



General Music Methods

MUSIC 3720 • Fall 2013

3 Credit Hours • 7:30am-8:50am Tues. & Thurs.

DGH 324

Prerequisite: MUSC 1700 (Introduction to Music Education)

Instructors:

Professor – Dr. Nicole R. Robinson

Email – Nicole.Robinson@utah.edu

Phone – 801-581-4086

Office Location – DGH 308

Office Hours – Tues. and Thurs. 9:00am-11:00am; Wed. 10:00am-12:00 pm;

*Other times by appointment

Graduate Teaching Assistant – Mr. Seth Pendergast

Email – Seth.Pendergast@gmail.com

Phone – 717-991-4417 (cell)

Office Location & Hours – Tues. and Thurs. 9:00am-11:00am; *Other times by appointment

Catalog Description:

Effective methods and materials for teaching general music in elementary, middle, and high schools for music majors.

Content Overview:

The ability to design and implement quality programs in both elementary and secondary general music requires musical knowledge and skills, resourcefulness, and an understanding of what is developmentally appropriate in the education of students. There is an emphasis on the application of musical skills and knowledge through class participation, student-directed activity demonstrations and discussions, and observations at local schools.

The goal of this class is to integrate knowledge of pedagogy and subject matter (music) content with experience in observing and leading musical activity—in the context of real classrooms. The purpose of this approach is to develop the pre-service teacher's professional skills, confidence, content knowledge, and comfort-level with students—early in his/her career.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Describe the roll of general music in the education of all youth and adolescents.
2. Formulate meaningful learning objectives for elementary and secondary general music based on the Utah DOE standards and objectives.
3. Effectively teach music content elements in elementary and secondary general music settings: rhythm, melody, harmony, texture, timbre, and form.
4. Deliver instruction using a variety of methods, including technology.
5. Select, utilize, and assess methods of evaluation in general music.

6. Describe ways in which music supports learning across the curriculum.

Important Notices:

- All communications will be processed through CANVAS. If you prefer to use a non-university email address, it is your responsibility to make sure to set the forwarding options on your university account.
- Read ahead on the calendar and bring the appropriate textbook to every class meeting.
- Print out and bring to class all materials and assignments emailed to you.
- There are no make-ups for missed tests, class presentations, and teaching experiences.

Course Materials:

- Robinson, N. R., Hall, S. N. & Spano, F. S. (2015, in press). *Taaching Elementary Music* Dubuque, IA: Kendall Hunt Publishing Company (a printed copy of the textbook will be provided by the instructor. Please make a check payable to the University of Utah School of Music in the amount of \$35.00)
- Join cNAfME (\$31.00)
- Join Utah Orff-Schulwerk Association (\$5.00 student fee)
- Electronic Devices: Device with video recording capabilities (i.e. cell phone, iPad, etc.). If needed, a video recorder can be checked out from the music education lab.
- USOE/Core Standards (download from CANVAS on a CD /USB or three ring binder)
Elementary
 - USOE Spiral Map K-2 and 3-6
 - USOE Songbook
 - USOE Elementary Rainbow Curriculum Maps that correspond with USOE songbook
Secondary:
 - Utah Music Connections Core Curriculum
 - Music Aesthetics Core Curriculum
 - Guitar/Piano Core Curriculum
- Three-ring binder (optional)

Participation/Grading Policy:

Attend class regularly and on-time. Miss no more than two (2) scheduled class meeting for any reason. Beginning with the third (3) absence, 3 points will be deducted from your final grade. One (1) point will be deducted from the final grades for each tardy.

This class does not have an “excuse/un-excuse” policy; therefore, doctors notes and other documentation for absences will not be accepted. If a student has a chronic illness or disability that may render excessive absences, the student is encouraged to register with the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). Only documents registered through the Center for Disability Services will be accepted for attendance purposes for this class.

Incomplete [I] grades are not an option for this class. Assignments are due in class on the scheduled date (see calendar). Written assignments that are turned past the due date will be accepted up to one week after the scheduled due date. One (1) point will be deducted from the final assignment grade for each day until the assignment is submitted. PLEASE NOTE: Tests, teaching experiences, or presentations that are missed cannot be made up.—NO EXCEPTIONS!!

