

**AUBURN UNIVERSITY
COURSE SYLLABUS**

Course Number: CTMU 5940
Course Title: Elementary and Middle School Music Methods
Credit Hours: 3 Semester Hours
Prerequisites: Admission to Teacher Education, Departmental Approval
Co-requisites: None
Instructor: Dr. Jane Kuehne • HC 5090 • (334) 844-6852 • kuehnjm@auburn.edu
Please use blackboard for all course related emails.

Office Hours: Tuesdays: 9:30 a.m. – 11:30 a.m./ Thursdays: 9:30 a.m. – 11:30 a.m. & 1:00 p.m. – 3:00 p.m.
Date Syllabus Prepared: Updated August 2010

Texts to Purchase:

- Campbell, P. S. and Scott-Kasner, C. (2010). *Music in childhood: From preschool through the elementary grades* (3rd ed.). Belmont: Thompson Higher Education. ISBN: 0-495-57213-6.
- Bolkovac, E. and Johnson, J. (1996). *150 rounds for singing and teaching*. Milwaukee: Boosey & Hawkes.

Additional Resources:

- Morton, J. B. (2005). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved November 13, 2006 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 September 2, 2008 from <http://artsedge.kennedy-center.org/teach/standards/overview.cfm>, (also available on blackboard).
- Madsen, C. K. (2000). *Vision 2020*. Reston: MENC. Retrieved September 2, 2008 from
- <http://www.menc.org/resources/view/vision-2020-the-housewright-symposium-on-the-future-of-music-education> (also available on blackboard).
- *Teaching Music* and *Music Educators Journal* (available through CMENC membership and in library)
- In addition to the course texts, readings from current articles and publications will be assigned (these materials will be placed on reserve in the Learning Resources Center or E-Reserves).

Course Description.

Methodology, materials, organization and activities for elementary school music programs. Includes professional field experiences in public school music programs. The purpose of the course is to begin the development of certain minimal competencies required of successful teachers in elementary general, instrumental, and vocal music. Skills in demonstrating these competencies will continue to be developed in subsequent courses and the internship.

Course Objectives:

Professional Qualities

- Demonstrate professional qualities essential to effective teaching including the role of the teacher in music learning and remediation.
- Demonstrate effective communication skills for music educators.
- Describe the role of the music teacher as a resource person in integrating music into other components of the total school curriculum. *AL 290-3-3.32(1)(a)(6), CP7*

Philosophy and Advocacy

- Write a philosophy of Music Education focusing on elementary music.
- Write an advocacy statement for Music Education focusing on elementary music.
- Reflect upon the nature and purpose of music in general education, the role of music education in aesthetic development of students, and the essential nature of music within the total curriculum, the arts, and society. *AL 290-3-3.32(1)(a)(3), CP1*

Resource Evaluation, Interpretation, and Analysis

- Interpret representative works of the past and present and evaluate the effectiveness of musical works and performances at the elementary level. *AL 290-3-3.32(1)(b)(6), CP1*
- Evaluate literature and materials (including methods books, computer software, Internet/Web resources, etc.) appropriate for the elementary school music class.

Organization

- Describe various approaches to organization, management and discipline appropriate for elementary school music settings. *AL 290-3-3.32(1)(b)(7), CP6*

- Describe the administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips. *AL 290-3-3.32(1)(a)(4), CP6*

Curriculum Development

- Evaluate music programs and curricula.
- Identify and use state and national standards for elementary school music education.
- Utilize learning theories and effective instructional approaches related to elementary school music.
- Demonstrate effective lesson planning and organization for music instruction.
- Describe the appropriate ranges for children of varying ages and literature that is appropriate for those ranges.
- Play pitched and non-pitched classroom instruments. *AL 290-3-3.32(1)(b)(3), CP1*
- Sing a one-octave scale up and down using solfège syllables and Kodály hand signs.
- Play the guitar, strumming chords to lead a group singing.
- Play the piano, melody in right hand and chords in left hand to lead a group singing.
- Arrange and play music for the recorder using the basic recorder scale.
- Arrange and play music for instruments in an Orff ensemble.
- Incorporate knowledge of music history, and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music and the relationship of music to the other arts. *AL 290-3-3.32(1)(a)(3), CP1*

Student Learners

- Demonstrate appropriate techniques for accommodating individual student differences.
- Identify procedures for accommodating special and gifted learners in the music.

Course Content and Schedule. *See Calendar to be posted on Blackboard.*

Course Requirements/Evaluation:

Class Documents (50%)

Daily written responses and activities, electronic discussion questions
 Questions and Quizzes from textbook(s)
 Written Philosophy Statement (also presented)
 Written Music Education Historical Topic (also presented) - Summary
 Classroom Management Plan (peer role playing activity), also include behavioral accommodations for special learners
 Lesson Planning (using scripted and general formats):

- 1 Lesson Plan – Learning Theory Discussion
- 4 lesson plans (Kodály, Orff, Dalcroze, and *either* Gordon or Weikert)
- 8 lesson plans and supporting materials (Pitch, Singing, Movement, Rhythm, Listening, Playing, Creating, Improvisation)
- 1 Music Topic Thematic Unit
- 1 Cross-Curricular Thematic Unit
- Scope and Sequence

