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### MUSE 334.01: General Music Method & Materials II

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**School of Music  
The University of Montana  
Spring 2016**

**General Music Methods and Materials II  
MUSE 334-01 (Course ID 30163, 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:**

Tuesdays, Thursdays 10:10-11:00 a.m.

Music Building, 204

01/26/16-05/05/16

(Final class is Thursday, May 5<sup>th</sup>, 2016)

**Textbook:** None required. All readings will be posted on the Moodle shell for this course.

**Materials:** File folder or binder for collected materials, thumb drive or CD (if you want to submit your portfolio in an electronic version rather than hard copies). You may choose to add files to your portfolio from MUSE 333, or present a new portfolio.

**Moodle:** This class has a Moodle class shell. I will ask you to visit the Moodle shell for this class often. I will be placing important information, readings, and detailed assignments on Moodle. You will also upload assignments to Moodle. **\*All assignments submitted electronically need to go through Moodle rather than email.** You may also view your grades and attendance on the Moodle class shell. Access this course's Moodle site through UOnline and you will find a link to MUSE 334.

**The Green Alternative:** You will upload most of the assignments on the Moodle site in the "Upload Area" to save paper. When uploading a file to the Moodle "Upload Area," name the file with your last name and the assignment title (Example: JohnsonMovementLesson.doc). If a hard copy of the assignment is required, you will be informed when you receive directions for the assignment.

**Assignments:** Some of the course assignments may be submitted online through Moodle, as mentioned above. \*Please submit electronic assignments on Moodle rather than through email. Other assignments must be submitted as hard copies during class. Lesson plans must be turned in as hard copies the day you teach the lesson or uploaded to

Moodle (you need to have it in some way in class to teach from). **Notes on articles must be turned in as hard copies or on an electronic device in class the day they are due and will not be accepted late, as their purpose is to prepare you for the class discussion. If you are absent, you may upload them to Moodle the day they are due for credit.** Other work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). **Work will not be accepted if it is more than a week late.** 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.

**Course Design and Standards Addressed:**

The scope and sequence of this course were designed utilizing The Montana PEPPS Professional Educator Preparation Program Standards, The ISTE National Educational Technology Standards for Teachers, 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:

- (b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology
- (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

ISTE National Educational Technology Standards for Teachers:

- 1) Facilitate and inspire student learning and creativity
- 2) Design and develop digital age learning experiences and assessments
- 3) Model digital age work and learning
- 4) Promote and model digital citizenship and responsibility
- 5) Engage in professional growth and leadership

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:**

This course continues and builds upon the materials presented in MUSE 333 and adds appropriate music activities and lessons for the middle school and high school general music classrooms. The purpose of this course is to help you hone developed techniques for lesson planning, strengthen skills in lesson delivery, attain knowledge of students' musical and cognitive development, and find and learn age appropriate musical experiences for general music classrooms (K-12). The goal of this course is to encourage thoughtful examination of ways to present general music lessons to students. By continuing to think 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.

During this course you will:

- Develop knowledge about age appropriate music learning experiences for the general music classroom (K-12)
- 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 students (taking into consideration the students' different cultures, genders, and learning needs), including a focus on The Montana Indian Education For All Act
- Collect online and text resources and become familiar with computer software and applications appropriate for use in the general music classroom
- Compile a detailed list of resources and appropriate uses of those resources in specific 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 music analysis and for leading discussions related to comprehension of musical scores and exercises
- Create a professional 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>
- Attendance: 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.). **Five** absences or more, your grade will be lowered a full grade (from an A to a B+, etc.). For each set of additional **two** absences, your grade will be lowered a half of a grade. 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. I will deal with emergencies on an individual basis. Please contact me prior to class if possible, 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 middle school and high school 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 the DSS 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.

Written Assignments	30% (300 points)
Music Skills Tests	10% (100 points)
Lesson Plans	40% (400 points)
Portfolio	10% (100 points)
Final Unit 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 turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). **Work will not be accepted if it is more than a week late.** 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 that are turned in. This includes the journals.

**Notes on Articles:** You are expected to do the reading that is assigned. Lectures will touch on, but will not completely cover the material assigned. Each time articles are assigned, you will bring a hard copy of your notes to class for a grade (notes must be one page minimum, typed, 12 point font). You may also present typed notes on a laptop or similar device in class. If you are absent, you may upload notes to Moodle the day they are due for credit. **I will only accept hard copies of notes (or electronic documents) during the class period they are due. I will not accept these notes late except in the**

**case of emergencies (which I will decide). I will not accept handwritten notes for articles.** You may decide the format of your notes (paragraphs, bullet points, etc.). Papers, projects, and the final lesson 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, notes on the articles, and papers.

**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 and teaching lessons appropriate for elementary through high school 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.

**Written Assignments:** You will be asked to analyze chapter materials, class lessons, and relevance to the elementary, middle school and high school general music classrooms through written assignments.

**Music Skills Tests:** You will work with a variety of elementary, middle school and high school general music classroom instruments and will be tested on your ability to perform and also to accompany on those instruments. Materials to prepare and practice these instruments will be available on Moodle.

**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 (K-12). This semester will build upon the elementary lessons from MUSE 333, and also cover general music lessons for middle school and high school. You may still choose to write some of your lessons for the elementary general music classroom. One or more of your lessons must be for middle school or high school general music. You will teach these lessons 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 website). The goal is to begin the professional portfolio early and assist you in fulfilling the requirements for certification and prepare you for interviews for teaching positions.

**Final Lesson:** You will create a final unit lesson worth 10% of your grade. More detailed instructions will be available on Moodle. **This final unit lesson and the portfolio will count as the final culminating assignments for this class.**