in a rhythmic or melodic presentation lesson
Submit a lesson plan that includes your objectives and teaching sequences

Practice Lesson

Lead the class in a rhythmic or melodic practice lesson
Submit a lesson plan that includes your objectives and teaching sequences

Partner/Small Group Lesson Plan

With a group, prepare a full lesson plan

Recorder Skills: 5%

Due September 26th at 11:59pm

Class Readings/Discussions/Participation/Mini-Assignments: 25%

Come to class having the articles read with points highlighted that you can discuss. Be ready to answer questions regarding the readings. Mini-assignments, discussions, and quizzes will be assigned as needed throughout the semester.

Mastercopy Compilation: 10%

InTASC Standard 4(R), 8A(I)

Due November 7th at 11:59pm

Create *and* analyze 10 mastercopies using mysongcollection.com, Finale, or another type of music notation software that you would use in an elementary general music classroom. Analysis template to be provided.

Interdisciplinary Reading Unit: 3%

Due November 14th at 11:59pm

See Canvas for unit information

Readings and projects taken from

<https://iowacore.gov/sites/default/files/contentareadisciplinaryliteracy.pdf>

Extra Credit

There will be several opportunities for extra credit during the semester.

Grading Policy

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0-59%

Interdisciplinary Reading in the Music Classroom

Reading component worth 7% of your final grade. There are 7 total quizzes/assignments. **Complete and turn in all 7.** Turn in either in person or via email. Due by Wednesday, 12/15 at 11:59pm.

Per the Iowa Board of Education, the following literacy components must be covered in order to obtain a 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 and email it to csvec@iastate.edu

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 **ASSIGNMENT 2 QUIZ** on Canvas.

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 **ASSIGNMENT 3 QUIZ** on Canvas.

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*

Take **ASSIGNMENT 4 QUIZ** on Canvas.

Assignment 5

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

Read

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

Take **ASSIGNMENT 5 QUIZ** on Canvas.

Assignment 6

Methods: Classroom management as it applies to literacy methods

Read *Improving Classroom Behavior Through Effective Instruction*

Take **ASSIGNMENT 6 QUIZ** on Canvas.

Assignment 7

Dyslexia

Read: *Dyslexia in the Classroom: What Every Teacher Needs to Know*

<https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>

Define dyslexia (paragraph 1), provide a summary of the reading (paragraphs 2-3), outline 3-5 strategies for teaching children with dyslexia in an elementary music or secondary music classroom (paragraph 4). Please submit to Canvas.

COVID-19 health and safety requirements

Face Masks Encouraged: Because of the continuing COVID-19 pandemic, all students are encouraged—but not required—to wear face masks, consistent with current recommendations from the Centers for Disease Control and Prevention. Further information on the proper use of face masks is available at: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html>

For more information about this statement, [view the memo from August 10, 2021.](#)

Vaccinations Encouraged: All students are encouraged to receive a vaccination against COVID-19. Multiple locations are available on campus for free, convenient vaccination. Further information is available at: <https://web.iastate.edu/safety/updates/covid19/vaccinations> Vaccinations may also be obtained from health care providers and pharmacies.

Physical Distancing Encouraged for Unvaccinated Individuals: Classrooms and other campus spaces are operating at normal capacities, and physical distancing by faculty, staff, students, and visitors to campus is not required. However, unvaccinated individuals are encouraged to continue to physically distance themselves from others when possible.

Land Acknowledgement

Iowa State University aspires to be the best land-grant university at creating a welcoming and inclusive environment where diverse individuals can succeed and thrive. As a land-grant

institution, we are committed to the caretaking of this land and acknowledge those who have previously taken care of the land on which we gather. Before this site became Iowa State University, it was the ancestral lands and territory of the Baxoje (bah-kho-dzhe), or Ioway Nation. The United States obtained the land from the Meskwaki and Sauk nations in the Treaty of 1842. We wish to recognize our obligations to this land and to the people who took care of it, as well as to the 17,000 Native people who live in Iowa today.

Academic Freedom

Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Attendance and Assignment Guidance Document

See Canvas.

Course Accommodations for Students:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Accessibility Resources (SAR) to establish eligibility and learned about related processes. A Notification Letter for each course will be provided to eligible students. Reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver the Notification Letters as early in the semester as possible. The Notification SAS, a unit in the Dean of Students Office, is located in room 1076 Student Services Building or online at www.sas.iastate.edu. Contact SAS by email at accessibility@iastate.edu or by phone at 515-294-7220 for additional information.

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](#).

See additional information about Academic Dishonesty at <http://www.dso.iastate.edu/ja/academic/misconduct.html> for more details and a full explanation of the Academic Misconduct policies.

Discrimination and Harassment

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. See additional information about Discrimination and

Harassment at <http://www.policy.iastate.edu/policy/discrimination#Statement> for more details and a full explanation of the Discrimination and Harassment policies.

Religious Accommodation Information

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students and employees may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor or supervisor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course or creating an undue burden for the instructor, supervisor, or department.

For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity](#).

For students and employees, it is advisable to confront any potential conflicts as early as possible rather than waiting until the deadline or event is upon you, leaving everyone little time to plan and consider alternatives in a comprehensive way. For students, this can be accomplished as soon as you receive the course syllabus. If an accommodation is given, students and employees may be required to complete coursework or work assignments in advance of an absence, which further demonstrates the need to address the conflict early.

If any student feels discriminated against because of religion, the individual(s) may contact the Office of Equal Opportunity and/or file a complaint under the [Discrimination and Harassment policy](#).

Inquiries can be directed to the Office of Equal Opportunity
3410 Beardshear Hall
515 294-7612
eooffice@mail.iastate.edu

Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Disability Accommodations

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.

Prep Week

This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the [Faculty Handbook](#).

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.

If you are experiencing, or have experienced, a problem with any of the above statements, email academicissues@iastate.edu

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/>

Iowa State University Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and

across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.