

Music in Education

MUSED 340

Autumn Quarter 2007

Tuesday, Thursday & Friday 10:30-11:20

Dr. Steven M. Demorest

School of Music 31A

Phone: 543-7587

Email: demorest@u.washington.edu

Office Hours: Tuesday 3:00-4:00pm/Thursday 11:30-12:30pm

Signup on my Office door

Course Web Page: <http://faculty.washington.edu/demorest/340.htm>

I. Goals and Objectives

- (1) To provide an overview of philosophical issues and pedagogical practices in the teaching of music in the elementary and secondary schools.
- (2) To explore through observation and discussion the career realities of the full-time public school music teacher, and their place in the larger school context.
- (3) To examine the contents and instructional strategies relevant to K-12 music curricula.
- (4) To provide initial experiences in music teaching for later mastery through practice.

II. Required Materials

- Campbell, P. (2008). *Musician & Teacher: Orientation to Music Education*. W.W. Norton.
- Jorgensen, E. (1997). *In Search of Music Education*, Chicago: U of Illinois Press.

Recommended Materials: The Music Educators Journal – free with membership in CMENC

Schedule			
Date	Topic	Reading	Due
9/27/07	Intro		
9/28/07	Musician and Teacher	Chapter 1; Bergee & Demorest	
10/2/07	Classroom Culture Preparing for Observations	Chapter 5;15	Error Check website - Review Observation Site
10/4/07	Attributes of Successful Teachers	Brand - Research in Music Teacher Effectiveness - PDF	List - Attributes of Successful Performers
10/5/07	Rote Song Lesson Models	Chapter 3	
10/9/07	Standards The National Standards online at: http://www.menc.org/publication/books/prek12st.html	Chapter 4; The EALRs online at: Elementary: http://www.k12.wa.us/curriculumInstruct/Arts/frameworks/Emusic.aspx Secondary: http://www.k12.wa.us/curriculumInstruct/Arts/frameworks/Smusic.aspx	Standards Quiz
10/11/07	Assessment	Chapter 6; 13	Design an assessment for one musical skill.
10/12/07	Music Inservice Day		Attend sessions.
10/16/07	Elementary Music – Guest	Chapter 7	
10/18/07	Teaching 1 Rote Song		Teaching Sequence and copy of Song
10/19/07	Teaching 1 Rote Song		Teaching Sequence and copy of Song
10/23/07	Classroom Management	Chapter 12; Buck – Classroom Management and the Disruptive Child - PDF	
10/25/07	Scheduling Midterm Review	A Block Schedule that's Working- PDF; The Impact of Block Scheduling on the High School Music Program - PDF	
10/26/07	Choral Music – Guest	Chapter 8	Ask an Expert - Questions

Date	Topic	Reading	Due
10/30/07	MIDTERM		
11/1/07	Perspectives on Music in Education	Chapter 2; Pemberton - PDF; Eisner - PDF	
11/2/07	Instrumental Music – Guest	Chapter 9	Ask an Expert - Questions
11/6/07	Philosophy Discussion 1	Jorgenson Intro., Ch. 1&2	Philosophy Reflection #1
11/8/07	Philosophy Discussion 2	Jorgenson Ch. 3	Philosophy Reflection #2
11/9/07	Veteran's Day Holiday		
11/13/07	Diverse Learners	Chapter 11; Cassidy: Managing the Mainstreamed Classroom- PDF; Hammel: Inclusion Strategies that Work - PDF	
11/15/07	Alternative Models	Chapter 10	
11/16/07	Technology	Chapter 14	Software List
11/20/07	Urban Music Education	Allsup: From Herscher to Harlem: A Subjective Account; Fiese	
November 22 & 23	Thanksgiving Holiday		
11/27/07	Lesson Models Final Teaching		
11/29/07	Lesson Models Final Teaching		FINALS REVIEW
11/30/07	Observation Discussion		OBSERVATIONS DUE
12/4/07	Final Teaching	Turn in Typed and Formatted Lesson Plan	PHILOSOPHY PAPERS DUE
12/6/07	Final Teaching		
12/7/07	Final Teaching		
12/10/07	FINAL EXAM	10:30-12:20 Room 313	

Assignments

All assignments are worth a specified number of points. Your approximate grade at any point in the quarter can be calculated by taking the number of points you have received divided by the total number possible at that point, multiplied by 100. Then use the chart below to determine approximately where you are in numerical grade.

In Class Teaching - You will be evaluated based on your presence in front of the group, your preparation and planning, and the sequence and clarity of your lesson. (Evaluation sheets handed out before each lesson). After teaching you will view the video, evaluate it and meet with me to compare notes.

Observations in the Field - Observations will be evaluated on the basis of thoroughness of your report given the guidelines you were instructed to use. You are responsible for setting up the observations with the music teacher at a school site in the area.

Observation 1 - Two Elementary General Music Classes (minimum 30-35 minutes each). If they are longer class periods, I still want you to see TWO. It should be the same teacher

Observation 2 - One Choir Rehearsal.

Observation 3 - One Instrumental Rehearsal.

NOTE: If you observe a **choir** rehearsal at the middle school level, then you should try to observe an **instrumental** rehearsal for high school level or vice-versa. One of the three observations should be in a Seattle School or equivalent **urban** setting.

Philosophy Paper – The philosophy paper provides an opportunity to synthesize many of the issues raised by Jorgensen and our other readings into a personal philosophy for music education. You should provide a clear, well-reasoned argument supported by examples from the literature and, where appropriate, illustrations from practice. The goal is to articulate the role of music in every child's education and the means by which that is best achieved.

Participation - This is an interactive, experience-based course. Learning can only happen if you are present and prepared for the class meetings. Participation and preparation is a significant part of your grade and will be evaluated based on your contributions to discussion, your preparation for class as evidenced by daily written work.

General Information

1. Assignments are due at the beginning of the class meeting on the due date. Late assignments will receive a 1-point deduction for each calendar day late beginning at 1:00pm on the due date. Absence is not an excuse. Late assignments will be considered turned in when a) it is personally accepted by the instructor, b) received and dated via fax or c) received via email (must be in appropriate format etc. to print out). **Please retain a copy of every assignment you turn in.**

2. Every item you produce should reflect the highest level of professionalism. All written assignments should be typed/word-processed and checked thoroughly for spelling, grammatical and structural errors. Notated musical materials should be in the neatest of manuscript or generated by a notation program. Assignments not meeting a high standard of presentation will be returned for revision and re-submission. Late penalties will be imposed.

Evaluation

Rote Song Teaching	8
Final Teaching	12
3 Observations in the Field (6 pts each)	18
Philosophy Paper	20
Midterm	12
Final	15
Participation	15

Total: 100

96 - 100 points = 4.0	68.5 points = 1.5
90.5 points = 3.5	63 points = 1.0
85 points = 3.0	60 points = 0.7
79.5 points = 2.5	< 60 points = 0.0
74 points = 2.0	

**MUSED 340
Grade Tracking Sheet**

<u>Assignment</u>	<u>Possible</u>	<u>Actual</u>
Rote Song Teaching	8	_____
3 Observations in the Field (6 pts each)		
1) _____ 2) _____ 3) _____	18	_____
Final Teaching	12	_____
Philosophy Paper	20	_____
Midterm	12	_____
Final	15	_____
Participation	15	_____
Total	100	_____