CAUDILL COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES
SCHOOL OF THE ARTS
DEPARTMENT OF MUSIC, THEATER, AND DANCE

INTRODUCTION TO MUSIC EDUCATION
MUSE 230 - 001
T 6:15 – 7:15 PM
Fall 2009

Dr. Susan Creasap, s.creasap@moreheadstate.edu
202 Baird Hall, Phone 783-2488
Office Hours: MW 1-3 pm; TTh 11:30 – 12:40 pm, others by appointment
Class Location – Baird 203

Course Description: Orientation to music teaching in the public schools.

Required Field Experience Hours: 10

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's):

As a result of instruction and course assignments, students will:

1) **develop** a personal philosophy of music education that includes an overview of a well-designed and balanced music program. (NTS V, NTS VII, NCATE)
2) **articulate** characteristics of effective music teachers. (NTS VII)
3) **identify** professional journals and their contributions to music education. (NTS VII, NCATE)
4) **articulate** issues related to public relations and community involvement. (NTS VI, NCATE)
5) **explain** strategies for effective classroom management. (NTS II, NCATE)
6) **integrate** technology through resource materials that support the development of high-quality music programs including the www, internet, email, video and audio tapes, etc.. (NTS IX, NCATE)
7) **identify** computer software programs that support the administration of school music programs. (NTS IX, NCATE)
8) **develop** an awareness of current issues in music education through assigned readings in professional journals and membership in CMENC. (NTS VIII, NCATE)
9) **develop** an attitude which values lifelong learning in the area of music education while fostering the development of attitudes associated with master teachers (CF, NCATE)
10) **evaluate and reflect** upon the observed behaviors of students and professionals in the music education field in the public schools. (KTS VII)

Required Texts/References/Materials:

Erwin, Joanne, et. al., *Prelude to Music Education.* Upper Saddle River, NJ: Prentice Hall, 2003.
Three-Ring Binder, with Dividers (1 inch capacity minimum)
Membership in CMENC required, NBA/ACD optional

Attendance Policy

Attendance is required of all students with the exception of participation in university-sanctioned activities. Such absences will be excused and the student will be given reasonable assistance with missed assignments. It is understood that absence does not excuse the student from course work and the responsibility to **complete assignments on time.** If a student knows that a class will be missed, the instructor should be notified at least **three (3) days in advance** through an official notice delivered to the instructor by the student. At this point the student will also make arrangements to complete any assignments/tests that may be missed. The instructor is not required to give make-up exams or accept work missed as a result of an unexcused absence and no points (0) will be awarded for the assignment.

Course Evaluation/Assignments:

1. Text-based Reading and Written Assignments..... 100 points

Students will be assigned readings from the text and supplemental sources. All written assignments will be generated on computer - **Times font, size 12, 1 1/2 spacing, not BOLD face**. Non-compliance with these instructions will result in a reduction of the grade by 1 point for the assignment. (See Summary page attached to the syllabus.) (NTS VIII, IX, NCATE)

2. Field Experience Hours (10 hours required includes 3 hours of observation)…….130 points
(See TEP Handbook for additional information, p. 20-22) *All hours must be documented*.

Students will observe 1 hour in each of the assigned areas (Elem, MS, HS). Each observation must be documented by a 2 - 3 page report that includes a description of the physical environment of the class, a

chronicle of the events that occur during the observation hour, and **the student's reflection** on the observed events. Include the number of students, age level, objectives of the lesson, and any classroom management techniques employed during the class period. **Use Times font, size 12, 1 1/2 spacing.** (NTS V, NCATE)

Elementary Music Program.....20 points
Middle School Music Program.....20 points
High School Music Program.....20 points
7 hours of additional Field Experience.....70 points

4. Philosophy of Music Education.....20 points
(NTS VII, NCATE, CF)

6. Notebook/Journal .....30 points
(NTS I, NTS VII, NTS IX, NCATE)

7. Attendance, professional development, field experience and class participation.....50 points
Participation in discussion and contributions to the class. (Ability to verbally communicate)
Attend CMENC meetings/extra credit for attendance at the Fall Conference. (Professional development) (NCATE)

8. Final Examination.....60 points

Total Points (minimum) – 390 points

Grading Scale

A	=	351 - 390 points
B	=	312 - 350 points
C	=	273 - 311 points
D	=	234 - 272 points
E	=	0 - 233 points

Academic Dishonesty
The MSU academic dishonesty policy allows faculty members to impose a sanction on students determined to be guilty of plagiarism. The sanction may include failure of a particular assignment or exam, failure of a particular class, or any other appropriate disciplinary action. Charges of plagiarism must be reported to the appropriate department chair and college dean, and to the MSU Dean of Students. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/.

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

***Please SILENCE your cell phones during class.

***Please DO NOT USE COMPUTERS/Laptops during class (unless otherwise instructed by Dr. Creasap) ---- Absolutely NO Emailing, Texting, instant messaging, net – surfing, etc during class!

