

9-2013

# MUSE 333.01: General Music Methods and Materials I

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## Recommended Citation

Gray, Lori F., "MUSE 333.01: General Music Methods and Materials I" (2013). *Syllabi*. 690.  
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**School of Music  
The University of Montana  
Fall 2013**

**General Music Methods and Materials I  
MUSE 333-01 (Course ID 70258, 2 credits)  
Prerequisites: Upper division standing in music**

**Instructor:**

Dr. Lori Gray  
Office: 204B (Music Building)  
Email: [lori.gray@umontana.edu](mailto:lori.gray@umontana.edu)  
Office hours: By appointment

**Course Times and Location:**

Tuesday, Thursday 10:10-11:00 a.m.  
Music Building, 204  
08/27/13-12/05/13  
(Final class Thursday, December 5<sup>th</sup>)

**Required Materials:** A soprano recorder and recorder book available at the UM bookstore. File folder or binder for collected materials, and/or a thumb drive.

**Suggested Textbook:** “The Melody Book” is a useful text for beginning teachers and is recommended for this course, but not required. “The Melody Book” has a wide variety of song selections and includes directions for playing the piano, recorder, guitar, autoharp, and ukulele. All articles and assignments from other resources will be available on Moodle.

**Moodle:** Your class online shell is a Moodle site. I will ask you to visit the Moodle site for this class often. I will be placing important information, readings, and assignments on Moodle. You may also view your grades on the Moodle class site. Access this course’s Moodle site: <http://umonline.umt.edu/> You will find a link to MUSE 333.

**The Green Alternative:** You may upload some assignments on Moodle if you would like to save paper. If a hard copy of the assignment is required, you will be informed when you receive directions for the assignment. Articles may also be viewed and read through Moodle. You will not need hard copies of the articles (reader’s responses will allow you to demonstrate that you have read the assigned articles). Please name all your files with the course number (MUSE333), your name, and the assignment (For example: MUSE333SmithMovementLesson.doc).

**Course Design and Standards:**

The scope and sequence of this course were designed utilizing The Montana PEPPS Professional Educator Preparation Program Standards, The International Reading Association Standards, and The University of Montana's Conceptual Framework for The University Professional Education Programs.

The Montana PEPPS Professional Educator Preparation Program Standards include:

10.58.501 General Requirements:

- (a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana
- (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development
- (f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills
- (h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom
- (i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies
- (j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction

10.58.519 Music K-12:

- (h) demonstrate a comprehensive knowledge of musical notation and language
- (k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style
- (l) analyze music aurally and visually in terms of musical elements
- (s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction
- (u) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills
- (w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals
- (x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students

International Reading Association Standards:

- 1) Foundational Knowledge: *Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*
- 2) Curriculum and Instruction: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*
- 3) Assessment and Evaluation: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

- 4) Diversity: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*
- 5) Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*
- 6) Professional Learning and Leadership: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

UM Conceptual Framework -- Our learning community is characterized by the following elements:

- **Integration of Ideas**  
Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.
- **Cooperative Endeavors**  
In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.
- **Respect for Diversity and Individual Worth**  
A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

**Course Description:**

The purpose of this course is to help you develop techniques for lesson planning, practice skills in lesson delivery, attain knowledge of children's musical and cognitive development, guide the acquisition of music literacy skills, develop assessment tools, and find and learn age appropriate musical experiences for elementary children. The goal of this course is to encourage thoughtful examination of ways to teach music to children. By thinking about music teaching and learning, and putting into practice your knowledge and musicianship in experiential learning activities, you will be better prepared to function independently as a music teacher. The ability to independently develop lessons

and a sequenced curriculum will serve you well in your career teaching any age level in any music specialization. In this course, you will work independently and collaboratively with others, reflect upon and discuss articles and learning/teaching/developmental theories, create and peer-teach lessons, and refine your musicianship and pedagogy.

During this course you will:

- Develop knowledge about age appropriate music learning experiences for elementary-age children
- Become aware of the philosophical, pedagogical, and psychological foundations of music instruction in the general music classroom
- Develop instructional skills that suit the teaching of diverse populations of elementary children (taking into consideration the students' different cultures, genders, and learning needs), including a focus on The Montana Indian Education For All Act
- Create a library of music literature and activities appropriate for elementary-age children
- Compile a detailed list of resources and appropriate uses of those resources in specific music classrooms (K-12)
- Design lesson plans utilizing technology and print resources for music classrooms (K-12)
- Participate in example lessons and practice teaching techniques by presenting your own created lessons to the class
- Develop engaging music activities that foster the acquisition of music literacy skills (K-12) through notated music scores and exercises, dictation, derivation of rhythms and melodic lines, and written analysis and description of selected music
- Develop strategies for guiding sight reading and practice of musical scores and exercises
- Develop strategies for guiding music analysis and for leading discussions related to comprehension of musical scores and exercises
- Participate in a music workshop and analyze musical presentations (for example, concerts and recitals) and their possible application to the music classroom
- Create a professional electronic portfolio that can be used when interviewing for jobs

