

MUE 444: ELEMENTARY/GENERAL MUSIC METHODS

University of South Alabama

Fall 2008: TTh 5:00 – 6:15

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MUE 444 is designed to help the elementary general music student teacher acquire and develop the purpose, resources, and proficiencies necessary to excel as the professional music specialist in the elementary school. Toward this end, the course will focus on the development of the musicianship of the student teacher, the experiences essential to the effective creation and implementation of music lessons, and the infinite possibilities for the use of music throughout the learning process.

CATALOG DESCRIPTION

This course is designed to equip the students with resources and experiences to facilitate entry as a specialist in the elementary music classroom. Music program, methods, music literature and teaching aide for elementary school students. Prerequisites: Music major. 3 credit hours.

ALABAMA QUALITY TEACHING STANDARDS 290-3-3-.04

(1) CONTENT KNOWLEDGE

(1)(c)1.(i) Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

(1)(c)1.(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(1)(c)1.(iii) Ability to use students' prior knowledge and experiences to introduce new subject-area related content.

(1)(c)1.(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.

(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

(2) TEACHING AND LEARNING

(2)(c)1.(i) Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development.

(2)(c)1.(iv) Knowledge of developmentally appropriate instructional and management strategies.

(2)(c)1.(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each students' achievement.

(2)(c)2.(i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.

(2)(c)2.(iii) Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.

(2)(c)2.(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.

(2)(c)2.(vii) Ability to collect and use data to plan, monitor, and improve instruction.

(2)(c)2.(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

(2)(c)2.(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

(2)(c)3.(i) Knowledge of norms and structures that contribute to a safe and stimulating learning environment.

(2)(c)4.(i) Knowledge of research and theory underpinning effective teaching and learning.

(2)(c)4.(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.

(2)(c)5.(ii) Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

(2)(c)5.(iv) Knowledge of current Alabama assessment requirements and procedures.

(2)(c)5.(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

(2)(c)5.(x) Ability to develop and select appropriate performance assessments.

(3) LITERACY

(3)(c)1.(i) Knowledge of standard oral and written communications.

(3)(c)1.(iv) Ability to model appropriate oral and written communications.

(3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

(3)(c)2.(iii) Ability to integrate reading instruction into all content areas that one teaches.

(3)(c)3.(ii) Knowledge of the concepts and relationships in number systems.

(3)(c)4.(v) Ability to use technology to assess student progress and manage records.

(4) DIVERSITY

(4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.

(4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

(4)(c)4.(i) Knowledge of research and theory related to learning styles and multiple intelligences.

(4)(c)4.(iv) Ability to design learning experiences that engage all learning styles.

(4)(c)5.(i) Knowledge of how personal/cultural biases can affect teaching and learning.

(4)(c)5.(iii) Ability to create a learning community in which individual differences are respected.

(4)(c)5.(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs to tailor curriculum and teaching to address these personal characteristics.

(5) PROFESSIONALISM

(5)(c)1.(i) Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.

(5)(c)1.(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

(5)(c)1.(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.

(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one's own teaching fields.

(5)(c)2.(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.

(5)(c)3.(ii) Knowledge of Alabama's state assessment requirements and processes.

(5)(c)3.(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.

(5)(c)4.(i) Knowledge of research relating collective responsibility for student learning to increased achievement for all students.

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the License to use FolioTek beginning with the first College of Education course containing Alabama Quality Teaching Standards taken and continue to use the software throughout their program of study.

In general, the process consists of students submitting evidence/artifacts related to the knowledge, skills, or abilities taught in a course/internship. The professor evaluates the student based on a standardized scoring rubric and the results are kept in an electronic database version of the State Department of Education Performance Assessment Templates (PAT). The progress of the student in meeting the required competencies is monitored throughout their program.