ADA Statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Faculty & Student Rights & Responsibilities:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

(<http://www.regulations.utah.edu/academics/6-400.html>). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warning and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Accommodations Policy:

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Course Schedule

Date	Topic	Read/View/Produce Assignment (complete by date)	Assignment Due (due on this date)
Week 1			
Aug. 25	Course Orientation What is Elementary General Music? Review “Effective Teaching Tips”		
Aug. 27	What is Secondary General Music? Discussion: Preparing to Teach and Mapping the Journey	<i>The Elephant in the Room</i> (David Williams) Preparing to Teach and Mapping the Journey (pg. 1-5)	Complete chapter activities
Week 2			
Sept. 1	The “ING’s”: Approaches to Engage Music Learning (Singing, Playing, Moving/Dancing)		
Sept. 3	The “ING’s”: Approaches to Engage Music Learning (Listening/Analyzing)		
Week 3			
Sept. 8	Lesson Planning: (Component 1: Determine Learning Goals and Objectives)	Planning the Lesson (pg. 15-21)	Teaching: Rote Songs
Sept. 10			Teaching: The “INGS’s”
Week 4 Ukulele Check Point #1: Chords and Strum Patterns (sign up for individual time with Mr. Pendergast)			
Sept. 15	Teaching Melody Lesson Planning: (Component 2: Motivaton and Introduction)	Melody (pg. 104-124) Planning the Lesson (pg. 22-23)	Component 1: Long-, short-term, objectives
Sept. 17	Teaching Rhythm Lesson Planning: (Component 3a: Instructional Activities)	Planning the Lesson (pg. 24-28) Rhythm (pg. 125-136)	Component 2: Motivation and Introduction

Week 5 Ukulele Check Point #2: Song #1 (sign up for individual time with Mr. Pendergast)			
Sept. 22	Teaching Texture/Harmony Lesson Planning: (Component 4: Conclusion/Review)	Planning the Lesson (pg. 24-28) Texture/Harmony (pg. 138-157)	Component 3a: Instructional Activities
Sept. 24	Teaching Timbre Lesson Planning: (Component 5: Assessing Student Learning)	Timbre (pg. 158-174)	Component 4: Conclusion/Review
Week 6 Ukulele Check Point #3: Song #2 (sign up for individual time with Mr. Pendergast)			
Sept. 29	Teaching Form Lesson Planning: (Component 6: Teacher Reflective Practice/Direct Instruction)	Planning the Lesson (pg. 31-35) Form (pg. 158-174)	Component 5: Assessing Student Learning
Oct. 1	Guest Presenter: Dr. Elisa M. Dekaney, Syracuse University, Syracuse NY	<i>Experiencing Brazilian Music through the Rhythms of Maracatu and Samba</i> (pg. 202-220)	Component 6: Teacher Reflective Practice
<p>Guest Presenter: Dr. Elisa M. Dekaney, Syracuse University, Syracuse NY <i>Exploring interdisciplinary Approaches to Engage Students in Critical Thinking in the Music Classroom: Brazilian Music, Poetry, Fables</i> Thursday, Oct. 1- TBD</p> <p><i>Understanding Culture, Music and Art by Engaging in Music Performance</i> Friday, Oct. 2 - TBD</p> <p><i>Broadening Student's Global Awareness Through the Performance of Folk, Indigenous, and Traditional Music from Around the World</i> Saturday, Oct. 3 - TBD</p>			
Week 7 Ukulele Check Point #4: Finger Picking (sign up for individual time with Mr. Pendergast)			
Oct. 6	Ukulele /Songwriting		
Oct. 8	Ukulele /Songwriting	Prepare ukulele performance	
FALL BREAK			

