

Syllabus for
MUS 426—Elementary Music Methods and Evaluation
3 Credit Hours
Fall 2017

I. COURSE DESCRIPTION

A course designed to help the prospective elementary music teacher learn how to combine the art of music with the art of learning. Focuses on bridging teaching-learning theory with practicality through the use of a four-step model: studying the theoretical basis or rationale of the teaching method, observing demonstrations by the methods instructor, practicing the new teaching skill with other methods students, and receiving coaching from the methods instructor.

II. COURSE GOALS

The purpose of this course is to provide the prospective music teacher with the philosophy, principles, materials, and methods necessary for teaching music in the elementary school.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate acceptable proficiency in teaching the following music activities, appropriate for the various elementary grade levels in a mainstreamed context: (Competency No.4, 10, & 13)
 - a. Unison singing and proper singing techniques
 - b. Lesson designed to explore harmonic experiences
 - c. Lesson designed to develop a listening response to music
 - d. Lesson designed to utilize percussion, melody or harmony instruments
 - e. Lesson designed to develop a bodily response to music
 - f. Lesson designed to develop skills necessary to read music
 - g. Lesson designed to develop creative responses to music
2. Play a simple accompaniment on the piano, autoharp and guitar. (Competency No. 1)
3. Determine objectives for musical learning, plan strategies and lessons designed to attain the predetermined objectives, and assess and choose materials and content for music lessons. The student will demonstrate an understanding of the scope and sequence of the elementary general music program. (Competency No. 8, 5, 9, 10, 20, General Competency No.14)
4. Identify characteristics of the following music methods: Kodaly, Orff, Dalcroze and MMCP and Gordon. (Competency No. 1, 3)
5. State their own musical values and goals as a music teacher, and those methodological approaches which are useful in attaining those values and goals. (Competency No. 2)
6. Demonstrate in concrete ways their development of a professional attitude toward teaching music, as indicated by thoroughness and punctuality in completing assignments, attendance at all classes and functions, student membership in the professional music education organization (MENC), and overall effort made to

attain necessary skills. In addition, each student will have begun a collection of resources and materials in the form of a notebook.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1, 2, 3, 4, 5, 9, 10, 13, 14, and 20.

- GC1: Understands the basic philosophy of music education and is able to justify music within the school curriculum
- GC2: Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).
- GC3: Participates in ongoing professional development which includes involvement with professional associations and current experiences in performing endeavors.
- GC4: Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
- GC5: Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.
- GC9: Has knowledge of where to locate printed musical resources and professional consultants.
- GC10: Has a working knowledge of how music integrates with all other academic disciplines, including other fine arts areas.
- GC11: Has the skill to collaborate and coordinate experiences with teachers of other academic disciplines, including other fine arts areas.
- GC13: Is able to teach basic fundamentals of embouchure (mouth position), hand position, technique and other related skills, of all the standard band and orchestra instruments at a basic Grade 6-8 level, including making a characteristic sound.
- GC14: Is able to sing a diatonic melody at sight, using a consistent sight-singing method, and the skill to teach that method appropriately at each grade level. (Diatonic: relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.)
- GC20: Understands the competencies in Oklahoma's core curriculum in General Music and exhibits the skill to incorporate them into various instrumental music classes.

IV. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
Campbell, P.S. & Scott-Kasner, C. Music in Childhood (3rd ed.). Englewood Cliffs: Prentice-Hall, 2006. ISBN 978-0534595487
Burakoff, G. & Hettrick, W. E. Sweet Pipes Recorder Book. Levittown, NY: Sweet Pipes Inc., 1982. ASIN B001J1K720, Item Model #Sp2313
- 2. Other
None

B. Optional Materials

- 1. Textbooks
None
- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures---See Music Dept. Student Handbook.

- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. Final grades will be determined by the following:

Written Assignments	100 pts
Lesson Plans	150 pts
Teaching	100 pts
Teacher Work Sample	100 pts
Resource Materials	50 pts
Orff Arrangement	30 pts
Recorder Proficiency	30 pts
Final Exam	30 pts
Semester Folder	10 pts
 - b. The grading scale for all assignments will be as follows:

600-540	A
539-480	B
479-420	C
419-360	D
Below 360	F
 2. Whole Person Assessment Requirements
 - a. A written report or record of the oral presentation(s) and possible information from reports and presentations by other members of the class
 - b. Written philosophy of music education
 - c. Written discipline plan
 - d. Music program plan
 - e. A list of resources in the school community area
 - f. Philosophy of various methodologies or teaching strategies
 - g. Lesson plans for teaching various skills and unit plans
 - h. Lists of resource materials (e.g. books, music stores, catalogues, etc.)

VI. COURSE CALENDAR

Week	Topic
Week 1	Introduction to Class—Overview of Music Education
Week 2	The Multiple Meaning of Music for Children Text: Chapter 1
Week 3	From Theory to Practice in Teaching Music to Children Text: Chapter 2
Week 4	Motivation and Management Text: Chapter 3
Week 5	Methods of Teaching Music to Children Text: Chapter 4
Week 6	Rhythm and the Child Text: Chapter 5

Week 7	Pitch and the Child Text: Chapter 6
Week 8	The Singing Child Text: Chapter 7
Week 9	The Moving Child Text: Chapter 9
Spring Break March 19-23	
Week 10	The Playing Child Text: Chapter 10
Week 11	Service Learning and Practice Teaching
Week 12	The Listening Child and The Creating Child Text: Chapter 8 and 11
Week 13	Technology for Music Instruction Text: Chapter 14
Week 14	Curriculum Design & Assessment and Evaluation Text: Chapters 12-13
Week 15	Music, Multiculturalism, and Children Music for Exceptional Child and Music in an Integrated Curriculum Text: Chapters 15-17
Week 16	Final Exam:

Course Inventory for ORU's Student Learning Outcomes

Elementary Music Methods and Evaluation MUS 426 Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy			X	
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity	X			