UNIVERSITY OF NORTH ALABAMA
Department of Music and Theatre

Course Syllabus

MU 444: **Secondary School Music Methods**

Credit: 3 Credit Hours

Prerequisite: None

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**Course Description**

A practical, comprehensive course designed to prepare the student for successful music teaching at the secondary school level, including study of curriculum, materials, assessment strategies, teaching techniques and methods for secondary school music.

**Course Texts**


For Reference:

*Teaching Band and Orchestra* by Lynn G. Cooper. GIA, 2004


*Expression in Music*, by H. A. Vandercook. 1942


**Course Objectives**

The prospective music teacher shall demonstrate

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment</th>
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<tr>
<td>290-3-3-.03(1)(c).2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.</td>
<td>Unit tests, chapter questions, project assignments, final exam</td>
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<tr>
<td>290-3-3-.32(2)(d).2.(i) Knowledge of child growth and development and an ability to use principles of learning as they relate to music.</td>
<td>Unit tests, chapter questions, project assignments, final exam</td>
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<td>290-3-3-.32(2)(d).2.(ii) Knowledge of current methods, materials, and music literature available in various fields and levels of music education appropriate to the teaching specialization.</td>
<td>Unit tests, chapter questions, project assignments, final exam</td>
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<td>290-3-3-.32(2)(d).2.(iii) Knowledge of the administrative aspects of the music program including scheduling; recruitment; support groups; selection, purchase, and maintenance of resource</td>
<td>Unit tests, chapter questions, project assignments, final exam</td>
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<tr>
<td>Code</td>
<td>Description</td>
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<tr>
<td>290-3-3-.32(2)(d)(ii)</td>
<td>Knowledge of the role of the music teacher as a resource person in integrating music into other components of the total school curriculum.</td>
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<td>290-3-3-.32(2)(d)(v)</td>
<td>Knowledge of evaluative techniques.</td>
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<td>290-3-3-.32(2)(d)(vi)</td>
<td>Knowledge of typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.</td>
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<tr>
<td>290-3-3-.32(2)(d)(vii)</td>
<td>Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings.</td>
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<td>290-3-3-.32(2)(d)(viii)</td>
<td>Ability to coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.</td>
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<tr>
<td>290-3-3-.32(2)(d)(ix)</td>
<td>Ability to demonstrate effective classroom management and rehearsal management.</td>
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<tr>
<td>290-3-3-.32(2)(d)(x)</td>
<td>Ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.</td>
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<tr>
<td>290-3-3-.32(2)(d)(xi)</td>
<td>Ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</td>
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<tr>
<td>290-3-3-.32(2)(d)(xii)</td>
<td>Ability to apply evaluative techniques in assessing both the musical progress of students and the objectives and procedures of the curriculum.</td>
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<tr>
<td>290-3-3-.32(2)(e)(i)</td>
<td>Ability to articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.</td>
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<tr>
<td>290-3-3-.32(2)(e)(ii)</td>
<td>Ability to articulate the importance of music as a component of students’ intellectual and cultural heritage.</td>
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<tr>
<td>290-3-3-.32(2)(e)(iii)</td>
<td>Ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.</td>
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<tr>
<td>290-3-3-.32(2)(e)(iv)</td>
<td>Ability to communicate and collaborate with administrators, other faculty, and/or parent groups in the school in order to adapt the music program to school needs.</td>
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<tr>
<td>290-3-3-.32(2)(e)(v)</td>
<td>Ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.</td>
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<tr>
<td>290-3-3-.32(2)(g)(i)</td>
<td>Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.</td>
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</table>
Course Content – Learning Outcomes

The prospective music teacher shall demonstrate skills, insights and knowledge of the following topics of study:

- Philosophical foundations of music and aesthetics in education and the role of music in society and in public schools
- Technology in Music Education: standard audio and amplification equipment, Musical Instrument Digital Interface (MIDI) – connecting a keyboard to a standard computer, Computer Assisted Instruction (CAI)– student interacting with computer, CD-ROM
- The role of the music teacher with regard to personality and ego, professional competence, relations with professional colleagues, knowledge of teaching techniques, pre-professional experiences, student teaching, community/public relations, professional development and self-evaluation.
- Curriculum including guidelines, learning theories, areas of study, extra-curricular issues and national standards
- Assessing music learning: authentic assessment, performance assessment, program assessment, formative and summative assessment and design use and content of assessment rubrics
- School music administrative components and skills: budgeting, library, scheduling, staff management and recruitment
- School music performing ensembles preparation and procedures: programming, rehearsal and performance guidelines and techniques, staging, business considerations and travel issues for concert band, concert choir, solo and ensembles, chamber choir, marching band, jazz band, jazz/show choir and musical theatre.
- Resource materials for music education planning, content, objectives and goals
- The unique role of music and the arts within secondary school curricula with reference to the cognitive, psychomotor and affective domains
- Teaching instrumental music within pre-band, beginning band, intermediate band and high school band classes as well as private instruction
- Teaching teenage singers through instruction in physical actions and aural-psychological approaches for boys’ voices and girls’ voices.
- Teaching beyond performance goals
- Teaching middle school general music classes, including activities, materials, individual and class instruction and overall strategies.
- Teaching high school non-performing groups such as music appreciation, music theory, fine arts and humanities classes and piano and guitar individual and class instruction.
- Issues for teenagers’ study of music including physical characteristics, artistic/musical development, physical and vocal development, motivation,
attitude and aptitude and recruitment and retention in the contemporary
social/educational context.

