MURRAY STATE UNIVERSITY
Department of Music

MUS 301: General Music Methods
Fall 2001

Dr. Pamela Wurgler 3 credit hours
FA 522 762-6442

Catalog Description: Fundamentals of music teaching are continued along with procedures for selecting materials, teaching musical concepts, and assessing progress in the musical growth and development of the student.

Purpose: The purpose of this course is to acquaint the junior music education major with a variety of instructional approaches, materials, and activities for the general music program.

Course Objectives: As a result of participation in this course, students will be able to:

--State the value of music in the schools in their own words

--Write and present organized short lesson plans that teach musical concepts which are developmentally appropriate

--Accurately evaluate the degree of success of the lessons they observe and make suggestions for improvement

--Use their voices confidently in group singing

--Perform on classroom instruments

--Describe the child and adolescent voice and present activities which strengthen the vocal skills of children

--Present a logical, effective sequence of steps in teaching a song, an instrumental part, a listening, reading, movement, or creative lesson

--Be able to construct units of study in music

--Be familiar with the music of a wide variety of cultures

--Demonstrate knowledge of contemporary approaches to music teaching, education reform (including K.E.R.A.), and the National Standards in Music K-12

--Document their abilities to construct effective lesson plans and materials for teaching through the compilation of a teaching portfolio
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Content Outline:

I. Introduction to Teaching Music
   A. Philosophy of Music Education
   B. Musical Concepts
   C. Child Development
   D. Principles of Teaching
   E. How Students Learn
   F. Assessment and Evaluation
   G. Curriculum and Planning

II. Musical Experiences and Appropriate Teaching Methods
   A. Singing
      1. The Role of Singing in the General Music Classroom
      2. The Developing Voice (pre K-12)
      3. Singing in Tune
      4. Aids for the Weak Singer
      5. Part-Singing Techniques
   B. Playing Instruments
      1. Uses for Classroom Instruments
      2. Learning to Play Classroom Instruments
      3. Teaching Methods
   C. Moving
      1. Using Movement to Teach/Reinforce Musical Concepts
      2. Formal/Patterned Movement vs. Interpretive/Free Movement
      3. Teaching Methods
   D. Listening
      1. "Active" Listening Techniques
      2. Resources
   E. Creating
      1. Improvisation vs. Composition
      2. Creating Music vs. Creating Using Music
      3. Structuring and Assessing Creative Experiences
   F. Reading Music
      1. Teaching Methods
      2. Rhythmic Reading
      3. Melodic Reading

III. Curriculum Influences
   A. Understanding the Elem, MS, and HS Student
   B. The Secondary Curriculum
      1. MS Philosophy and Structure
      2. HS Non-Performance Classes
      3. The Role of General Music in the MS/HS
   C. Multicultural Resources and Rationale
   D. Curriculum Integration
   E. Technology in the Music Classroom
   F. Spiral Curriculum
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IV. Additional Topics
   A. Twentieth-Century Approaches to Music Education
   C. Resources, Media, and Technology
   D. Performances, Copyright, and Code of Ethics
   E. Classroom Management
   F. Music for Students with Special Needs
   G. Assessment Techniques
   H. K.E.R.A. impact
   I. Implementing The National Standards in Music, K-12
   J. Current Issues in Music Education

Instructional Activities:
   Demonstration teaching, micro-teaching, reflective teaching, observation and evaluation, lesson and unit planning, evaluation of music textbooks and other materials, compilation of a portfolio, performing, creating music, reading, discussing, listening and analyzing

Field and Clinical Experience:
   Clinical hours will be gained from peer teaching, planning, evaluating texts, observing and evaluating peer teaching, and collecting and assembling a portfolio. Field hours will result from observations documented with written reports (form given).

Resources:
   Textbook, handouts, videotapes, selected readings

Grading Procedures:
   Students will be graded on classroom participation and preparation and their skills in teaching, evaluating, and resourcefulness via written assignments, projects, and written tests. Letter grades will be given in this course.

<table>
<thead>
<tr>
<th>Grading Categories</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio (Written Work)</td>
<td>30%</td>
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<tr>
<td>Micro-Teaching</td>
<td>40%</td>
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<tr>
<td>Tests</td>
<td>15%</td>
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<tr>
<td>Instrument Proficiencies</td>
<td>5%</td>
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<tr>
<td>Participation/Attendance</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%*</td>
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*This course requires the grade of C or better to continue in the Music Education sequence.
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**Attendance Policy:**
This is a methods class. You must observe and participate as a student and as a teacher to develop the necessary teaching skills for competency. Students are expected to attend all classes. Please note that participation and attendance count for 10% of the final grade. Students missing more than 25% of the class meetings will receive an E for the course.

**Academic Honesty Policy:**
Students are expected to do their own work. Plagiarized work will be counted as failure.

**Text:**

**Prerequisites:**
MUS 123, Junior Standing, all Theory courses completed; Vocal Proficiency must be successfully completed.