

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT: MUSIC**

**COURSE PREFIX: MUS COURSE NUMBER: 300**

**CREDIT HOURS: 2**

**I. TITLE:** Public School Music II

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Methods and materials for teaching music in the elementary classroom with an emphasis on integrating Music across the curriculum. Prerequisite: MUS 200

**III. COURSE OBJECTIVES:**

As a result of participation and successful completion of this course, the student will be able to:

- A. Develop reasoning for the value of music in the classroom and convey it to others both verbally and in written form.
- B. Create, present and evaluate developmentally appropriate lesson plans that teach music's concepts.
- C. Assess the success of lessons observed and make suggestions for improvement.
- D. Confidently use their voice to lead and join group singing.
- E. Demonstrate an understanding of the development of the child voice and present activities that develop the voice in a non-damaging manner.
- F. Integrate music into general classroom activities that include singing, playing instrument, movement and listening experiences in creative music lessons.
- G. Use their voice or acquired instrumental abilities to demonstrate music and musical ideas to their class.
- H. Construct lesson plans and units of study, integrating music with other areas of the curriculum, either thematic or parallel in content.
- I. Be familiar with music that represents a variety of styles, places and times and how it may be used in teaching music.
- J. Demonstrate knowledge of approaches to music teaching and current state/national music standards or core content.
- K. Document their professional development in this course by creating and compiling a collection of music activities/lesson plans and information that may have future benefit as resource material for teaching and integrating music in their classroom.

**IV. CONTENT OUTLINE:**

- A. Approaches to Curriculum: The Comprehensive Musicianship Approach, Dalcroze Eurhythmics, The Orff-Schulwerk Approach, The Kodaly Approach, Theory of Music Learning of Edwin Gordon, The Eclectic Approach and History of the Manhattan Music Curriculum.
- B. Curricular Developments: Music Technology in the Elementary Classroom, Computers and MIDI software availability.
- C. Integrating Music, the Arts and Other Subjects; Reaching All Learners through Music; The Inclusive Classroom and Music Cooperative Learning with Music.
- D. The Prekindergarten Child + and Music; Developmental Characteristics of K-5 students.
- E. National Standards Based Music Education.

- F. Planning and Assessing Music Learning: Setting Goals and Objectives, Lesson Planning, Creating Assessments of Music Learning and Meeting Lesson Objectives.
- G. Scope and Sequence of Music Concepts (K-1, 2-3, 4-5 grade levels).
- H. Model Music Experiences and Creating Music Experiences, Presenting Model Experiences Integrated in the Classroom Curriculum.

**V. INSTRUCTIONAL ACTIVITIES:**

Participants in this course will experience samplings of music teaching and music teaching materials/activities conducive to integrating into the regular/inclusive classroom. Preparations by the instructor, text authors and class members make opportunities available for students to experience music's place in various learning situations in a classroom setting, as well as, allow for evaluation of such activities. Micro student teaching of prepared model experiences will allow for application and evaluation of methods and techniques for integrating music into the classroom lesson plans and practice in preparing and executing integrated lesson plans.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE:**

None required

**VII. TEXT(S) AND RESOURCES:**

The Musical Classroom, Eighth Edition, copyright 2010. Published by Prentice Hall/Pearson, by Lindeman and Hackett with accompanying CD. All resource requirements are available in class or in the classroom, or may be found in Murray State University Libraries, or online websites.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Final grades are calculated using equal valued:

Attendance /Participation/Promptness  
Class presentations (micro-teaching, etc.)  
Tests/Quiz/Written work assignments  
Collection of resource material and self-created material

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any

academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and

activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).