

AUBURN UNIVERSITY  
DEPARTMENT OF CURRICULUM AND TEACHING

**COURSE SYLLABUS**

Summer 2016

**Course Number:** CTMU 7520 / 7526

**Course Title:** *Curriculum and Teaching in Music Education*

**Credit Hours:** 3 Semester Hours

**Course Meetings:** CTMU 7520 / 7526 includes both synchronous (real-time) class meetings and asynchronous work (readings, quizzes, class discussions, and other assignments posted on Canvas). However, while it is fine to work ahead, all assignments (including discussion posts) will have specific due dates and points will be deducted for late submissions.

MUSIC MATTERS!



Six to eight (minimum of 6) required synchronous class meetings will be scheduled across the summer semester. Once class is underway, students will be polled to determine the most convenient dates and times for these required course meetings. Distance students will log in to participate via Scopia and on-campus students will report to Haley Center 1474 for our synchronous meetings.

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

**Text:**

Required readings in current topics in research and best practice in Curriculum and Teaching in Music Education will be made available electronically via web links and/ or files posted to our course Canvas site.

**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 education.
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 our *Course Calendar* for a detailed weekly schedule of readings, assignments, and course activities.

**I. 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.*

**Graded Assignments**

*Note: All written assignments should be carefully edited for mechanics and writing style. 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 (45%)
  - a. *National Standards Presentation\** (10%)
  - b. *Music Education Curriculum Materials Review\** (20%)
  - c. *Class discussions and activities (during synchronous class time and asynchronous on-line posts and activities, including peer review of team members)* (15%)
2. Quizzes and Written Examinations over assigned readings (30%)

Examinations and quizzes will cover material from all assigned readings, class discussions, and student presentations.
3. Final Paper - Music Education Curriculum Project (25%)

\*team project

The AU Student Academic Honesty Code applies to this class.

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

Students who need accommodations are asked to submit electronically their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail ([barrynh@auburn.edu](mailto:barrynh@auburn.edu)). 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).

**II. Assignments: Criteria for Papers and Presentations**

**Presentation Format:**

Students are expected to be **creative** and develop presentations that are engaging and lively with an emphasis upon practical music teaching applications. Great to invite student or colleague volunteers to demonstrate **teaching examples**! Appropriate supporting visuals (such as Power

Point) are strongly encouraged. Video and audio clips are encouraged as appropriate. Presenters will post any “handouts” or supporting materials to our class discussion board.

### III. **National Standards Presentation (10%)**

Length: 30 minutes

Students will be assigned to a small team of 2 people. Each team will be assigned a set of music standards to review and present to our class.

Presentation Objectives:

1. Provide a detailed outline of your Presentation for the class (posted to Canvas). Slide shows (such as Power Point) are encouraged.
2. Describe a detailed overview of each standard
3. Demonstrate an appropriate music learning activity for each standard (**lively and engaging!**)
4. Provide a detailed example of an appropriate way to **assess** student learning for each standard
5. Submit a written paper (approximately 5 typed, double-spaced pages) summarizing your presentation to the instructor via Canvas Assignments (include all References in APA format).

### IV. **Music Education Curriculum Approach (20%)**

Length: 30 - 45 minutes

Students will be assigned to a small team of 2 people. Each team will select a widely-accepted approach to teaching music to review and present to our class.

Presentation Objectives:

- I. Acquaint the class with a particular approach to music education curriculum and instruction.
  - a. Origins of the approach (historical and philosophical background)
  - b. Content sequencing
  - c. Materials and techniques
- II. Relate the course of study to practical teaching applications including:
  - a. Instructional strategies
  - b. Content sequencing
  - c. Physical layout of classroom
  - d. Essential materials and equipment
  - e. Accommodating individual differences
  - f. Student assessment
  - g. Technology Integration
  - h. Other
- III. Provide an objective critique of the course of study (explain “pros” and “cons” of the approach)
- IV. Demonstrate examples of learning experiences illustrating practical applications of the approach in the music classroom. Students may select the grade level and setting (band, chorus, general music, orchestra) for their examples.
- V. Provide examples of appropriate ways to assess student learning.
- VI. Submit a written paper (approximately 5 pages) summarizing the presentation (include all References in APA format).

**V. 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.**

Some music curriculum materials (such as music method series for band, chorus, and orchestra) are available for student checkout. (Materials can be mailed to distance students but must be returned before final grades are posted.) Contact your instructor for assistance.

**VI. Final Curriculum Project (25%)**

(Length = approximately 25 – 35 pages)

Describe your "ideal" curriculum for music education in a K-12 school system or higher ed setting in great 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 detailed 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 (APA) format. Students will submit the paper as a file attachment (.doc, .docx) to Canvas Assignments.

**Contents:**

- I. Title Page
- II. Table of Contents
- III. 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?
  - e. Include appropriate reference citations.
- IV. Theoretical Basis for the Curriculum
  - a. Discuss appropriate ideas from articles about research and best practice to support the validity of your curriculum.
  - b. Include appropriate reference citations.
- V. Thorough Discussion of Your Recommended Curriculum for Music Education
  - a. Include appropriate reference citations.
  - b. System-wide music programming/schedule
  - c. Program goals for specialty area
  - d. Description of curriculum for specific course/age range
  - e. Explanation of rationale for your Curriculum (Why will this work?)
  - f. Instructional strategies
  - g. Content sequencing

- h. Physical layout of classroom, including instruments/equipment, other requirements
  - i. Accommodating individual differences
  - j. Student evaluation
  - k. Other
- VI. Compare and contrast your curriculum to the approaches discussed in class (include appropriate reference citations)
- VII. Practical examples of applications of your Music Education Curriculum
  - a. Unit plan (include goals and general objectives)
  - b. Specific objectives for student learning (must relate to National/State Standards)
  - c. Detailed Student assessment plan (include examples of performance rubrics, tests, checklists, etc. as appropriate)
  - d. Materials and Resources
  - e. At least one detailed daily lesson/ rehearsal plan clearly illustrating the curriculum in practice
- VIII. Reference List (APA format) – Be sure to include ALL references including print materials, on-line resources, music scores, sound recordings, video, etc.

change  
the world;  
teach music