- Managing music classes and rehearsals
- An historical overview of music education

Course Requirements

1. Attend class regularly
2. Submit answers for all chapter questions on the dates specified in the course schedule, typed/double spaced.
3. Submit Fife Project Assignments as specified and described below.
4. Participate in field experiences in secondary schools for a minimum of 9 contact hours during the semester. These experiences must be documented through a written account via the Field Experiences Summary Form and written observation reports.
5. Take all tests and exams

Attendance

Perfect attendance is expected. Absences will only be tolerated under the conditions of unavoidable personal emergency, required participation in a University sponsored event or seriously debilitating illness or injury as documented by appropriate medical records. Even within those contexts, as well as all others, each absence beyond the 3rd absence will result in a lowering of the final grade by 1/3 letter grade.

Evaluation

Students will be tested on course objectives and other material covered in class through written exams. Other assignments, including answering assigned chapter questions, the philosophy of music project and participation in field experiences will also be included in the student’s final grade.

Grading Procedure and Scale

Grading and evaluation of all chapter questions and special assignments will result in numerical value grades which will be totaled and compared algebraically for a final letter grade based on the following scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>4 Chapter Tests @ 100 pts. ea.</td>
<td>400</td>
<td>1620-1800</td>
<td>A</td>
</tr>
<tr>
<td>100 Chapter Questions @ 5 pts. ea.</td>
<td>500</td>
<td>1440-1619</td>
<td>B</td>
</tr>
<tr>
<td>3 Field Experiences @ 100 pts. ea.</td>
<td>300</td>
<td>1260-1439</td>
<td>C</td>
</tr>
<tr>
<td>5 Project Assignments</td>
<td>500</td>
<td>1080-1259</td>
<td>D</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>100</td>
<td>Below 1080</td>
<td>F</td>
</tr>
<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>1,800</td>
<td></td>
<td></td>
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</tbody>
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Project Assignment Descriptions
1. Write a personal philosophy of music education. This assignment must be typed, double-spaced. Refer to the handouts for information and examples of content, design and length (Writing a Philosophy of Music Education; What’s Your Philosophy of Music Education; Why Teach Music; Building a Philosophy of Music Education, Reimer on Music Education, Howard Gardner’s Basic Human Intelligences)

2. Select a song from the This is Music series and use it in developing a lesson plan for a middle school general music class. Present this lesson plan in class using all materials and equipment included in the lesson plan (instruments, worksheets, music, etc.)
   a. Use the “rule of three” in planning activities.
   b. Use a combination of individual and cooperative learning activities.
   c. Prepare worksheets for all students (pages numbered).
   d. Identify at least three learning outcomes for the lesson and relate them to standards.

3. Construct an Annual Budget Proposal for a high school instrumental or choral program. Line items should include equipment, supplies, travel, instruments, music, and consultant services. Refer to Teaching Music by Darwin Walker, pp. 63-97 and Teaching Band and Orchestra by Lynn Cooper, pp. 288-293 (on reserve in Music Library) for examples, rationales, and ideas for entries in each line item.

4. Write a Trip Checklist for a high school instrumental or choral performing ensemble day trip. Be sure to include date, purpose, destination, departure time/place, return time/place, all events during the day with instructions/requirements, personnel management plan (phones/radios/walkie-talkies), parent chaperones info, personal responsibility for equipment/instruments.

5. Write a Learning Assessment profile of four courses you took in high school--two music and two non-music. For each course
   a. describe the method(s) of assessment used and categorize the assessment method
   b. make a statement concerning the effectiveness and accuracy of the assessment method(s) used in measuring student learning.

EQUAL OPPORTUNITY STATEMENT

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student’s ability to meet course requirements and who desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester (within the first three days during summer terms). The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation Form. Course requirements will not be waived, but accommodations will be made to allow each student to meet course requirements, provided the student acts within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is identified later in the semester, a non-retroactive plan will be developed at that time.
Academic dishonesty such as cheating, theft of examinations and/or other class-related materials, plagiarism, or knowingly furnishing false information to the University is considered misconduct for which the students may be subject to disciplinary action, including suspension and dismissal.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

Who:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.