Peer Teaching reflections (using PEPE and Eichenberger Form)
 College and Music Education Forms (ICP and MEAA)
 6 Textbook Reviews and CD references (one for each grade: K-5, textbooks available in LRC and in elementary teachers' classrooms)
 Field Observation Journal (lab journal)
 Scope and Sequence

Quizzes and Exams (25%)

Quizzes based on readings, class discussions, etc.
 Learning Theory / Styles Quiz
 Mid-Term Interview
 Final Interview

Proficiencies (25%) **Recorder and Orff may be satisfied through Beethoven & Me project.*

Kodály Hand Signs (up and down – two hands, singing and signing).
 Guitar – play from chord symbols and lead the class in singing a song.
 Piano – play chords from chord symbols and lead the class in singing a song.
**Recorder – arrange and perform a piece of music of your choice (everyone will play to support their colleagues).*
**Orff – arrange and perform a piece of music of your choice (everyone will play to support their colleagues).*

Grading System A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = Below 60

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.

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*. You are allowed 2 days unexcused absence during this semester. After 2 unexcused absences, the instructor reserves the right to lower the final grade in relation to the total number of unexcused absences in the semester.

Disability Accommodations. Students who need accommodations in class, as provided 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, 1244 Haley Center, 844-2096.

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

College of Education Professionalism Policy. 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

Policy for Professionalism in Music Education for *Music Education Courses*. To help ensure each student's professional success, the following policies apply for the CTMU 4910B, CTMU 5940, CTMU 5960, CTMU 4910A, and CTMU 4910C course sequence and accompanying lab experiences. In addition, students are expected to follow the College of Education Professionalism Policy and the Academic Honor Code listed in the Tiger Cub. Any student who does not adhere to the following policies will be in danger of failing the one or both classes in the sequence. See consequences below.

Attendance. Students must attend all scheduled class and lab times. Missed class or lab days must be either approved by the instructor ahead of time or be due to documented illness or other acceptable reason as listed in the *Tiger Cub*. Documentation for excused absences must be turned in to the instructor no later than one week past the absence date. Excused missed lab times must be made up if the teacher at the placement allows it. If not, a grade of "F" (failing) will be assigned. No unexcused absences are allowed for lab times. If there is an unexcused absence for lab time, a grade of "F" may be assigned for the course.

No more than 2 unexcused absences are allowed each semester for an on campus class. If more than 2, the instructor may lower the final grade, which may result in an "F" (failing) for the course.

On campus class begins at 8:00 a.m. Arriving after this time constitutes a tardy. Students must arrive at class and lab placements on time. Lab arrival time will be designated by agreement among the instructor, teacher, and/or school personnel. If the placement occurs at the beginning of the school day, arrival time must be *before* the beginning of the school day, and usually will be no later than 7:30 a.m., but may be prior to 7:00 a.m. depending on school. Cooperating teachers will be asked to report any absences, tardies, or other unprofessional behavior.

For students who are habitually tardy to class and/or lab time or leave early (3 or more total in one semester, class and lab together), the instructor may lower the final grade, which may result in an "F" (failing) for the course. Any missed lab time due to tardiness and/or absence must be made up if the teacher at the placement allows it. If not, a grade of "F" (failing) may be assigned, depending on situation.

Please note: Students with excessive tardies (6 or more over two semesters) may be removed from the music education program. See consequences below.

The Family Rights and Privacy Act. (Public Law 93-380) (FERPA) 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 (including, but not limited to, online places like *Facebook* or *My Space*), or stored documents such as word processor files or HTML files stored in your computer or online.

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 teacher and music 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). In addition, please be careful about what you post in online discussion boards or what you send through e-mail communications. Although some of these are password protected, often items posted there are discovered and reported by users who were thought to be trusted.

Dress Code for Lab Placements. Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 and 19 (or older in some cases). Both men and women must wear dress shoes. No flip-flops. No tennis shoes. All clothing should fit appropriately. Shirts, pants and/or skirts should be neither too tight nor too loose and they should be modest in nature. No blue jeans should be worn. Men should wear dress pants and either a button-up or polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back. Skirts should be at or below the knee in length. Check before wearing cropped/Capri-type pants. They may not be acceptable.

Consequences for Unprofessional Behavior. Failure to adhere to any of the above policies will result in the following actions being taken. These consequences may be carried from previous semesters/years and into subsequent semesters and/or year(s), depending on situation. Furthermore, in certain situations, the consequence may be immediate removal from class or practicum and/or music education program.

- First – Informal meeting with supervisor/instructor.
- Second – Meeting with music education faculty members. Proper situational protocol will be discussed. Memorandum of the meeting will be placed in student's file.
- Third – Meeting with music education faculty members. During this meeting it will be determined what the student must do to remain in the course sequence and a contract/agreement will be written. In addition, at this time, discussion of whether the student may continue in the music education program will occur which may result in removal. Contract/Agreement and/or Memorandum of meeting placed in student's file. Program Coordinator reports to Department Head.
- Fourth – Depending on terms of previous contract/agreement, removal from class/practicum/internship. If not removal, subsequent consequences will be defined at this time.

Contingency Statement. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Kuehne if you have questions about this addendum.

Other.

- Students must satisfy all course objectives to pass this course.
- The instructor reserves the right to adjust assignments and/or schedule as the course progresses to best fit student needs.