

**AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING**

COURSE SYLLABUS

Course Number: CTMU 7520 / 7526 Fall 2012

Course Title: Curriculum and Teaching in Music Education

Credit Hours: 3 Semester Hours

Meetings: Monday evenings 5:00- 7:50 (including Online Lectures and Activities)

Note: Students are also expected to participate in on-line discussions on assigned readings and course topics.

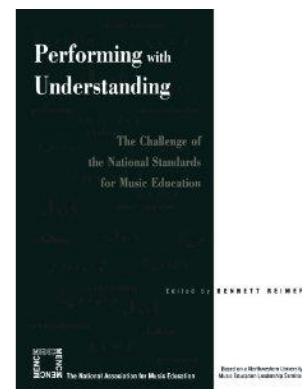
Instructor: Dr. Nancy Barry, 334-844-6787, Dept. of Curriculum & Teaching, 5040 Haley Center,
Auburn University, AL 36849; email: barrynh@auburn.edu

GTA: Ms Kathy King

Texts or Major Resources:

The following texts are required:

Reimer, B. (2000.) *Performing with understanding:
The challenge of the National Standards for Music Education.*
(Reston, VA: MENC)



Each student must purchase ONE of the following Strategies for Teaching Series Books:

Available from <http://www.rowmaneducation.com/Action/Search/RLPG/Strategies%20for%20Teaching>

1. *Strategies for Teaching Series: Prekindergarten Music*
2. *Strategies for Teaching Series: K-4 General Music*
3. *Strategies for Teaching Series: Middle-Level General Music*
4. *Strategies for Teaching Series: High School General Music*
5. *Strategies for Teaching Series: Beginning and Intermediate Band*
6. *Strategies for Teaching Series: High School Band*
7. *Strategies for Teaching Series: Elementary and Middle-Level Chorus*
8. *Strategies for Teaching Series: High School Chorus*
9. *Strategies for Teaching Series: Middle-Level and High School Guitar*
10. *Strategies for Teaching Series: Middle-Level and High School Keyboard*
11. *Strategies for Teaching Series: Specialized Ensembles*
12. *Strategies for Teaching Series: Guide for Music Methods Classes*
13. *Strategies for Teaching Series: Technology*

Each student must purchase ONE of the following courses of study:

Available from <https://rowman.com/>

1. *Teaching General Music: A Course of Study*
2. *Teaching Stringed Instruments: A Course of Study*
3. *Teaching Choral Music: A Course of Study*
4. *Teaching Wind and Percussion Instruments: A Course of Study*
5. *Teaching Jazz: A Course of Study*
6. *Syllabi for Music Methods Courses*

The following readings are available on line:

Gatto, J.T. (2002). Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling. Retrieved from <http://www.homeeducator.com/FamilyTimes/articles/10-4article4.htm>

Summary Statement to the National Standards. Retrieved from <http://www2.ed.gov/pubs/ArtsStandards.html>

National Standards for Arts Education: A Brief History Retrieved from <http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/a-brief-history/>

National Standards for Arts Education Retrieved from <http://artsedge.kennedy-center.org/educators/standards.aspx>

Music Educators National Conference. (1994). The school music program: A new vision — The k-12 national standards, pre-k standards, and what they mean to music educators. Retrieved from <http://musiced.nafme.org/resources/the-school-music-program-a-new-vision/>

MENC. (1994). Opportunity-to-learn standards for music instruction: Grades prek-12. Retrieved from <http://musiced.nafme.org/resources/opportunity-to-learn-standards-for-music-instruction-grades-prek-12/>

MENC. (1996). Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards. Retrieved from <http://musiced.nafme.org/resources/performance-standards-for-music/pre-k-12/>

MENC. (1999). Opportunity-to-learn standards for music technology. Retrieved from <http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/opportunity-to-learn-standards-for-music-technology/>

October 2007 Report of the MENC Task Force on National Standards. Retrieved from <http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/october-2007-report-of-the-menc-task-force-on-national-standards/>

Morton, J. B. (2006). *Alabama course of study: Arts education*. Montgomery, AL: Alabama State Department of Education. Retrieved from <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections>

Additional readings in current topics in research and best practice (print and electronic media) may be assigned.

