**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**SCHOOL AND COMMUNITY GENERAL MUSIC EDUCATION, Spring 2025**

# COURSE INFORMATION

| **Course Title:** School and Community General Music Education | **Schedule:** TR 8:00-9:15 / F 8:00-10:50 |
| --- | --- |
| **Course Number:** CTMU 5120/6120 | **Credit Hours:** 3 hr Lecture / 3 hr Lab |
| **Location:** Haley Center 1408 | **Prerequisite:** N/A |
| **Instructor:** Dr. Macy Bell, [email](mailto:mlo0015@auburn.edu) | **Office Hours:** By appointment |

# COURSE DESCRIPTION

# Musical development and learning in adolescence and adulthood. Curriculum, methods, and assessment for community and school general music.

# REQUIRED MATERIALS

# *6-string acoustic guitar, tuner, and pick.* NOTE: On the first day of class there will be a demonstration by a [Spicer’s Music](https://spicersmusic.com/) representative. Recommended instruments and AU student discounts will be offered at that time.

# Portable Personal Device

* Activated ***Soundtrap*** and ***Noteflight Education*** (DO NOT purchase – AU login instructions will be provided)

# Online Access to the [ALSDE Standards](https://alabamastandards.org/), [Arts Education Standards](https://alabamastandards.org/f33a94ec-dd5f-40fb-b8ce-a54b7da0028f/f33a94ec-dd5f-40fb-b8ce-a54b7da0028f), and [National Core Arts Standards](https://www.nationalartsstandards.org/) *(hyperlinked)*

* General Music Lesson Plan [Template](https://aub.ie/musicedlessonplan) *(forced copy hyperlinked)*
* Modern Band Lesson Plan [Template](https://aub.ie/mb-musicedlessonplan) *(forced copy hyperlinked)*

# Other – Materials on Canvas, classroom, and/or AU Library

# RECOMMENDED MATERIALS

* Clauhs, M., Powell, B., & Clements, A.(2021). *Popular music pedagogies: A practical guide for music teachers*. (1st ed.). Routledge. <https://doi.org/10.1386/jpme_00062_5> Bookmark this website: <https://popmusicped.com/>
* Green, L. (2008). *Music, informal learning and the school: A new classroom pedagogy.* (1st ed.). Routledge. <https://doi.org/10.4324/9781315248523>
* Dorfman, J. (2022). *Theory and Practice of Technology-Based Music Instruction* (2nd ed.)*.* Oxford University Press. <https://doi.org/10.1093/oso/9780199795581.001.0001>

# FIELD EXPERIENCE INFORMATION *(subject to change; pending approval)*

* **Secondary Weekly Field Experience (3 hrs/wk)** – Fridays 8-10:50am or individually scheduled with mentoring music educator
* **Community Music Field Experience (4 hrs/sem)** – 4 experiences from various options throughout the semester
* **Professional Development Field Experience** – conference or workshop attendance, as approved by instructor

# COURSE OBJECTIVES

* Understand how adolescent learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
* Work with others to create environments that: (1) support individual and collaborative learning; and (2) encourage positive social interaction, active engagement in learning, and self-motivation.
* Understand the central concepts, tools of inquiry, and structures of middle/high school general music.
* Create learning experiences that make these aspects of general music/modern band accessible and meaningful for learners to assure mastery of the content.
* Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
* Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide educators’ and learners’ decision making.
* Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
* Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
* Engage in ongoing professional learning and use evidence to continually evaluate pedagogy and practice.

**COURSE REQUIREMENTS/EVALUATION***(subject to change)*

| **EVALUATION** | **WEIGHT** |
| --- | --- |
| **Course Participation**   * Attendance (in-class & field placement) * Completion of activities and assignments | **10%** |
| **General Music Curriculum Design & Field Experience** (Planning, Teaching, & Reflections)   * Standards Alignment, Scope & Sequence, Lesson Plans * Teaching Reflections * School & Community Field Experience Attendance & Reflections (total: 36 hrs) | **40%** |
| **Individual Musicianship** (Benchmark Assessments)   * **Goal 1:** Demonstrating consistent *growth toward mastery* of various classroom instrumentation:   + Piano / Keyboard   + Drumset   + Guitar & Bass   + Vocals   + Music Technology * **Goal 2:** Demonstrating proficient *use of various instrumentation* in direct instruction | **30%** |
| **Performance Exams**   * Mid-term Exam: Proficiency Benchmark Assessment * Final Exam: setlist of 6 songs for “The Big Gig” (rehearsals + performance) | **20%** |

**GRADING SYSTEM** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

# CLASS POLICY STATEMENTS

Be aware of the policies in the *Student Policy eHandbook*: <http://www.auburn.edu/student_info/student_policies/>

# Participation

Students are expected to participate in all class discussions and participate in all exercises. 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

Students should be aware of the *Student Policy eHandbook* on Class Attendance: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Attendance is required at each class meeting and each lab meeting. If an exam is missed, a make-up exam will be given only for university-approved excuses as outlined in the *Student Policy eHandbook.* Arrangement to take the make-up exam must be made in advance. Students who miss a class or 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 or University-excused absence (i.e. trips for band/choir/orchestra, etc.). If you are sick or have another excusable absence, you must email me PRIOR to the start of class.

