

**AUBURN UNIVERSITY  
DEPARTMENT OF CURRICULUM AND TEACHING  
COURSE SYLLABUS  
FALL 2010**

**Course Number:** CTMU 3040  
**Course Title:** Music and Related Arts  
**Credit Hours:** 4 semester hours  
**Prerequisites:** Admission to Teacher Education  
**Instructors:** Dr. Bill Walls (wallsbg@auburn.edu)  
Dr. Kim Walls (kim.walls@auburn.edu)  
Ms. Katie Sims (mzs0037@auburn.edu)  
**Office Hours:** See Blackboard for posted office hours

**Texts or Major Resources:**

Hackett, P., & Lindeman, C. A. (2009). *The musical classroom* (8th ed.) (and accompanying CD). Upper Saddle River, NJ: Prentice-Hall. ISBN 0-205-76364-2  
Morton, J. B. (2005). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved December 8, 2008 from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>  
MENC. (1994). The school music program: A new vision — The k-12 national standards, prek standards, and what they mean to music educators. Retrieved November 3, 2006 from <http://www.menc.org/resources/view/the-school-music-program-a-new-vision>  
Soprano recorder (Baroque fingering). Available at the Guitar Shoppe (Glendean Shopping Center).  
Materials posted to Blackboard.  
Materials on reserve in the Learning Resources Center (LRC).  
Materials housed in HC 1408 (by checkout only)

**Course Description:** Interdisciplinary instruction appropriate for students' developmental characteristics which synthesize the content, professional resources, curriculum goals and instructional strategies of music.

**Course Objectives:**

To develop basic musical concepts and skills from a teaching perspective.  
To identify curricular goals for music.  
To select, implement, and evaluate a variety of instructional strategies for music education, including technology.  
To develop basic knowledge of how to model, teach, and integrate multicultural awareness, acceptance, and appreciation and how to obtain and use information about cultural and community diversity and resources for music instruction.  
To prepare interdisciplinary instruction in music based upon curriculum goals appropriate for students' developmental characteristics to stimulate critical and creative thinking skills and encourage students to recognize, question, and interpret ideas from a variety of perspectives.  
To collaborate with colleagues to organize, allocate, and manage the resources of time, space, and activities in laboratory experiences with children and music and to develop appropriate classroom management.  
To evaluate one's performance as a teacher and assess learning in music in settings with diverse school populations.  
To develop a personal philosophy about the teaching of music and arts in the elementary school.  
To develop music leadership skills.

**Course Content and Schedule:**

- Orientation to Music in the Schools (Weeks 1 & 2)
- Level I Concepts and Developmental Characteristics (Weeks 3 & 4)
- Conceptual Teaching & Planning (Weeks 5 & 6)
- Planning and Assessing Music Learning (Weeks 7 & 8)
- Level II Concepts and Developmental Characteristics (Weeks 9 & 10)
- Level III Concepts and Developmental Characteristics (Weeks 11 & 12)
- Lab Teaching Experiences (Weeks 12 - 15)
- The World of Music (Weeks 13-16)
- Final Project Assessment (Finals Week)

## Course Requirements/Evaluation:

<u>Course Requirement</u>	<u>Percentage of Total Grade</u>
1 School Observation Report, 4 Laboratory Lesson Plans, and 4 Teaching Self Evaluations	30%
4 Music Performance Proficiency Exams	30%
2 Written Exams	30%
Final Integrated Resource Notebook	10%

Grading System: A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = 0 – 59

Points will be deducted (1 letter grade per day) for unexcused late assignments. However, all requirements must be completed to pass the course.

School Observation Report: Each student will e-mail the instructor a brief report concerning their first impressions of the lab setting.

Laboratory Lesson Plans: Each teaching group will prepare and revise lesson plans for their field experiences.

Teaching Self Evaluations: Each student will e-mail the instructor following each teaching lab a brief report concerning their teaching experience.

Music Performance Proficiency Exams: Each student will perform the following proficiencies during class.

- Lead a folk song accompanied by Autoharp.
- Perform Folk song duet on Recorder and Guitar.
- Create an Orff arrangement and perform it with an Orff Ensemble.
- Perform Keyboard Duet, melody and chords.

Written Exams: Exams will cover content from readings and class discussions.

Final Integrated Resource Notebook: Your final project will be an organized collection of media, materials, and activity ideas.

1. Select a multicultural theme and grade level.
2. Type a cover page which includes your name, the date, the grade level, and a description of the theme.
3. Find 6 songs, 3 recordings, 3 art prints, 3 literature selections (books and/or poems), and either 1 drama activity OR 1 dance activity to go along with the culture and grade level.
4. Type a thorough bibliography, divided into the following sections: songs, recordings (instrumental listening selections), art prints, books and poems, additional related arts connection.
5. For each item in Section 3, type a description of how the material would be used in the classroom. In the description, explain how it would relate to the curricular areas: Social Studies, Language Arts, Physical Education, Mathematics, Science, Character Education, Computer Education, Foreign Language. (1 or 2 for each item).
6. Choose two items from Section #3 and for each provide one example of a visual chart or use of manipulatives to accompany the lesson activity described in Section #5.
7. Complete the self-evaluation checklist (provided) and attach to the project.

## Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises, including field experiences and observations. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Participation includes your willingness to contribute thoughts and ideas during class discussions, make music, work in groups, teach, and give project presentations. Your final grade may be influenced by your observed willingness to participate in class activities.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub*. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness. Note: Appointments for routine medical and

dental checkups are not considered excused absences.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act should arrange a confidential meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT) or email: scw0005@auburn.edu.

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Equipment & Materials Policy: Materials for music education are available in the LRC and in HC 1408. Resources including books, posters, instruments, and recordings are available for student use in HC 1408. These materials are not to be taken from HC 1408 except for laboratory use. Students must check materials in/out at specified times. Students will be responsible for damaged or missing materials.

The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Professional Ethics In this course you will be observing music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and school programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own).

Other: Students must satisfy all course objectives in order to pass this course.