

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-329	App 1/14/03	App 4/29/03

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Dr. Susan Wheatley</b>	Email Address <b>wheatley@iup.edu</b>
Proposing Department/Unit <b>Music</b>	Phone <b>72390</b>

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

<b>MUSC 333 Secondary Methods</b>	<b>MUSC 333 Instrumental Methods</b>
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

**2. Additional Course Designations: check if appropriate**

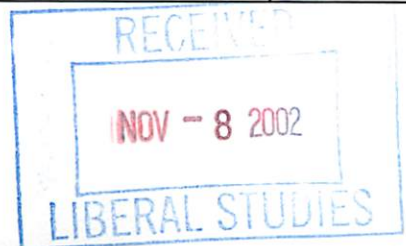
This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program                       Program Title Change                       Program Revision  
 New Minor Program                       New Track

<b>Bachelor of Science in Music Education</b>
<i>Current program name</i>
<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Jack Stamp</i>	<i>11/6/02</i>
	<i>Susan Wheatley</i>	<i>11-6-02</i>
Department Chair(s)	<i>Lorraine P. Wilson</i>	<i>10/31/02</i>
College Curriculum Committee Chair	<i>Michael J. Guff</i>	<i>11/9/02</i>
College Dean	<i>Michael J. Guff</i>	<i>11/7/02</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	<i>1/14/03</i>



## Description of the Curriculum Change

### 1. New Syllabus of Record

#### I. Catalog Description

MUSC 333 Instrumental Methods

2 class hours

1 lab hour

Prerequisites: MUSC 111, 112, 211, 212

2 semester hours

(2c-11-2sh)

This course familiarizes students with the instrumental music teaching process including: traditional and innovative methodology; development of beliefs and values; communication, motivation and reinforcement; curriculum development, planning, modeling, sequencing and assessment; recruiting and retention; teaching techniques for rehearsals, for the art of lesson giving, and for confronting the main issues of rhythm and intonation; development of aural/visual discrimination skills; improvisation; aptitude tests and testing; classroom control; literature; and equipment.

#### II. Course objectives

Students will be able to

1. Define the behaviors, skills, and competencies that are essential for effective instrumental music teaching;
2. Effectively execute the procedures and effectively handle the materials which are relevant to, and productive of, these essential behaviors, skills, and competencies;
3. Guide future students in undergoing similar productive experiences leading to musical competence and independence.

#### III. Course outline

A. Visual Diagnostic Pre-Test (1 hour)

B. Instrumental Scorerreading Pre-Test (1 hour)

C. Music Aptitude Tests and Testing, Recruitment and Retention (9 hours)

1. Music Aptitude vs. Music Achievement
2. Edwin Gordon and Aptitude Testing
3. Timbre Preference Testing
4. Recruitment and Retention
5. Student Assessment

Written Exam No. 1 (1 hour)

**D. The Comprehensive Music Learning Sequence [CMLS] (10 hours)**

1. James Froseth and Sequential Music Teaching/Learning
2. Features and Origins of the CMLS
3. Modeling, Imitation, and Association
4. CMLS Rhythmic Component

CMLS Teaching Presentation No. 1 - Basic (3.5 hours)

Written Exam No. 2 (1 hour)

5. Sensitivity to Pitch and Intonation, and Aural Skill Development through solfege and ear-to-hand sequencing
6. CMLS Melodic and Instrumental Components
7. Curriculum Development
8. Jazz Improvisation

CMLS Teaching Presentation No. 2 - Advanced (3.5 hours)

Written Exam No. 3 (1 hour)

**E. Traditional Methodology (9 hours)**

1. Beliefs and Values
2. Planning
3. Rehearsal Techniques
4. Literature
5. Discipline
6. Communication, Motivation and Reinforcement
7. The Art of Giving Lessons
8. Observation and Teaching at Indiana Jr/Sr High Schools

Written Exam No. 4 (1 hour)

