I. TITLE: General Music Methods

II. COURSE DESCRIPTION AND PREREQUISITES: 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. 
Prerequisite(s): junior standing, all Theory courses completed, Vocal Proficiency must be successfully completed, MUS 123

III. COURSE OBJECTIVES:
As a result of participation in this course, students will
A. state the value of music in the schools in their own words;
B. write and present organized short lesson plans that teach musical concepts that are developmentally appropriate;
C. accurately evaluate the degree of success of the lessons they observe and make suggestions for improvement;
D. use their voices confidently in group singing;
E. perform on, improvise on, and write music for classroom instruments;
F. describe the child and adolescent voice and present activities which strengthen the vocal skills of children;
G. present a logical, effective sequence of steps for teaching a song, an instrumental part, a listening, reading, movement, or creative music lesson;
H. be able to construct a unit of study in music;
I. demonstrate knowledge of contemporary approaches to music teaching;
J. demonstrate familiarity with state and national content/achievement standards;
K. name and describe learning theories relevant to music education; and
L. demonstrate effective use of materials and media for teaching music.

IV. CONTENT OUTLINE:
A. Introduction to Teaching Music
   1. Philosophy of Music Education
   2. Musical Concepts
   3. Child Development
   4. Principles of Teaching
   5. How Students Learn
   6. Assessment and Evaluation
   7. Curriculum and Planning
   8. Materials and Resources
B. Musical Experiences and Appropriate Teaching Methods
   1. Singing
a. The Role of Singing in the General Music Classroom
b. The Developing Voice (pre K-12)
c. Teaching for Accurate Singing
d. Aids for the Weak Singer
e. Part-Singing Techniques

2. Playing Instruments
a. Learning to Play Classroom Instruments
b. Teaching Methods

3. Moving
a. Using Movement to Teach/Reinforce Musical Concepts
b. Teaching Methods

4. Listening
a. "Active" Listening Techniques
b. Resources
c. Teaching Strategies

5. Creating
a. Improvisation vs. Composition
b. Creating Music vs. Creating Using Music
c. Structuring and Assessing Creative Experiences

6. Reading Music
a. Pitch and Rhythm Reading Systems
b. Teaching Methods

C. Curriculum Influences
1. Understanding the Elem, MS, and HS Student
2. The Secondary Curriculum and Non-Performance Music
3. Multicultural Resources and Rationale
4. Curriculum Integration
5. Technology in the Music Classroom
6. State and National Standards

V. 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.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:
Clinical hours will be gained from peer teaching, planning, evaluating materials, observing and evaluating peer teaching, and creating and posting portfolio items.

VII. TEXT AND RESOURCES:

Soprano Recorder

VIII. EVALUATION AND 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.

| Written Work, including Lesson & Unit Plans | 40% |
| Micro-Teaching and Presentations | 30% |
| Exams | 15% |
| Participation/Attendance | 15% |
| Total | 100% |

IX. 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 15% of the final grade. Points will be deducted from the final grade after two unexcused absences. Students missing more than 25% of the class meetings will receive an E for the course. 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 and from others during any academic exercise.
- **Fabrication or 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 a 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 the Office of Institutional Diversity (IDEA), 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).