

Humboldt State University
Department of Music

Syllabus

Music Curriculum Spring, 2018 1 credit
Course #: SED 751 CRN: 25563
Office: 219 Music
Office hours: by appointment

Dr. Paul Cummings
pcc6@humboldt.edu
707-826-5435 (school)
707-616-5092 (cell)

Required Materials

Walker, D. (1998). *Teaching music: Managing the successful music program* (2nd ed.). New York: Schirmer Books. *Music Educators Journal, Teaching Music*

OR

Duke, R. A. (2005). *Intelligent music teaching*. Austin, TX: Learning and Behavior Resources.

membership in (MENC) and CMEA
Secondary Education Handbook

Text

You have a choice of using either the Walker or the Duke text. Bibliographic information for each is shown in the “required materials” section above. The assignments associated with the text are limited to chapter outlines, so it will not matter which text you choose. The Duke text is the same book that was used last semester in 738, and it focuses on research-tested principles of good teaching. The Walker text is oriented toward practical, hands-on aspects of teaching music such as grading policies, classroom management, festivals and competitions, managing a budget, running a booster club, and fundraising.

Course Objectives

This course is designed to provide preservice music teachers with opportunities to:

1. Demonstrate understanding of and begin implementation of effective teaching practices and strategies, including the application of major learning theories to the music classroom (TPE 1, 4, 8, 9)
2. Demonstrate understanding of and begin implementation of effective teaching practices and strategies that are specific to K-12 music classes (TPE 1, 4, 8, 9)
3. Identify specific behaviors of music teachers that cause lessons to be successful or unsuccessful. (1, 4, 6, 9, 14)
4. Observe, reflect and report on music lessons taught by experienced teachers (1, 3, 5, 10, 14)
5. Select appropriate instructional materials for music classes in a variety of grade levels (1, 4, 5, 9)
6. Write and implement effective lesson plans (1, 3, 7, 8, 9)
7. Practice teaching condensed or small-group music lessons, and reflect upon them (1, 4, 5, 10, 14)
8. Identify and describe common types of music curricula, including basic components of each (1, 6, 9)
9. Examine, discuss, and apply various types of standards: California Standards for the Teaching Profession, Teaching Performance Expectations, national and state music content standards (4, 6, 12, 13)
10. Identify and describe effective classroom management procedures (5, 8, 11)

California Teaching Performance Expectations

1. Making Subject Matter Comprehensible to Students
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
7. Teaching English Learners
8. Learning About Students
9. Instructionally Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, and Ethical Obligations
13. Professional Growth
14. Technology in Teaching and Learning
15. Social Justice and Equity
16. Biliteracy

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.

HSU graduates will be prepared to:

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

Required Assignments

1. Submit a written lesson plan for each of the “clinical observations” of your teaching that we schedule. This will amount to a total of 4 written plans. Three of the four plans must be written on the standard SED template, and only those three will be graded. Only one of the lesson plans may be associated with a PACT lesson. (3 @5 pts each = 15 pts)
2. Write outlines for two chapters in the text, connecting the author’s salient points with your own experience at your school site or as a high school music student. Each outline should be 2 pages in length and follow standard outline format.
2 written outlines @5 pts. each = 10 pts.
3. Select two compositions that you are rehearsing at your school site (with two different ensembles), and analyze the scores for potential teaching opportunities and challenges. In two separate written reports (two pages for each), explain your rehearsal goals, pointing out challenging aspects of the music and some rehearsal strategies you will employ to address them. Unlike a lesson plan, the written reports should be in a standard narrative format used for all academic work. Attach a copy of the score to each report. The chosen compositions may not be part of your PACT Teaching Event. (2 @10 pts each = 20 pts)

4. Videotape your teaching a minimum of two times, in two different classes. For each lesson, view the recording within 48 hours, reflect on the strong and weak points of your teaching, and submit a VELR. One of these video recordings will be used in lieu of a direct teaching observation by me. Only one of your videos may be a PACT lesson. (2 VELR reflections @5 pts each = 10 pts)
5. Curriculum Project
Construct a scope-and-sequence music curriculum for a particular grade level of interest to you. If you choose a grade level of K-4, you must build a curriculum in the area of general music. If you choose grade 5 or above, you must build a curriculum in one of the following areas: general music, band, choir, jazz ensemble, or string orchestra. More details on this project may be found on the separate “Assignments” page. (1 @15 pts each)

Final Project (choose one item below) (20 points)

- A. Develop a student handbook for a school music program. Include the following: letter to parents; advocacy statement; one page per course offering showing course description, typical curriculum or repertoire, minimum requirements or prerequisites, number and nature of performances (including touring), and recent class activities (parades, etc.); rules and policies of the program; any fund-raising activities; listing of program awards or recognitions; and list of teachers with brief biographies and teaching specializations.
- B. Choose three high quality compositions to be used in a performance with either middle school band/choir or high school band/choir. Using models from *Teaching music through performance in band*, write a brief analysis of each work in terms of historical background, form and structure, technical demands, and educational merit. Then devise a 6-week rehearsal unit plan for dealing with the various demands of each piece, including total hours of rehearsal, identification of potentially difficult aspects, and strategies for managing the challenges.
- C. Develop plans for the casting, directing, and performing of a high school musical production. Include a list of possible titles appropriate for use with a particular high school program. Devote at least one page each to the following: budget, separated into expenses (such as royalties, personnel, theater and other equipment rental, and materials) and revenues (such as ticket sales, school contribution, PTA sponsorship, corporate sponsorship, fund-raising, and grants); rehearsal schedule, including instrumental only, choral only, soloists only, and various combinations; audition information, including content of solo material, recruitment notices, dates, and age/gender requirements.

Grading

Written assignments.....	70 points
Final project.....	20 points
Extracurricular duties – all-county, Norcal, CASMEC, etc.....	10 points
Total.....	100 points

Format

With the exception of notes taken in class and journal entries, all written work should be word-processed. Use a standard font such as Times, Courier, or Helvetica, in size 12, and print out in black ink. All text should be double spaced with one-inch margins on all sides. Choose a style manual and follow its guidelines. The preferred manual for this class is APA, 5th edition.

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>

Note

This syllabus is subject to change to meet the needs of the class community.