Visual Diagnostic Exam (1 hour)

Final Exam - During Final Exam Week (2 hours)

**IV. Evaluation Methods**

The final grade will be determined as follows:

- 15% Instrumental Scoring Exam All students will be given a scoring pre-test at the start of the semester. After a semester of training all students will be given a post-test. This is the Final Exam. The pre-test is only diagnostic, and the post-test is 15% of the final grade. *Students achieving a pretest grade of A will not be required to take the post-test.*
- 15% Visual Diagnostic Exam All students will be given a visual diagnostic pre-test at the start of the semester. After a semester of training all students will be given a post test. The pre-test is only diagnostic, and the post-test is 15% of the final grade. *Students achieving a pre-test grade of A will not be required to take the post-test.*
- 15% Comprehensive Music Learning Sequence Teaching Presentation No. 1 – Basic. This presentation will consist of steps 1-5 of the CMLS, using easy rhythm patterns
- 15% Comprehensive Music Learning Sequence Teaching Presentation No. 2 – Advanced. This presentation will consist of steps 1-8 of the CMLS, using more difficult rhythm patterns as well as solfege and ear-to-hand activities. *[Note: If the student is unable to match pitch with his/her voice in either of these presentations, this will result in an incomplete for the course until the deficiency is resolved.]*

10% Field Observation, Socialization, and Lesson Teaching at Indiana Jr High/Sr High Schools:  
 1) observe 30-minute individual or small group lesson out of your area including written and signed report; 2) teach 30-minute individual or small group lesson in your major including written and signed report; 3) teach 30-minute individual or small group lesson in your major including written and signed report

Indiana Sr. High School: Mr. Nevin Saylor - winds/percussion 724-463-8562  
 Mrs. Beth Grafton - strings 724-463-8562

Indiana Jr. High School: Mr. Bob Rizzo - winds/percussion 724-463-8568  
 Mrs. Beth Grafton - strings 724-463-8568

- 7.5% Written Exam No. 1
- 7.5% Written Exam No. 2
- 7.5% Written Exam No. 3
- 7.5% Written Exam No. 4

Grading Scale	100	A+	=	4.33	78-83	C	=	2.00
	94-99	A	=	4.00	77	C-	=	1.67
	93	A-	=	3.67	76	D+	=	1.33
	92	B+	=	3.33	71-75	D	=	1.00
	86-91	B	=	3.00	70	D-	=	.67
	85	B-	=	2.67	69	F	=	.00
	84	C+	=	2.33				

V. Attendance Policy

Regarding unexcused absences: one unexcused absence will not affect the final course grade unless a test or assignment was missed on that day, and that test or assignment may not be made up. Beyond one unexcused absence the final grade will be lowered at the rate of .50 grade points per absence.

VI. Required textbooks, supplemental books and readings

- Froseth, James (1994). *Performance-Based Ear Training*. Books: M424 Flute, M425 Mallet Percussion, M426 Bb Instruments, M427 Eb Instruments, M428 F Instruments, M429 C Bass Clef. GIA
- Froseth, James (1997). G2313 *The Instrumental Score Reading Program*. GIA
- Froseth, James (2001). MLR-421 *Rhythm Flashcards--Set One* CD. GIA
- Froseth, James (1996). MLR-442 *Studies in Aural Transposition*. GIA
- Froseth, James (1982). MLR-375BKS *The Instrumental Score Reading Test* (one only). GIA
- Froseth, James (1995). *Studies In Modal Ear-to-Hand Finger Pattern Technique*. Buy your instrument only. GIA
- Froseth, James (1997). *Performance-Based Ear Training*. CD: M451 (for all instruments). GIA
- Froseth, James (1995). MLR-424CD *Do It. Improvise II! In All the Modes*. CD. GIA
- Froseth, James (1999). MLR-379 *MLR Verbal Association Skills Program Part 2: Melody*. GIA
- Froseth, James (1985). MLR-390 *Solfège Training and Instrumental Ear Training--Book 1 Student Cassette*. GIA
- www.giamusic.com 2002 Music Education Catalog (free) GIA2002

**VII. Special resource requirements**

Regular use of the Music-Ed Lab and the Computer Tech Lab will be necessary for the improvement of Visual Diagnostic Skills and Instrumental Score reading Skills.