Course Description: Teaching practices and evaluation of experiences and content for curriculum improvements. Students develop recommendations for music curriculum.

Course Objectives: *The student will be able to:*

1. demonstrate a working knowledge of the basic components of a course of study in music education.
2. demonstrate an understanding of learning theories applied to music learning.
3. demonstrate a knowledge of various models of content sequencing in music education.
4. demonstrate a knowledge of materials and techniques appropriate for various methods.
5. demonstrate a knowledge of means for accommodating individual differences in the music classroom.
6. demonstrate competence in evaluating curriculum designs and materials in light of theory and accepted models.

Course Content and Schedule: See Course Calendar

Course Requirements/Evaluation:

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

Note: A grade below C is considered failing in graduate courses.

Assignments

Note: Points will be deducted for errors in grammar, spelling, or writing style. (Refer to the APA Publication Manual.)

1. Class presentations on selected topics and active participation in class discussions and activities (50%)
 - a. [National Standards Presentation](#) (10%)
 - b. [A Course of Study \(MENC\)](#) (10%)
 - c. [Music Education Curriculum Approach](#) (20%)
 - d. *Class discussions and activities (during class time and on-line)* (10%)
2. Two examinations (2 @ 15% = 30%)
3. [Final curriculum project](#) (20%)

Grading System:

A = 100 – 91

B = 90 – 81

C = 80 – 71

D = 70 – 61

The AU Student Academic Honesty Code applies to this class.

<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

Students who need accommodations are asked to submit electronically their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Assignments

Oral Presentation Format:

Students will prepare and archive their video oral presentations. Presenters will use visual aids (such as PowerPoint slides, Web pages, video, etc.), handouts (.doc, .rtf or .pdf files), and audio as appropriate. The presenters will post the visual aids and handouts to the class discussion board at least 48 hours prior to their scheduled presentation.

At least four appropriate exam questions/items with answers and specific grading criteria will be emailed to the **instructor (only)** by no later than 24 hours following the presentation.

National Standards Presentation (10%)

Length: 30 minutes

Each student will be assigned a set of music standards to review. (Available via links in course reading list. Your *Strategies for Teaching* booklet will also be needed for this presentation.)

Presentation Objectives:

1. Provide an Overview of each standard
2. Demonstrate an appropriate learning activity for each standard (via video and/or live class participation in an activity).
3. Provide a detailed example of an appropriate way to assess student learning for each standard
4. Submit a minimum of four exam items including detailed grading criteria for the exam items to the Instructor

MENC A Course of Study (10%)

Length: 30 minutes

Each student will be assigned ONE of the following courses of study to review:

Available from <https://rowman.com/>

1. *Teaching General Music: A Course of Study*
2. *Teaching Stringed Instruments: A Course of Study*
3. *Teaching Choral Music: A Course of Study*
4. *Teaching Wind and Percussion Instruments: A Course of Study*
5. *Teaching Jazz: A Course of Study*
6. *Syllabi for Music Methods Courses*

Presentation Objectives:

1. Provide an overview of the Course of Study
2. Critique the Course of Study
 - a. Strong points
 - b. Any weaknesses
3. Lead the class in a lesson or learning activity that demonstrates the Course of Study
4. Demonstrate an appropriate way to assess student learning
5. Submit a minimum of four exam items with detailed grading criteria to the Instructor

Music Education Curriculum Approach (20%)

Length: 30 - 45 minutes

Presentation Objectives:

- I. To acquaint the class with a particular curriculum approach in music education.
 - a. Origins of the approach
 - b. Content sequencing
 - c. Materials and techniques
- II. To relate the course of study to practical teaching applications including:
 - a. Instructional strategies
 - b. Content sequencing
 - c. Physical layout of classroom, including instruments/equipment
 - d. Accommodating individual differences
 - e. Student evaluation
 - f. Technology Integration
 - g. Other
- III. To provide an objective critique of the course of study
- IV. To lead an actual learning experience demonstrating practical applications of the approach.
- V. To lead an active discussion among class members
- VI. To prepare appropriate items for evaluation of learning.
- VII. Submit a minimum of four exam items to the class
- VIII. Submit detailed grading criteria for the exam items (VII.) to the Instructor

Possible Topics for Presentations:

Multi-grade curricula such as: Dalcroze, Orff, Kodaly, Kindermusik, Making Music, Share the Music, Adventures in Listening, Jump Right In, Conversational Solfege, Essential Musicianship, Band Method Series, Orchestra Method Series, Music Appreciation Texts, Sight-reading Method Sets, Piano Method Series, Guitar Method Series, and Other related topics. ALL presentation topics are subject to instructor approval.