Assignments/Course Outline and Topics

Date	Topic	Readings/Assignments	Assignments Due
Tues. 8/18	Introduction/ syllabus/field experiences information; What it means to teach music.	Ch. 1 *Becoming a Music Teacher* Do assignment on p. 6	
Tues. 8/25	Oral Presentations – Most Influential Teacher (p. 6)	Ch. 2 *Developing Tools for Teaching* **Write a paper about "your musical story."** What is your musical story? What are your teaching experiences? What are your strengths? What areas need development? Why do you want to be a musician teacher? Paper must be a hard copy, computer generated, 1 inch margins, 1.5 spacing. Preferred font Times New Roman, size 12. Begin to keep a **journal**; one entry per week minimum reflecting on issues in music education and personal reflection on field experiences. Journal #1 – Why I want to teach. **Readings/Assignments**	#1 - P. 6 written version due. Class schedules due.
Tues. 9/1	Master teachers How to write a lesson plan. KTIP lesson plans: Contextual Factors/ inclusion in the social studies	**Prepare a lesson plan.** Use the format in Chapter 2, p. 17-19. Subject: Musical Thinkers - Musicians and Others Select from the following: John Blacking, Christopher Small, Aristotle, Martin Luther, John Locke, John Dewey, Albert Einstein, John F. Kennedy, Hildegard von Bingen, William Billings, Lowell Mason, Zoltan Kodaly, Reverend Thomas Dorsey, Wynton Marsalis, Pablo Casals, Gunther Schuller, Bennett Reimer, David Elliott, Estelle Jorgensen, Leonard Bernstein, Aaron Copland, Nelson Mandela, Jean Jacques Rousseau, James Jordan, Tim Lautzenheiser, William Revelli, Frederick Fennell, Johann Pestalozzi. *See handout for details.*	#2 - My Musical Story
Tues. 9/8	Oral reports on musical	• Ch. 3 *Early Childhood Music Education*	#3 Lesson Plan on

Tues. 9/8	Oral reports on musical thinkers; 5 minutes per student.	• Ch. 3 *Early Childhood Music Education* • P. 38, #3 • Summarize the article and type your response to the question "How can you apply these ideas to future teaching?"	#3 Lesson Plan on Musical Thinkers
Tues. 9/15	How to write objectives.	• Ch. 4 *General Music in the Elementary School* Write a lesson plan for General Music Grade 6. Use the sample on p. 70 as a guide. The lesson should take 20 minutes. Topic – instrument families. Be prepared to teach this lesson (random selection process) • Bring materials to class as needed to teach this lesson.	#4 p. 38, #3 (typed)
Tues. 9/22	Writing an observation	• Ch. 5 *General Music in the Secondary School* • Write a listening lesson for a secondary school general music class. The lesson should be at least 30 minutes in durarion,	#5 General Music Lesson Plan, Grade 6, Instrument Families
Tues. 9/29	Teaching General Music	• Ch. 6 *Band Programs and Performances* • Write a lesson plan for MS or HS Band. Identify composition/composer (Gr. 1-4) and create a rehearsal plan to correct a specific problem (intonation, rhythm, accidentals, balance, etc.). Use JW Pepper web site to find a sample score and a recording.	Observation #1 due. #6 General Music, Secondary School, Lesson Plan due.
Tues. 10/6	Bands and their directors	• Ch. 7 *String Education* • Read and summarize an article on string pedagogy. Use *MEJ, Teaching Music,* or *The Instrumentalist*.	#7 Band lesson plan due.
Tues. 10/13	History of String Education and the people who made it happen	• Journal assignment – What I learned about myself through working at Blue and Gold.	#8 String Summary due.
Tues. 10/20	Professionalism in the music classroom and beyond	• Ch. 8 *Choral Music Education* • Write a lesson plan for MS or HS Choir. Identify the composition/composer (Gr. 1-4) and create a rehearsal plan to correct a specific problem (intonation, rhythm, accidentals, balance, etc.). Use JW Pepper web site to find a sample score and a recording.	
Tues. 10/27	Why choral students are different	Ch. 9 *Multicultural Music Education*	#9 Choral Lesson Plan due.
Tues. 11/3	What is Multiculturalism	Ch. 10 *Including Diverse Learners* Group assignment: p. 155, #2 (Malinka, James, Trevor, Veronica) See handout for details.	
Tues. 11/10	Diverse Learners Role playing activity – group presentation	Ch. 11 *Special Topics*	Observation #2 due. #10 Group project, p. 155, #2
Tues. 11/17	So you think you can control a classroom?	Ch. 12 *Developing a Philosophy of Music Education*	
Tues. 11/24	Writing a philosophy	Write your philosophy of music education	Observation #3 due.
Tues. 12/1	Semester wrap up --- fill in unfinished topics		Philosophy of Music Education

Kentucky Teacher Standards

The course objectives for this course include competencies that directly address the New Teacher Standards required by The Kentucky Education Professional Standards Board.

STANDARD 1: KNOWLEDGE OF CONTENT

Standard Statement 1: The teacher demonstrates a current and sufficient academic knowledge of KDE-certified content areas to develop student knowledge and performance in those areas.

STANDARD II: DESIGNS/PLANS INSTRUCTION

Standard Statement II: The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD III: CREATES/MAINTAINS LEARNING CLIMATES

Standard Statement III: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD IV: IMPLEMENTS/MANAGES INSTRUCTION

Standard Statement IV: The teacher introduces/implements/manages instruction that develops students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

STANDARD V: ASSESS AND COMMUNITCATES LEARNING RESULTS

Standard Statement V: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD VI: DEMONSTRATES IMPLEMEMTATION OF TECHNOLOGY

Standard Statement VI: The teacher demonstrates implementation of technology.

STANDARD VII: REFLECTS/EVALUATES TEACHING/LEARNING

Standard Statement VII: The teacher reflects upon and evaluates specific teaching/learning situations and/or programs.

STANDARD VIII: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

Standard Statement VIII: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD IX: ENGAGES IN PROFESSIONAL DEVELOPMENT

Standard Statement IX: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

STANDARD X: PROVIDES LEADERSHIP WITHIN THE SCHOOL/COMMUNITY

Standard Statement X: The teacher provides professional leadership within the schools, community, and education profession to improve student learning and well-being.

National Standards of Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and musical performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.