**VIII. Bibliography**

- Casey, Joseph L (1993). *Teaching Techniques And Insights For Instrumental Music Educators*. Chicago: G.I.A. Publications.
- Lisk, Edward S. (1987). *The Creative Director: Alternative Rehearsal Techniques*. Galesville, MD: Meredith Music Publications.
- Miles, Richard, Ed. (1997). *Teaching Music Through Performance In Band, Vol. 1*. Chicago: G.I.A. Music.
- Miles, Richard, Ed (1998). *Teaching Music Through Performance In Band, Vol. 2*. Chicago: G.I.A. Music.
- Miles, Richard, Ed. (2000). *Teaching Music Through Performance In Band, Vol. 3*. Chicago: G.I.A. Music.
- Miles, Richard, Thomas Dvorak, Eds. (2000). *Teaching Music Through Performance In Beginning Band*. Chicago: G.I.A. Music.
- Schleuter, Stanley L. (1984). *A Sound Approach To Teaching Instrumentalists: An Application of Content and Learning Experiences*. Kent, OH: Kent State University Press.

**2. Summary of the proposed revisions**

The course revision for MUSC 333 accompanies those submitted also for MUSC 331 & 337. All three of these music methods courses have been reduced from 3 to 2 semester hours by reassigning the distribution of hours from 3 class hours per week to 2 class hours and 1 lab hour per week. This redistribution will allow students to demonstrate their teaching skills once a week with their peers during the lab hour class meeting. Additionally, the content for this course was split between MUSC 333 & 337, so that MUSC 333 deals solely with instrumental music on the elementary and secondary levels. Therefore the title is changed to Instrumental Methods as well as the course description in order to more accurately describe the revised content.

**3. Justification/rationale for the revision**

A recent 10-year review of the Department of Music by the National Accreditation of Schools of Music (NASM) resulted in the recommendation that all three methods courses should be required in the B.S. in Music Education degree program in order to offer a comprehensive core in music pedagogy. In the past only two methods courses were required for Music Education majors (MUSC 331 & 333; 337 remained an elective). In order to require all three courses without increasing the program credit load, the existing courses have been revised to reflect the content of 2-credit courses. Therefore, the total credit hours for methods courses still equals six.

**4. Old Syllabus of Record**

**I. Catalog Description**

MUSC 333 Secondary Methods

3 credit hours  
0 lab hour  
3 semester hours

Prerequisite: MUSC 111, 112, 211, 212

Includes General Music Class, choral organizations, changing voice, techniques of instruction, including team teaching and programmed learning, high school theory courses, high school music literature courses, scheduling, administrative problems, curriculum development, evaluation of materials and equipment, evaluative techniques, and guided observation. Extra laboratory sessions are required.

**II. Course objectives**

Students will be able to

1. Define the behaviors, skills, and competencies that are essential for effective music teaching and learning
2. Select materials and experiences which are relevant to and productive of the above behaviors, skills, and Competencies;
3. Facilitate students' absorption of the above materials and undergoing the above experiences

**III. Course outline**

**A. Visual Diagnostic Pre-Test (1 hour)**

**B. Instrumental Scoring Pre-Test (1 hour) [CHOOSE B or C]**

**C. Choral Scoring Pre-Test (1 hour) [CHOOSE B or C]**

**D. Music Aptitude, Music Achievement, Recruitment and Retention (9 hours)**

1. Aural Discrimination Skills
2. Visual Diagnostic Skills
3. Score Reading Skills
4. Modeling Skills
5. Prescription Skills