Presenters will be called upon to "defend" their presentation topics and participate in a lively debate/discussion on the course web site and during class time. All students will be responsible for reading AND responding to any discussions continued on the course discussion board within 3 days of the presentation. Presentations will be evaluated on thoroughness of preparation and adherence to presentation guidelines.

Some music curriculum materials (such as music method series) are available for student checkout.

Final Curriculum Project (20%)

(Length = approximately 25 – 35 pages)

Describe your "ideal" curriculum for music education in a K-12 school system in detail. Discuss the similarities and differences between your curriculum and the various approaches presented in this class. Choose either the general, vocal, or instrumental program and state the program goals. Include the weekly schedule of classes for each music teacher. Choose a course and grade/age level and describe the scope and sequence of the curriculum. Develop one standards-based and/or comprehensive musicianship unit that would be an appropriate part of this course of study. The paper must be typed and must use the American Psychological Association Style Manual 6th Edition format. Students will submit the paper as a file attachment (.doc, .docx, or .htm file) via e-mail to barrynh@auburn.edu.

Contents:

- I. Table of Contents

- II. Philosophical Basis for the Curriculum
 - a. WHO should learn/teach?
 - b. WHAT should be taught?
 - c. HOW should it be taught?
 - d. WHY should it be taught?(include appropriate reference citations)
- III. Thorough Discussion of Your Recommended Curriculum for Music Education (include appropriate reference citations)
 - a. System-wide music programming/schedule
 - b. Program goals for specialty area
 - c. Description of curriculum for specific course/age range
 - d. Explanation of rationale for your Curriculum (Why will this work?)
 - e. Instructional strategies
 - f. Content sequencing
 - g. Physical layout of classroom, including instruments/equipment
 - h. Accommodating individual differences
 - i. Student evaluation
 - j. Other
- IV. Compare and contrast your curriculum to the approaches presented in class (include appropriate reference citations)
- V. Examples of applications of your Music Education Curriculum
 - a. Unit plan (include goals and general objectives)
 - b. Specific objectives for student learning (relate to National/State Standards)
 - c. Detailed Student assessment plan
 - d. Materials and Resources
 - e. At least one detailed daily lesson plan illustrating the curriculum in practice
- VI. Reference List (APA format)




Course Calendar

CTMU 7520/ 7526 Curriculum and Teaching in Music Education




Note: This calendar may be adjusted if deemed in the best interest of students to do so.

Course Meetings: Mondays 5:00 – 7:45 p.m.

Date	Assignment/ Activity
August 20	<p>Topics:</p> <ul style="list-style-type: none"> Overview of Course Syllabus, Calendar, and Assignments Curriculum and Instruction <p>Assignments:</p> <ul style="list-style-type: none"> Read – Gatto, J.T. (2002). <i>Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling</i>. (Available at http://www.homeeducator.com/FamilyTimes/articles/10-4article4.htm)
August 27	<p>Topics:</p> <ul style="list-style-type: none"> Assessment Curriculum Development <p>Assignments:</p> <ul style="list-style-type: none"> Read – Marsh, C.J. (2004). <i>Key Concepts for Understanding Curriculum</i>. (Chapter 1) Chiarelott, L. (2006). <i>Curriculum in Context</i>. (Chapters 4 and 8)
Sept. 3	<p>Labor Day Holiday </p>
Sept. 10	<p>Topics:</p> <ul style="list-style-type: none"> Learning Theory <p>Assignments:</p> <ul style="list-style-type: none"> Read – Ertmer & Newby (1993). Behaviorism, Cognitivism, Constructivism: Comparing critical features from an instructional design perspective. <i>Performance Improvement Quarterly</i>, 6(4), 50-71. Mergel (1998). Instructional Design & Learning Theory.
Sept. 17	<p>Topics:</p> <ul style="list-style-type: none"> National Standards <p>Assignments:</p> <ul style="list-style-type: none"> Read – <ul style="list-style-type: none"> Reimer (2000), pp. vii - 29 Summary Statement to the National Standards. Retrieved from http://www2.ed.gov/pubs/ArtsStandards.html National Standards for Arts Education: A Brief History Retrieved from http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/a-brief-history/ October 2007 Report of the MENC Task Force on National Standards. Retrieved from http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/october-2007-report-of-the-menc-task-force-on-national-standards/
Sept. 24	<p>Exam 1 (15%)</p>
Oct. 1	<p>Topics:</p> <ul style="list-style-type: none"> National Standards <p>Assignments:</p>