*Please note: Appointments for routine medical and dental checkups are not considered excused absences.*

**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 Accommodations Letter and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of Accessibility. More information can be found here: <https://cws.auburn.edu/accessibility>

# Honesty Code

Students should be aware of the *Student Policy eHandbook* Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

# Policy on Classroom Behavior

Students should be aware of the *Student Policy eHandbook* Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior>

# Harassment

Students should be aware of the *Student Policy eHandbook* Policy on Harassment: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf>

Harassment in academic settings and in the employment arena where students are involved is defined as: Conduct (physical, verbal, graphic, written, or electronic) that is (1) unwelcome; (2) discriminatory on the basis of race, color, sex, religion, national origin, age, or disability; (3) directed at an individual or group in one of the protected classes outlined in this policy; and (4) so severe or pervasive and objectively offensive that it unreasonably interferes with the victim’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.

# Professionalism

Please dress professionally and conduct yourself professionally in every way. All discussions of teachers and their programs are to be confidential and 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 teachers’ careers (and your own). 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

**Professional Ethics**: In this course you will be observing teachers and working in a classroom. All discussion of teachers and their programs are to be treated confidentially. 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. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics create a bad reputation for your integrity and the integrity of Auburn University and can damage teacher’s careers (and your own).

# 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 will ***remain in*** HC 1408. Note: Classroom ukuleles will ***not*** be available to use for home practice. You must purchase your own ukulele.

# 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:

* All discussions about a student should be conducted with the teacher or university supervisor only.
* Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
* You should not discuss students with other parents, agencies, or other students.
* Limit discussion to those involved with your assignment.
* When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
* 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.

# Other:

Students must satisfactorily complete all course objectives and assignments to pass this course. The instructor reserves the right to change the syllabus to best fit the needs of the students.

# HEALTH & WELL-BEING

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, please contact me immediately. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. You must provide your instructor a doctor’s excuse when you have to miss class.

Please do the following in the event of an illness or COVID-related absence:

* Notify me as soon as possible as [macy.bell@auburn.edu](mailto:macy.bell@auburn.edu).
* Participate in class activities and submit assignments remotely, as you are able.
* I will work with you to assure that you can complete course activities.
* Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334)844-6000.
* Refer to the Covid 19 Resource center at <http://auburn.edu/covid-resource-center/policies/safe-practices/>

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/)
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)
* Covid 19 Resource Center (<http://auburn.edu/covid-resource-center/>)
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventive and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by visiting the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at <http://wp.auburn.edu/scs/>

**Course Meeting Schedule**: Class meetings will be in-person. In the event that the course delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods.

**COURSE SCHEDULE** *(subject to change)*

| **TIMELINE** | **GENERAL MUSIC CURRICULUM** | **INDIVIDUAL MUSICIANSHIP** |
| --- | --- | --- |
| **Wk 1** | **Module 1: Welcome to School and Community General Music Education**   * Welcome & Introductions * Discussion 1: Welcome to School and Community General Music Ed! | **Spicer’s Music Guitar Demonstration** |
| **Wk 2-3** | **Module 2: The Other 80 Percent**   * Week 2 – NO CLASS: Jan. 23-24 (AMEA) * Mini-Podcast Episode 1 – The Other 80 Percent * Discussion 2: The Other 80 Percent * Field Experience Journal 1 | **Overarching Unit 1 Goals:**  *Growth toward mastery* of the following objectives…   * Easy chords * Chord progressions * Basic strumming patterns * Basic Rock Beat * Basslines * Riffs and Melodic Ostinati * Exploring expressive elements to enhance musicality * Expanding known systems of notation   **Week 7: Midterm Benchmark** |
| **Wk 4-7** | **Module 3: Elemental Musicking — Pop & Orff**   * Pop Orff Arrangement * Pop Orff Process * Pop Orff Lesson Series (S&S, draft + final) * Pop Orff Teaching Reflection * Mini-Podcast Episode 2 – Pop & Orff * Discussion 3: Elemental Musicking—Popular Music & Orff * Field Experience Journal 2-5 |
| **Wk 8-14** | **Module 4: Modern Band**   * Mini-Podcast Episode 3 – TBMI * WEEK 9: AU SPRING BREAK * Modern Band Ensemble Arrangement * Modern Band Lesson Series (S&S, draft + final) * Modern Band Teaching Reflection * Mini-Podcast Episode 4 – Modern Band * Discussion 4: Music for Students with Exceptionalities * Discussion 5: Music as a Second Language * Field Experience Journal 6-8 | **Overarching Unit 2 Goals:**  *Growth toward mastery* of the following objectives…   * Expand on Unit 1 goals * Sustaining own part in an ensemble * Performing a set list * Enhancing a performance through stage-presence |
| **Wk 15-17** | **Module 6: Culminating Understandings of General Music Education**   * Mini-Podcast Episode 5 (series finale) * Discussion 6: Putting it All Together—Culminating Understandings of General Music Education to Guide Future Practice * NO CLASS: Apr. 24 (independent ensemble rehearsals) | **In Class Dress Rehearsal Dates:**   * Tuesday April 15 * Thursday April 17 * Tuesday April 22 * Tuesday April 29   **Week 16: The Big Gig — May 1, 5:30pm at New Realm** |