**Written Exam No. 1 (1 hour)**

**E. The Comprehensive Music Learning Sequence [CMLS] (10 hours)**

1. Lesson Planning
2. Developing Objectives
3. Curriculum Development
4. Sequencing
5. Delivery

**CMLS Teaching Presentation No. 1 - Basic (3.5 hours)**

**Written Exam No. 2 (1 hour)**

**CMLS Teaching Presentation No. 2 - Advanced (3.5 hours)**

**Written Exam No. 3 (1 hour)**

**F. Traditional Methodology (9 hours)**

1. Classroom Management
2. Traditional Rehearsal Techniques
3. Literature
4. Motivation and Reinforcement
5. The Art of Giving Lessons

- Written Exam No. 4 (1 hour)
- Visual Diagnostic Exam (1 hour)
- Final Exam - During Final Exam Week (1 hour)

**IV. Evaluation Methods**

The final grade will be determined as follows:

- 15% Instrumental Scoring Exam [OR CHORAL] All students will be given a scoring pre-test at the start of the semester. After a semester of training all students will be given a post-test. This is the Final Exam. The pre-test is only diagnostic, and the post-test is 15% of the final grade. *Students achieving a pretest grade of A will not be required to take the post-test.*
- 15% Choral Scoring Exam [OR INSTRUMENTAL] All students will be given a scoring pre-test at the start of the semester. After a semester of training all students will be given a post-test. This is the Final Exam. The pre-test is only diagnostic, and the post-test is 15% of the final grade. *Students achieving a pre-test grade of A will not be required to take the post-test.*
- 15% Visual Diagnostic Exam All students will be given a visual diagnostic pre-test at the start of the semester. After a semester of training all students will be given a post test. The pre-test is only diagnostic, and the post-test is 15% of the final grade. *Students achieving a pre-test grade of A will not be required to take the post-test.*
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## 5. Liberal Studies course approval form and checklist – N/A



## **6. Supportive Documentation**

**COURSES:** MUSC 331/333/337 Music for Elementary, Instrumental, and General/Choral Methods

**RELEVANCE:** Similar Courses Required at Other Universities

Music Education students are certified K-12 and must be competently prepared to teach students of all ages in various musical disciplines. Music Education students currently are required to take two method courses (MUSC 331, Elementary Methods and MUSC 333, Secondary Methods) for three semester hours each. A third method course (MUSC 337, General Music in Middle Schools) is offered as an elective at three semester hours; However, few students elect to take this course, leaving a large portion of the music education students without method coursework preparing them for teaching at the middle school level.

A change in the structure and content of required method courses is proposed for music education students. It is proposed that three (3) method courses at two (2) semester hours be required for all music education students. MUSIC 331:Elementary Methods would undergo a change of semester hours from three(3) to two (2). It is proposed that MUSC 333: Secondary Methods be renamed and restructured as MUSC 333: Instrumental Methods and undergo a change of semester hours from three(3) to two (2). It is also proposed that MUSC 337:General Music in Middle Schools be renamed and restructured as, MUSC 337: General/Choral Methods, offered at two (2) semester hours. MUSC 337 would also have a change in status from elective to required coursework.

The three required methods class paradigm is one that historically had been in place at IUP until the mid-1970's. This three-tiered method coursework is firmly in place in many other institutions of higher education as well, insuring that their students will be competently prepared to teach in all levels and areas of music for which they are certified.

### **Selected universities requiring 3 method courses for music education**

Clarion University of Pennsylvania

Lambuth University

Northern Illinois University

Western Michigan University

West Virginia University

Winona State University

Belmont College

University of Kansas

Illinois State University

Florida State University

Indiana University at Bloomington

Luther College

### **Selected universities requiring more than three method classes**

Youngstown State University: 4 classes required

Duquesne University: 4 classes required

Western Washington University: 5 classes required