October 11-18			
Week 8			
Oct. 20	Teaching Expressive Qualities Teacher Reflection, Assessment	Expressive Qualities (pg. 185-201)	Complete lesson plan (components 1-6)
Oct. 22	Informal Music Making Experience		
Week 9			
Oct. 27	Highland Park Elementary School Elementary Observation/Orientation Ms. Jennifer Purdy		
Oct. 29	Teaching Students with Disabilities		Teacher Observation Journal
Week 10			
Nov. 3	Highland Park Elementary School Teaching Assignment #1: Rote Song		
Nov. 5			Teacher Reflection (Rote Song) Teaching Student with Special Needs Presentation
Week 11			
Nov. 10	Highland Park Elementary School Teaching Assignment #2: “Ing:		
Nov. 12	Teaching Composition w/ Technology (Part I)		Teacher Reflection (Element)
Week 12			
Nov. 17	Highland Park Elementary School Teaching Assignment #2: “Ing”		
Nov. 19	Teaching Composition w/ Technology (Part II)		Teacher Reflection (Element)
Week 13			
Nov. 24	Highland Park Elementary School Teaching Assignment #3: “Element”		
Nov. 26	Thanksgiving Break		Teacher Reflection (“Ing”)
Week 14			
Dec. 1	Highland Park Elementary School Teaching Assignment #3: “Element”		
Dec. 3	Social and Cultural Context in Music Education	Social and Cultural Context of Education (pg. 6-8)	Teacher Reflection (“Ing”)
Week 15			
Dec. 8	Highland Park Elementary School Final Day/Mini-Recital		
Dec. 10	Social and Cultural Context in Music Education	The American Education Debt (Ladsen-Billings)	Social/Cultural Context

Reading Day: Friday, December 11, 2015

Final Examination: Monday, December 14, 2015 8:00 am – 10:00 am

Assignment Checklist

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|---|------------|
| <input type="checkbox"/> Secondary General Music Reflection | 50 points |
| <input type="checkbox"/> Check Points: Ukulele | 150 points |
| <input type="checkbox"/> Check Point: Ukulele #1 | 25 points |
| <input type="checkbox"/> Check Point: Ukulele #1 | 25 points |
| <input type="checkbox"/> Check Point: Ukulele #1 | 25 points |
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| <input type="checkbox"/> Check Point: Ukulele #1 | 25 points |
| <input type="checkbox"/> Preparing the Lesson | 400 points |
| <input type="checkbox"/> Component 1: Long-, short-term, objectives | 25 points |
| <input type="checkbox"/> Component 2: Motivation and Introduction | 25 points |
| <input type="checkbox"/> Component 3a: Instructional Activities | 100 points |
| <input type="checkbox"/> Component 3b: Questioning | 25 points |
| <input type="checkbox"/> Component 4: Conclusion/Review | 25 points |
| <input type="checkbox"/> Component 5: Assessing Student Learning | 100 points |
| <input type="checkbox"/> Component 6: Teacher Reflective Practice | 100 points |
| <input type="checkbox"/> Highland Park Elementary School Partnership (Teaching and Reflection): | 550 points |
| <input type="checkbox"/> Teacher Observation/Ms. Jennifer Purdy | 100 points |
| <input type="checkbox"/> Teaching: Rote Song | 50 points |
| <input type="checkbox"/> Teacher Reflection: Rote Song | 25 points |
| <input type="checkbox"/> Teaching: Element | 100 points |
| <input type="checkbox"/> Teacher Reflection: Element | 50 points |
| <input type="checkbox"/> Teaching: "Ings" | 150 points |
| <input type="checkbox"/> Teacher Reflection: "Ings" | 75 points |
| <input type="checkbox"/> Special Needs Presentation | 50 points |
| <input type="checkbox"/> Orff/Kodaly/Dalcroze Research Project | 25 points |
| <input type="checkbox"/> "Ing" Teaching Demonstration | 25 points |
| <input type="checkbox"/> Technology and Songwriting | 150 points |
| <input type="checkbox"/> Garage Band: Composition #1 | 50 points |
| <input type="checkbox"/> Garage Band: Composition #2 | 50 points |
| <input type="checkbox"/> Song Writing Project | 50 points |
| <input type="checkbox"/> Final Examination Curriculum Project | 500 points |