

Music in Education
MUSED 340
Autumn Quarter 2006
Tuesday, Thursday & Friday 10:30-11:20

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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

- Jorgensen, E. (1997). *In Search of Music Education*, Chicago: U of Illinois Press.
- Coursepack - available from the Copy Center in the basement of Communications

Recommended Materials: The [Music Educators Journal](#) – free with membership in CMENC

Schedule

September 28 Introductions - Why music education?

ASSIGNMENT: For Friday, review the Observations link on the web page and the due dates for your three observations

September 29 Rote Song Teaching Models & Materials

ASSIGNMENT: For Tuesday, prepare a two-minute performance on your major instrument. **This performance should represent your best.** Write a short list of the attributes of a successful performer.

October 3 Performance in Class

DUE: Two-minute Performance; Attributes of Successful Performer

October 5 Attributes of Successful Teachers

READING: Coursepack – Chapter 1 of *Musician & Teacher*; Brand - Research in Music Teacher Effectiveness

October 6 Music in Your Local

READING: Coursepack – Chapter 5 of *Musician & Teacher*; Campbell - Mrs. Bedford's Music Class

October 10 Teaching 1 - Rote Song

DUE: Copy of Song/Sequence

October 12 Teaching 1 - Rote Song

DUE: Copy of Song/Sequence

October 13 Participation in UW Inservice Workshop

October 17 Classroom Management

READING: Coursepack – Chapter 12 of *Musician & Teacher*; Buck – Classroom Management and the Disruptive Child

DUE: Ask an Expert: Elementary Questions

October 19 Assessment

READING: Coursepack - Chapter 13 of *Musician & Teacher*; Robinson - Alternative Assessment Techniques for Teachers

The National Standards online at:

<http://www.menc.org/publication/books/prek12st.html>

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>

October 20 Mainstreaming in the Music Classroom

READING: Coursepack - Chapter 11 of *Musician & Teacher* from page 97 to end; Cassidy: *Managing the Mainstreamed Classroom* ; Hammel: *Inclusion Strategies that Work*.

October 24 The Elementary Music Classroom Guest Lecturer:
READING: Coursepack - Chapter 7 of *Musician & Teacher*

DUE: Elementary Observation

October 26 Technology in Music Education
READING: Coursepack - Chapter 14 of *Musician & Teacher*

Midterm Review

October 27 The Place of Music in the Public Schools: Then and Now
READING: Coursepack – Pemberton: *Critical days for music in American schools*;
Reimer: *Facing the Risks of the “Mozart Effect”*;

DOWNLOAD: Eisner: *What Can Education Learn from the Arts About the Practice of Education?*

October 31 **MIDTERM EXAMINATION**

November 2 Music Education Philosophy
READING: Jorgensen, E. *In Search of Music Education* - Preface and Chapter 1

DUE: Reflection Paper #1

REVIEW FINAL PROJECT ASSIGNMENT

November 3 Music Education Philosophy
READING: Jorgensen, E. *In Search of Music Education* - Chapter 2

DUE: Reflection Paper #2

DUE: Ask an Expert: Choral Questions

November 7 Music Education Philosophy
READING: Jorgensen, E. *In Search of Music Education* - Chapter 3

DUE: Reflection Paper #3

November 9 The Choral Classroom Guest Lecturer:
READING: Coursepack - Chapter 8 of *Musician & Teacher*

DUE: Choral Observation

November 10 Veteran's Day Holiday

November 14 Urban Music Education

READING: Coursepack – Allsup: From Herscher to Harlem: A Subjective Account; Fiese et al: Urban Music Education: The Teachers' Perspective.

November 16 Music in the School Schedule

READING: Coursepack – WMEA: A Block Schedule that's Working; Clements & Demorest: The Impact of Block Scheduling on the High School Music Program

November 17 Alternative Models for Music Education

READING: Chapter 11 of *Musician & Teacher*

November 21 Lesson Models for Final Teaching

DUE: Ask an Expert: Instrumental Questions

November 23 & 24 Thanksgiving Holiday

November 28 Lesson Models for Final Teaching

November 30 Instrumental Music Education - Guest Lecturer:

READING: Chapter 9 of *Musician & Teacher*

DUE: Instrumental Observation

December 1 Philosophy Discussion

Finals Review

READING: Chapter 16 of *Musician & Teacher*

DUE: Philosophy Paper

December 5 Final Teaching

DUE: Copy of Materials/Lesson Plan

December 7 Final Teaching

DUE: Copy of Materials/Lesson Plan

December 8 Final Teaching

DUE: Copy of Materials/Lesson Plan

Final Examination: Monday Dec. 11 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 (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**

Assignment	Possible	Actual
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	_____