# AUBURN UNIVERSITYDEPARTMENT OF CURRICULUM AND TEACHING

# COURSE SYLLABUS

**Course Number**: CTMU 1020

**Course Title**: Music Education Lab I

**Credit Hours** 1 semester hour

**Prerequisites**: Departmental Approval (fingerprinting)

**Co-requisites:** None

**Date Syllabus Prepared:** Updated January 2015

**Instructor:** Dr. Jane M. Kuehne \* kuehnjm@auburn.edu \* 334-844-6852 \* Use Canvas for appt.
 Dr. Kathy L. King \* kingkat@auburn.edu \* 334-844-3171 \* Use Canvas for appt.

**COURSE DESCRIPTION**

Development and documentation of general music instructional abilities and dispositions for school and community music educators.

**TEXTS OR MAJOR RESOURCES**

* National Standards for Music Education – <http://musiced.nafme.org/resources/the-school-music-program-a-new-vision/>
* (New) Core Standards for Music – <http://musiced.nafme.org/musicstandards/>
* Opportunity to Learn Standards for Music –  <http://musiced.nafme.org/resources/opportunity-to-learn-standards-for-music-instruction-grades-prek-12/>
* Alabama course of study: Arts education – <http://www.alsde.edu/sec/sct/Pages/cos-all.aspx> and <http://alex.state.al.us/browseArt.php>
* Notation software (noteflight.com, Finale, Sibelius, etc.)
* Video recorder (phone or tablet will also work, but you need to make sure you have enough storage space)
* Soprano Recorder (you should have one from CTMU 5110, or you can use this one also in that class)
* We MAY be using ukuleles in this class. These can be purchased for approximately $50 at Spicer’s Music.
* Professional publications and research journals such as *Music Educators Journal, The Instrumentalist, Journal of Research in Music Education, SBO, Journal of Band Research* are be available through the AU library.

**STUDENT LEARNING OUTCOMES**

Students will participate in weekly labs on campus and in field-based experiences to develop beginning-level competency in musicianship and teaching abilities specific to general music learning settings that will be further developed in CTMU 5110 and CTMU 5120.

The student will demonstrate beginning-level competency for the following abilities:

* Musicianship (Outcome 1)
	+ Accompany singing with Guitar (3 major chords, 2 minor chords keys, one minor key, strum pulse with pick)
	+ Accompany melody instrument with Keyboard (3 major chords block chords)
	+ Accompany singing with Autoharp (3 major chords, strum pulse with pick)
	+ Perform melody on Soprano Recorder (6 tones)
	+ Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff I Pentatonic)
	+ Perform Drumming Ensembles
	+ Solfege with Hand Signs (major and minor pentatonic Kodaly I)
	+ Improvise Call and Response melodies and rhythm patterns by singing and performing on classroom melody instruments (Pentatonic)
* Teaching (Outcome 2)
	+ Leading small vocal and instrumental ensembles
	+ Teaching vocal and instrumental performance to small groups
	+ Use technology to record, distribute, and assess music performance of individuals and groups
	+ Use technology to notate transcribed melodies for individual practice
	+ Use the Internet, music software, and productivity software for self-development of music skills

**SKILLS TO BE DEVELOPED IN CTMU 5110 CHILDREN’S MUSIC LEARNING**

\_\_\_\_\_Accompany singing with Guitar (3 chords in 3 major keys, 3 chords in 2 minor keys, root/5th bass patterns)

\_\_\_\_\_Accompany melody instrument with Keyboard (3 chords in 3 major keys, 3 chords in 2 minor keys, root/5th/chords)

\_\_\_\_\_Accompany singing with Autoharp (7 chords, root/5th/chords pick patterns)

\_\_\_\_\_Perform melody on Soprano Recorder (9 tones) and easy ensembles

\_\_\_\_\_Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff II Modal)

\_\_\_\_\_Lead Solfege with Hand Signs (major and minor scales Kodaly I)

\_\_\_\_\_Lead Improvisation activities singing and performing on classroom instruments (Pentatonic)

\_\_\_\_\_Leading small vocal and instrumental ensembles

\_\_\_\_\_Teaching vocal and instrumental performance to small groups

\_\_\_\_\_Lead listening and movement music learning activities

\_\_\_\_\_Use technology to notate music for teaching examples

\_\_\_\_\_Use technology to notate original lead sheets for vocal performance

\_\_\_\_\_Use the Internet, music software, and productivity software to support children’s’ music learning settings