COURSE OBJECTIVES

- Knowledge of major concepts, assumptions, current issues, and processes of inquiry in education and in subject matter content areas that they teach
- Ability to provide accommodations, modifications, and/or adaptations to general curriculum
- Demonstrate a knowledge of helping students become self-motivated and helping individuals work productively and cooperatively with others
- Ability to create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas
- Ability to access resources to gain information about state, district and school policies and procedures
- Ability to appropriately structure activities that reflect scope and sequence of the content area
- Ability to use students' prior knowledge and experiences to introduce new subject-area related concepts and ideas
- Demonstrate a knowledge of advantages and limitations associated with various instructional strategies
- Demonstrate a knowledge of how and when to adjust plans based on student responses and other contingencies

- Knowledge of scope and sequence required in an elementary general music program
- Demonstrate knowledge of the Alabama Course of Study applicable to the music and how to relate music to other teaching fields
- Knowledge of how to determine objectives based on the Alabama Course of Study and the needs and abilities of the students
- Knowledge of developmentally appropriate teaching practices
- Design music lessons incorporating an overall comprehension of the theories of Kodály and Orff
- Knowledge of the role of the music teacher as a resource person in integrating music into other components of the total school curriculum
- Ability to play pitched and non-pitched classroom instruments, including autoharp, recorder, and percussion
- Ability to teach students to play both rhythmic and melodic classroom instruments
- Articulate the pedagogy of teaching music as a content and skill area
- Knowledge of appropriate professional behavior and dispositions expected of professionals
- Self-evaluate growth as a teacher, in addition to the musical growth of the students
- Demonstrate knowledge of how to develop a print- and language-rich classroom that fosters interest and growth in all aspects of literacy
- Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure
- Demonstrate knowledge of classroom environments and instruction that develop and extend students' competence in reading, writing, speaking, and listening
- Develop a knowledge of appropriate classroom/behavior management and discipline techniques such as positive behavior support strategies
- Develop a knowledge of strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources
- Demonstrate knowledge of how to evaluate one's performance as a teacher

REQUIRED TEXTS AND SUPPLIES

- 📖 Campbell, Patricia Shehan and Carol Scott-Kassner. *Music in Childhood: From Preschool through the Elementary Grades*, 3d ed. New York: Schirmer Books, 2006.
- 📖 Choksy, Lois, Robert Abramson, Avon Gillespie, Davis Woods, and Frank York. *Teaching Music in the Twenty-First Century*, 2d ed. Upper Saddle River, NJ: Prentice Hall, 2001.
- 📖 Almeida, Artie. *Recorder Express*. Miami, FL: Warner Bros. Publications, 2003.
- 📖 Soprano Recorder (Baroque fingering)
- 📖 Student membership in Music Educators National Conference
- 📖 Email account

OTHER RULES AND REGULATIONS

All cell phones and beepers must remain *off* during class hours.

STUDENTS WITH SPECIAL NEEDS

In accordance with the Americans with Disabilities Act, the Office of Special Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify me, and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the Student Center, room 270. For further information, contact Bernita Pulmas at 251.460.7212.

STATEMENT REGARDING CHANGES IN COURSE REQUIREMENTS

Since not all classes progress at the same rate, it may be necessary to modify the above requirements or their timing as circumstances dictate. For example, the number and frequency of exams may be changed, or the number and sequence of assignments. In either of these cases, adequate notification will be given in writing and conform to the spirit of policy statement 6.3.1 of the University of South Alabama Faculty Handbook.

ATTENDANCE POLICY

Most classes will require your active participation and discussion. Regular attendance is vital to the success in this course. Three absences are allowed, without penalty. However, the student is solely responsible for everything covered in class including, but not limited to, new material presented, deadlines, review sessions, assignment criteria, quizzes, and activities. Four absences will result in a student course grade being lowered by one letter grade. Five absences will result in an overall course grade failure. There are NO exceptions. Students will be considered tardy at 5 minutes after the start of class. Three tardies = one absence.

GRADING POLICY

Assignments are designed to help students reach the goals of the course. Early submission is encouraged. Late work will be penalized by a deduction of ten points each day, including weekends. Please note that a lack of early preparation on your part does not constitute a crisis on the part of the instructor.

Since all classes do not progress at the same rate, the following requirements and dates are to be referred to as guidelines. Specific assignment criteria and official due dates will be announced as the semester progresses.

- 20% Journaling, Interview, Workshop
- 10% Teaching Music in the Elementary School
- 20% Observations
- 20% Exams
- 30% In-class Microteaching, Daily Assignments, etc.

Grading Scale:	90.0 – 100.0	A
	80.0 – 89.9	B
	70.0 – 79.9	C
	60.0 – 69.9	D
	Below 59.9	F