**Academic Policies:**

- Please see the academic policies section of the course catalog for add/drop deadlines <http://www.umt.edu/catalog/acad/acadpolicy/default.html>
- Because this is an active learning class, attendance is required. You are allowed **three** absences including illnesses. After three absences, your grade will be lowered half a grade (from an A to an A-, etc.). **Six** absences or more, your grade will be lowered a full grade (from an A to a B, etc.). Three tardies will equal one absence. It is your responsibility to check in with me after class if you arrive after attendance is taken, to ensure that you are marked with a tardy instead of an absence. It is also your responsibility to check your attendance record on Moodle and discuss any discrepancies with me before grades are posted at the end of the semester. I will deal with emergencies on an individual basis. Please contact me to inform me of absences.
- Academic Misconduct and the Student Conduct Code : All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/Index.cfm/page/1321> Plagiarism, cheating, and any other form of academic dishonesty are against school rules and will be reported.
- Study groups are acceptable and encouraged, however assigned work needs to be completed individually unless otherwise specified. Checking someone's assigned work for grammatical errors is acceptable.
- Cell phones, MP3 players, laptops (for anything other than note taking), and other electronic devices not needed for class are huge distractions. Please turn cell phones to silent before class begins and keep them and other devices stored away during class time. Laptops are acceptable for note taking purposes only.
- Talking about non-related material during class is distracting to other students and will not be permitted. Please keep your comments focused during group discussions.
- Participation in activities is a part of your grade and is expected. In this class, you will be teaching and participating in lessons that you, other students, and I write for the elementary grade levels.
- To request academic accommodations due to a disability, please contact the Disability Services for Students office. <http://life.umt.edu/dss/> (406-243-2243). Within the first week of class, please provide me with a copy of the letter you receive from their office that states that you have a disability that requires

academic accommodations, so we can discuss the accommodations that you might need in this class.

- If you have a question about a grade you have received in this course, please set up an appointment with me.

**Grading Procedure:** Work will be graded on a point system that will be translated into a percentage at the end of the term. The total number of points that you can receive is 1,000.

In-class Participation and Assessments	10% (100 points)
Written Assignments, Reflections	25% (250 points)
Music Skills Tests	10% (100 points)
Elementary Lesson Plans	35% (350 points)
Portfolio	10% (100 points)
Final Lesson	10% (100 points)

**Grading Scale:**

A	94-100%	A-	90-93%	B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	F	0-59%

- Work will not be accepted if it is more than a week late and the grade for the assignment will be lowered half a grade (from an A to an A-, etc.). I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.
- Use a computer/word processor for all written assignments.
- All due dates for work will be announced at least one week before work is due.

**Readings:** You are expected to do the reading that is assigned. Lectures will touch on, but will not completely cover the material assigned. Papers, projects, and the final exam will all contain material from the readings and classes. You will be given a chance to show your understanding of the reading through group discussions, reader's responses, papers, and in class assessments.

**Written Assignments, Reflections:** You will be asked to analyze chapter materials, class lessons, and relevance to the elementary classroom through written assignments. You will be asked to write several reflections about elementary general music and how you can incorporate the course material into a music classroom.

**In-class Participation and Assessments:** This class is part of the requirements to prepare you for your career. Attendance demonstrates a professional commitment to your growth as a music teacher. As you will be learning through actively participating in examples of lessons for elementary students, participation and attendance are very important. The class will include a mixture of lecture, group discussion, and active learning experiences, so dress comfortably in order to participate in movement and lesson activities. This class includes some physical exertion for folk dancing, singing games, playing instruments, and other movement activities. Please be aware of your own physical limits and see me if you are uncomfortable with the physical activities. There will be quizzes and short in-class writing assignments for assessment purposes. If a student is absent, I will accept the missed in-class assignments only if the absence was an emergency or if the student notified me of an illness prior to the absence.

**Music Skills Tests:** You will work with a variety of elementary general music classroom instruments and will be tested on your ability to perform and also to accompany on those instruments. Please see Moodle for instructions.

**Elementary Lesson Plans:** You will be asked to write several lessons that involve various musical activities. These lessons will be age appropriate for a specific grade (you may choose a grade K-5). You will teach these lessons in small groups or for the class during the regular class meeting time (more detailed instructions will be provided at the start of this project).

**Portfolio:** All of your work from the semester will be included in a binder portfolio or an electronic portfolio (CD, flash drive, link to a site). The goal is to begin the portfolio early and assist you in fulfilling the requirements for certification.

**Final Exam:** There is not a final exam for this course.

### **Tentative Schedule for Fall 2013**

(Check Moodle for schedule changes, assignments, and additional information)

Week 1: Introduction to the course, begin solfa, body percussion, in-tune singing

Week 2: Approaches to teaching music, movement/steady beat activities, professor's sample movement lessons

Week 3: Learning, developmental, and instructional theories, approaches to teaching music cont., students' peer teaching of movement lessons

Week 4: Beginning routine (movement, singing, reading and writing), professor's sample teaching a song lesson

Week 5: Beginning routine, professor's sample teaching a song lesson

Week 6: Beginning routine, students' peer teaching of a song



Week 7: Beginning routine, students' peer teaching of a song

Week 8: Beginning routine, professor's sample rhythm flashcard lessons

Week 9: Beginning routine, students' peer teaching of rhythm flashcard lessons

Week 10: Beginning routine, professor's samples of listening lessons

Week 11: Beginning routine, students' peer teaching of listening lessons

Week 12: Beginning routine, composition, creativity, and improvisation (Orff)

Week 13: Beginning routine, composition, creativity, and improvisation cont.

Week 14: Class wrap-up, composition, creativity, and improvisation, connection of all lessons

Week 15: Portfolios, recorder skills test