**SKILLS TO BE DEVELOPED IN CTMU 5120 SCHOOL AND COMMUNITY GENERAL MUSIC EDUCATION**

\_\_\_\_\_Lead singing with Guitar (3 major chords, 2 minor chords keys, one minor key, pick strumming patterns)

\_\_\_\_\_Accompany melody instrument with Keyboard (3 major chords with bass block chords, accompaniment patterns)

\_\_\_\_\_Perform medium recorder ensembles (Soprano and Alto)

\_\_\_\_\_Perform borduns and ostinatos on Classroom Mallet and Rhythm Instruments (Orff III Functional)

\_\_\_\_\_Lead Drumming Ensembles

\_\_\_\_\_Improvise in Drumming Ensembles

\_\_\_\_\_Improvise Call and Response melodies and rhythm patterns by singing and performing on classroom instruments (major, minor, modal)

\_\_\_\_\_Leading large vocal and instrumental ensembles

\_\_\_\_\_Teaching vocal and instrumental performance to large groups

\_\_\_\_\_Use technology to notate original vocal and instrumental ensembles for general music performance

\_\_\_\_\_Use technology to facilitate students’ music composition

\_\_\_\_\_Use the Internet, music software, and productivity software to support adolescent and adult general music learning settings

**COURSE CONTENT OUTLINE**

Week 1 Expectations, plans, self-assessment

Weeks 2-7 Weekly on-campus labs; *Documentation of at least 5 competencies due*

Weeks 8-14 Weekly labs (on campus 3 times and in the field 4 times)

Week 15 *Documentation of remainder of competencies due in Canvas portfolio*

Finals Week *Review of Competency Documentation and Self-Evaluation Narrative in portfolio*

**ASSIGNMENTS/PROJECTS**

* *Competency Documentation –* During on-campus labs and in field settings, students will work in small and large groups to develop abilities and document competencies. Students and faculty cooperatively select appropriate field-based experiences and requirements. Each student will be assigned to assist a professional music teacher for a minimum of 12 hours per semester. (Exact time of scheduled field visits will be arranged with the cooperating professional.) Documentation will be in the form of videos, self/peer assessment, and journaling posted to Canvas/Website. (Outcomes 1 and 2)
* *Self-Evaluation Narrative –* Each student will submit a detailed self-evaluation narrative documenting their development of competencies and lab experiences. This will be posted to Canvas/Website. (Outcomes 1 and 2)
* *COE Documentation –* Complete appropriate assessment forms.
* *Weekly In Class Reflections/Assignments* – These will vary throughout the semester and are based on topics covered during each class.

**GRADING PROCEDURES**

* Each assignment will be graded on a scale of 0 to 4: A = 4B = 3C = 2D = 1F = 0
* Final grades will be assigned based on the following range:  A = 4.00-3.01 B = 3.00-2.01 C = 2.00-1.01 D = 1.00-0.01 F = 0.00
* For students who regularly attend class, a grade of “F” (0) on an assignment is often reserved for assignments that are not submitted. However, if an assignment does not meet at least a D level, a grade of F will be assigned. In addition, for students who miss a significant amount of class times during the semester, a grade of “F” will be assigned as the course grade. *For unexcused daily class absences, daily in-class reflections cannot be made up, and the grade for those will be “0” (F). Students who do not complete 15 hours of required field experience will automatically receive an F for the course grade.*

**CLASS POLICY STATEMENTS**

*Please see the Student Policy eHandbook for important information: http://www.auburn.edu/student\_info/student\_policies/*

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. 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
1. Harassment: Harassment of any kind, toward students or instructor, will not be tolerated. If it occurs, the policies set forth in the *Student Policy eHandbook* will be followed.
2. The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child (children) will be kept confidential. The only person who may access records or information are those who are directly involved with the student’s (students’) education program. Educational records cannot be released without consent of the parents (guardians). In compliance with the federal law, the following guidelines must be followed:
	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.
3. Consequences for Unprofessional Behavior Depending on the situation, you may be removed from the music education program. The professor will meet with you, or you will meet with the all music education faculty members to determine consequences. Note, these will be formally documented.

**JUSTIFICATION FOR GRADUATE CREDIT**

Students will gain operational skills in developing music instructional materials with a focus on teaching choral music in both school and community settings. Using existing and original methods materials, created in a variety of ways, including digitally, they will learn effect ways of teaching choral music. They will demonstrate competence in skills required for teaching choral music and will learn through direct, expository, discussion, constructivist, and cooperative learning environments and choose or create tools which enhance the curricular goals of choral music education programs and community choral programs.

**OTHER**

* This syllabus may be modified to best fit the educational needs of the students.
* Students must satisfy all objectives to pass this course.