	<ul style="list-style-type: none"> • Read – <ul style="list-style-type: none"> ○ Reimer (2000), pp. 33 – 58 ○ Music Educators National Conference. (1994). The school music program: A new vision — The k-12 national standards, pre-k standards, and what they mean to music educators. Retrieved from http://musiced.nafme.org/resources/the-school-music-program-a-new-vision/
Oct. 8	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • National Standards • Alabama Course of Study <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Read – <ul style="list-style-type: none"> ○ Reimer (2000), pp. 61 - 169 ○ National Standards for Arts Education Retrieved from http://artsedge.kennedy-center.org/educators/standards.aspx ○ MENC. (1996). Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards. Retrieved from http://musiced.nafme.org/resources/performance-standards-for-music/pre-k-12/ ○ MENC. (1994). Opportunity-to-learn standards for music instruction: Grades prek-12. Retrieved from http://musiced.nafme.org/resources/opportunity-to-learn-standards-for-music-instruction-grades-prek-12/ ○ MENC. (1999). Opportunity-to-learn standards for music technology. Retrieved from http://musiced.nafme.org/about/the-national-standards-for-arts-education-introduction/opportunity-to-learn-standards-for-music-technology/ ○ Morton, J. B. (2006). <i>Alabama course of study: Arts education</i>. Montgomery, AL: Alabama State Department of Education. Retrieved from http://www.alsde.edu/html/sections/documents.asp?section=54&sort=1&footer=sections
Oct. 15	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • National Standards <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Student Presentations* – National Standards & Performance Standards (10%) <ul style="list-style-type: none"> ○ preK – 4 ○ 5 - 8 ○ 9 - 12 <p>*Overview, critique, and short demo lesson including assessment of student learning</p>
Oct. 22	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Comprehensive Musicianship <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Read – <p><i>Comprehensive Musicianship Through Performance: A Paradigm for Restructuring</i> by Mel Pontious Retrieved from http://www.dpi.state.wi.us/cal/mucmppap.html</p> <p><i>Comprehensive Musicianship</i> by Bruce Pearson Retrieved from http://musiceducatorsonline.org/cmplession/cmplecture.html</p>
Oct. 29	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Strategies for Teaching Series • Course of Study (MENC) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Course of Study Student Presentations* (10%) <p>*Overview, critique, and short demo of selected Course of Study</p>
Nov. 5	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Culture and Aesthetics in Music Education • Teaching Performing with Understanding

	<u>Assignments:</u> <ul style="list-style-type: none"> Read Reimer (2000), pp. 173 - 201
Nov. 12	<u>Topics:</u> <ul style="list-style-type: none"> Review Reimer (2000) Students share overview of final Curriculum Projects Discuss final exam, presentations and projects
Nov. 19	<div> <div></div> <div> <i>Thanksgiving Break (Nov. 19 – 23)</i> </div> <div>  </div> </div>
Nov. 26	<ul style="list-style-type: none"> <i>Curriculum Approach presentations (20%)</i>
Dec. 3	<i>Exam 2 (15%)</i>
Dec. 5	<i>Final Curriculum Project due by Dec. 5 (20%)</i>



December 8 = Graduation