

I. Educ 363: Teacher Laboratory – Elementary Methods Music Component

II. 1.5 Credit Hours

III. Course Description:

The Teacher Laboratory emphasizes the preparation for the teaching of science, mathematics, social studies, and music. The student is involved with others in the process of continual development of attitudes, knowledge and skills needs by classroom teachers as they plan, present and evaluate their lessons and class management. Development of attitudes conducive to projection of a professional image is also an important part of the laboratory experiences. This component emphasizes music content and methodology.

The music component of Teacher Lab has several purposes. First, it acquaints the teacher candidate with methods that are unique to the teaching of music. Second, it provides an opportunity for the teacher candidate to practice in teaching music to students. Third, it brings the candidate into contact with those organizations, instructional ideas, and materials in music education which will enable the candidate to continue to grow following graduation.

IV. Place of Course in the Curriculum: This course is a music methods component which enhances the student teaching experience.

V. Goals and Objectives:

After completing this course, the teacher candidate will be able to:

1. List a variety of music publications and resources available to classroom music teachers and their appropriate uses in the music classroom (LR5)
2. Articulate a philosophy of music education which will form the basis for developing an elementary music education program. (LD6, 006.17E2f)
3. List the National Standards for Music Education and articulate their importance for providing a foundation for an elementary music program.
4. Articulate the relationship of a child's physical, mental, and social development to the scope and sequence of an elementary music program of instruction. (T6, 006.17E2a, 006.17E2d1, 006.17E2d2)
5. List principles of discipline which contribute to a positive environment for the teaching of music. (T4, LD8, 006.17E2d3)

6. List specific techniques that may be used to work in music with exceptional learners. (T5, 006.17E2a2)
7. Demonstrate specific techniques that may be used to integrate music from a variety of cultures into an elementary music program. This would include: (LR4, 006.17E2c6)
 - i. Performance of music from various cultures
 - ii. Listening to music of various cultures
 - iii. Learning folk dances
8. Effectively assess the development of music skills in elementary age children and communicate the same to parents and other adults in report cards and conferences. (T3, LD2, 006.17E2a3, 006.17E2e1, 006.17E2e2)
9. Use several methods to teach rhythm. These would include: (LR7, 006.17E2b8, 006.17E2c)
 - i. Echo rhythms
 - ii. Action songs and verses
 - iii. Use of rhythmic instruments
 - iv. Use of rhythmic notation
 - v. Lummi Sticks
10. Use several methods to teach melody. These would include: (LR7, 006.17E2b8, 006.17E2c)
 - i. Rote learning
 - ii. Lining out
 - iii. Modeling from a recording
 - iv. Singing from notation
11. Articulate principles of working with children's choirs. Included in these principles are: (LR7, 006.17E2b8), 006.17E2c)
 - i. Developing the child voice
 - ii. Unification of vowels
 - iii. Choosing music
 - iv. Basic directing techniques
12. Articulate and demonstrate techniques for working with xylophones in the music classroom.
13. Articulate a variety of methods for accompanying children's singing depending on personal music ability level.

14. Demonstrate the ability to play the recorder at a beginning level and articulate appropriate methods for teaching the recorder within the classroom.
15. Develop effective lessons in music listening. Included in this area are: (LR7, 006.17E2b8, 006.17E2c)
 - i. Identification of orchestral instruments by sight and sound
 - ii. Identification of voices by sound
 - iii. Knowledge of basic forms in music, e.g., ABA, Rondo
16. Articulate various methods for teaching music notation and terminology to elementary students. This would include the use of: (LR7, 006.17E2b8, 006.17E2c)
 - i. Flash cards
 - ii. Notation bingo
 - iii. Solfege
 - iv. The intervallic approach
 - v. Boomwhackers and Choir Chimes
 - vi. Recorder
 - vii. Computer software
17. Articulate ways in which creativity in music may be encouraged. These would include: (LR7, 006.17E2b8, 006.17E2c)
 - i. Development of original texts to existing music
 - ii. Improvisation of melodies and accompaniments
 - iii. Writing stories which coordinate with existing music
18. Evaluate music classes at an elementary school with an emphasis on implementation of Music Standards and positive teaching practices.
19. Articulate multiple examples of integrating music education with other subject areas.
20. Articulate multiple examples of possible role of technology in the classroom to support music education.
21. Write a lesson plan for teaching an elementary music lesson and teach it to peers. (T1, 006.17E2d)

VI. Content and Methodology: (T1, T2, T3, T5, T8, LD1, LD2, LR2)

Session 1

1. Introduction to the course
2. Development of a philosophy of music education
3. National Standards for Music Education

4. Introduction to body solfege
5. Introduction to teaching rhythm
6. Classroom management

Session 2

1. Evaluating music and performances
2. Music resources
3. Introduction to recorders
4. Curriculum and assessment

Session 3

1. Teaching melody
2. Performance tips
3. Recorders

Session 4

1. Music class observation debriefing
2. Teaching rhythm
3. Music expectations by grade level
4. Recorders
5. Special needs and gifted students
6. Lummi sticks
7. The special learner

Session 5

1. Performing on instruments
2. Composing and arranging
3. Technology in music education
4. Recorders

Session 6

1. Instrument families
2. Evaluating music texts
3. Relationships between music and the arts/other disciplines
4. Relationships between music and history/culture
5. Recorders

Session 7

1. Music class observation debriefing
2. Recorder quiz preparation
3. Improvisation
4. Listening to and analyzing music
5. Boomwhackers and choir chimes
6. Music lesson preparation

Session 8

1. Closing thoughts
2. Teaching music lessons to peers
3. Recorder skills quiz

VII. Student Roles: (T1, T2, T6, LD2, LD8, LR2, LR7)

1. Since much of the material is presented to the class in class sessions, and since many of the skills to be learned are performed by the class in class sessions, every student is expected to be at every class session.
2. Actively participate in class.
3. Complete assignments on time.
4. Practice recorder assignments.
5. Demonstrate professionalism in actions and communication.

VIII. Evaluation: : (T1, T2, T6, LD2, LD8, LR2, LR7)

Grades are based on the quality of work done on assignments, quiz results, class attendance, and professionalism.

IX. Bibliography:

Anderson, William and Joy Lawrence. Integrating Music into the Elementary School, 8th edition. Schirmer, 2010.

Hinckley, June and Suzanne Shull, editors. Strategies for Teaching Middle-Level General Music. Music Educators National Conference, 1966.

Music Educators National Conference. Opportunity to Learn Standards for Music Instruction. Music Educators National Conference, 1994.

Music Educators National Conference. Performance Standards for Music: Grades Pre K-12. Music Educators National Conference, 1996.

Music Educators National Conference. The School Music Program: A New Vision. Music Educators National Conference, 1994.

Rozmajzl, Michon and Rene Boyer. Music Fundamentals, Methods, and Materials for the Elementary Classroom Teacher. Pearson, 2006.

Sims, Wendy, editor. Strategies for Teaching Middle-Level General Music. Music Educators National Conference, 1996.

Stauffer, Sandra and Jennifer Davidson, editors. Strategies for Teaching K-4 General Music. Music Educators National Conference, 1996.

AND

Current Music Subscriptions, Catalogs and Classroom Music Materials (i.e. Music K-8 Magazine, Music Express, In Tune, Activate!)