

Humboldt State University
Department of Music

Course Syllabus

MUS 455 Secondary Music Methods
Fall, 2017 3 units CRN: 42420
MWF 3:00-3:50 p.m. Rm. 203A
Office hours: TBA

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Required Text:

Music Educators Journal and *Teaching Music*. These journals come with membership in MENC/CMEA. Other required readings will be announced in class.

Recommended Texts:

Abeles, H. F., Hoffer, C. R., & Klotman, R. H. (1995). *Foundations of music education* (2nd ed.). New York: Schirmer Pub.
Mark, M. (1996). *Contemporary music education* (3rd ed.). Belmont, CA: Thomson Learning.

Course Description:

This course presents a range of material relating to the principles and philosophy upon which school music instruction is based. Topics include curriculum, learning theory, methodologies, content standards, lesson planning, career opportunities, rehearsing, program-building, assessment, advocacy, and history of American music education.

Student Learning Outcomes:

1. Students will be able to articulate the main characteristics of contributions made by important people and reform movements to the history of music education in America.
2. Students will be able to describe both content and typical layout of different types of music curricula, including scope and sequence, spiral, prescriptive, literature-based instruction, and standards-based instruction.
3. Students will be able to write effective lesson plans, incorporating content standards, learning objectives, procedural steps, and assessment strategies for grade 7-12 music classes.
4. Students will be able to identify and summarize the primary philosophies of music education, including a praxis model and an aesthetic model, and formulate their own philosophy.
5. Students will be able to describe the primary points of emphasis of several important learning theories, including those of Bloom, Ericson, Dewey, and Rogers.
6. Students will be able to locate, categorize, and explain various sets of content standards that apply to secondary music classes.

7. Students will be able to identify and describe several rehearsal strategies for use with secondary music classes, including band, choir, jazz ensemble, and orchestra.

Music Education Program Student Learning Outcomes:

1. Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
2. Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
3. Students will demonstrate effective English writing skills.
4. Conducting and Musical Leadership: Music Education majors will be able to demonstrate knowledge of physical gestures (accurate beat patterns, cuing, entrances, releases, expression) and rehearsal strategies that lead to musically expressive and technically accurate performances with large and small ensembles found in K-12 settings.
5. Analysis/History/Literature: Music Education majors will be able to apply knowledge from music theory, history and literature studies to curriculum development, lesson planning, and daily classroom and performance activities.
6. Motivation: Music Education majors will be able to excite the imagination of K-12 students, motivating them to seek musical knowledge and skills and to develop an appreciation for music as an art form that is part of their intellectual and cultural heritage.
7. Methods/Policies/Standards: Music Education majors will be able to critically examine methods and policies in the arts for their influence on the musical and cultural growth of K-12 students.
8. Advocacy: Music education majors will be able to provide a cogent rationale for inclusion of music in K-12 core curricula.
9. Repertoire Selection:
Music Education majors will study and apply prioritized criteria for selection of music literature to be rehearsed and performed with K-12 students.

HSU Learning Outcomes:

This course explicitly contributes to your acquisition of skills and knowledge relevant to these HSU Learning Outcomes:

HSU graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.

Music Department Goals and Outcomes:

Goal 1: Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.

Outcome 1A: Students can write harmonic progressions demonstrating correct voice-leading using standard elements of chromatic harmony including mixture, Neapolitans, Augmented Sixth chords, and enharmonic pivot chords.

Outcome 1B: Students can analyze a piece written in sonata form.

Outcome 1C: Students can write down melodic dictation that modulates to closely-related keys.

Outcome 1D: Students can sight-sing diatonic melodies with leaps from I, IV, and V7 chords.

Goal 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.

Outcome 2A: Students can identify and trace essential developments in Western Art Music history.

Outcome 2B: When listening to a musical composition, students can identify its historical era, cultural sources, genre, texture, instrumentation, and possible composer when appropriate.

Outcome 2C: Over the course of four years, music majors will perform a wide variety of music – in solos, large and small ensembles, from different eras, in different styles.

Assignments: See separate sheet with complete details, including due dates and point values.

Grading Point Values:

Participation, punctuality.....	10
Quizzes.....	3 @ 10 each = 30
Written and oral assignments.....	60
Total possible points.....	100

Letter Grade Values:

A = 90+
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Participation Grade

This course requires regular physical participation during the assigned class time on MWF, 3:00-3:50pm. As such, there is no way to make up or compensate for missing the regular opportunities to participate in class activities. These activities include full-class and small-group interactions on course topics, student

presentations, audio-visual displays, and interactive lectures. As a result, there will be a “participation grade” penalty of 5% for each instance of no participation or absence beyond four during the semester.

Therefore, beginning with the fifth non-participation or absence, and for every absence thereafter, the course grade is lowered by 5 points (half of one letter grade). For example, if a student’s final point total amounts to 83 (a grade of “B”) before attendance is calculated, a total of five absences for the semester would result in a point total of 78, yielding a final grade of “C.”

Leaving class is sometimes necessary, but students are asked to plan ahead and, for example, use the restroom before and after class whenever possible. Use good judgment, being aware that leaving the classroom during the class period removes you from the learning environment and deprives others of your participation. As future teachers, we should model behavior that we would expect from our own future students.

Late Assignments:

Late work is defined as anything submitted after the designated class session, or date and time, when the assignment is due. Assignments turned in late will be penalized by 10% per class session. The maximum penalty for late work is 40%.

Cell Phones:

Use of cell phones is not permitted in class. It is best not to bring your device into the classroom due to the distraction it can cause. Again, use of the device for any purpose is prohibited during class time.

Format:

With the exception of notes taken in class and while observing lessons taught in public schools, all written work must be word-processed. Use a standard font such as Times, New Times Roman, Courier, or Helvetica, in size 12, and print out in black ink.

Style Manual:

Follow all guidelines for formatting, punctuation, and grammar as indicated in a particular style manual of your choice. The preferred manual for this class is APA, 5th edition.

Add/Drop Deadline: Monday, September 4 at 11:59 p.m.

Note the early deadline for adding or dropping a class.

More detailed information about policies and procedures related to HSU courses may be found here:
<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>