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		02-32i	App 1/14/03	App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Music	Phone 72390

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

MUSC 337 General Music in Middle Schools	MUSC 337 General/Choral Methods
<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

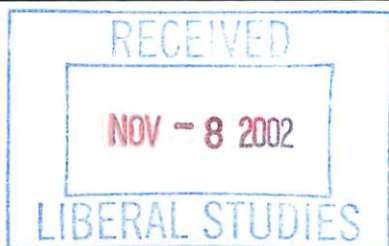
This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other
 Catalog Description Change

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

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



Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

MUSC 337: General/Choral Methods

2 class hours

1 lab hour

Prerequisites: MUSC 111, 112, 211,212

2 semester hours

(2c-11-2sh)

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations and conceptual based learning which influence music teaching at this level.

II. Course Objectives

Students will be able to

1. Contrast the learning styles of adolescent music students to other students in terms of pedagogical content and technique in a choral and general music class context;
2. Demonstrate sufficient knowledge of choral rehearsal techniques and choral program administration to competently teach choral music at the middle school, junior high school and high school level;
3. Demonstrate sufficient knowledge of general music teaching techniques to competently teach general music at the middle school, junior high school and high school level;
4. Apply conceptual based music learning to performance and non-performance music teaching at the middle school, junior high school and high school level;
5. Show evidence of musical competency in the areas of vocal technique, octavo score reading, classroom and rehearsal accompaniment, classroom instruments, and popular musical styles appropriate for competently teaching at the middle school, junior high school and high school level.

III. Course Outline

A. Overview of adolescent physiology and psychology (3 hours)

1. Social factors
2. Changing male voice

B. General music in the middle school, junior high school and high school setting (21 hours)

1. Administration concerns
 - a. Rotation, block scheduling
 - b. Inclusion of special needs students
2. Teaching strategies
 - a. Developmentally appropriate conceptual learning
 - b. Popular and jazz styles for conceptual learning
 - c. Improvisation and composition
 - d. World musi.
 - e. Appropriate uses of technology based music projects
3. Sample peer teaching for assessment

C. Choral music in the middle school, jr. high, and high school setting (18 hours)

1. Administrative concerns
 - a. Equipment
 - b. Community and parent support
 - c. Funding and budgets
 - d. Recruitment
2. Vocal pedagogy
 - a. Warm-ups
 - b. Style techniques
 - c. Group improvisation
3. Teaching strategies
 - a. Developmentally appropriate conceptual learning through performance.
 - b. Different types/styles ensembles
 - c. Aural and reading skills
 - d. Literature
 - e. Accompaniment skills
4. Sample peer teaching for assessment

Final exam during Final Exam week (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

- 30% Peer teaching- Students will develop and teach two (10 minute) lessons to their class peers. One lesson will focus upon conceptually based general music teaching and one lesson will focus upon conceptually based choral rehearsal. Students choose the grade level of the lesson as well as the literature and activities performed. Lessons will be assessed according to the degree of musicality, pedagogical ease, and developmental appropriateness of the sample teaching.
- 25% Exams and quizzes-Two tests during the course and quizzes at the discretion of the professor. Mid-term exams will be take-home exams and consist of short answer questions dealing with factual information, essay questions dealing with practical applications of pedagogical issues through hypothetical teaching situations, and sample lesson planning. Final exam will consist of short answer, multiple choice and matching questions covering factual material covered in class, practical applications of pedagogical issues through hypothetical teaching situations, and analysis of developmental level of literature through audio examples.
- 15% Class assignments/readings- Assigned as needed throughout the semester.
- 10% Choral literature review projects- Projects will consist of an age-level developmental analysis of 10 pieces of choral literature. Justification of developmental level will be given according to vocal range, harmonic texture, accompaniment, lyrics, and historical value of the pieces choices for inclusion.
- 10% Budget projects- Projects will consist of developing an expenditure plan to outfit a new choral program in a new school building. Using trade journals, web sites, and catalogs, students will make an itemized list of equipment needs and expected costs of running a choral program at the middle, jr. high, or high school level.
- 10% Class participation- All students are expected to sing, play and participate to the best of their musical ability during classes and student peer teaching.

V. Attendance policy

This class is interactive in nature and will revolve around guided sample teaching experiences of students enrolled. Because of this interactive nature, regular attendance is required of all students. Students may

have one unexcused absence. Each absence thereafter will lower the students grade by one half grade point. (A- to B+ for example).

VI. Required textbooks, supplemental books, audio examples and readings

Tower, M.G., et al (1999). *Choral Connections: Mixed Voices, Beginning Level 2 (teacher's wraparound edition)*. New York: McGraw-Hill.

Tower, M.G., et al (1999). *Choral Connections: Mixed Voices, Beginning Level 1 (teacher's wraparound edition)*. New York: McGraw-Hill.

Wiggins, J. (2001). *Teaching for Musical Understanding*. New York: McGraw-Hill.

Wiggins, J. (2001). *Teaching for Musical Understanding* [compact disc]. New York: McGraw-Hill.

VII. Special resource requirement

All students must have a soprano recorder for the general music portion of the class.

VIII. Bibliography

Atterbury, B. & Richardson, C. (1995). *The Experience of Teaching General Music*. New York: McGraw-Hill.

Collins, D. L. (1999). *Teaching Choral Music*. New York: Prentice Hall.

Fowler, C., Gerber, T. & Lawrence, V. (2000). *Music! Its Role and Importance in our Lives (Teacher's Edition)*. New York: Gelncoe McGraw-Hill.

Garretson, R. L. (1993). *Choral Music: History, Style and Performance Practice*. New York: Prentice Hall.

Hylton, J. B. (1995). *Comprehensive Choral Music Education*. New York: Prentice Hall.

Jothen, M., et al. (2000). *Share the Music: Grade 6 (Teacher's Edition)*. New York: McGraw-Hill.

Jothen, M., et al. (2000). *Share the Music: Grade 6 [Compact Discs]*. New York: McGraw-Hill.

Jothen, M., et al. (2000). *Share the Music: Grade 7 (Teacher's Edition)*. New York: McGraw-Hill.

Jothen, M., et al. (2000). *Share the Music: Grade 7 [Compact Discs]*. New York: McGraw-Hill.

Jothen, M., et al. (2000). *Share the Music: Grade 8 (Teacher's Edition)*. New York: McGraw-Hill.

Jothen, M., et al. (2000). *Share the Music: Grade 8. [Compact Discs]* New York: McGraw-Hill.

Lamb, G. H. (1988). *Choral Techniques*. New York: McGraw-Hill.

2. Summary of the Proposed Revisions

The course revision for MUSC 337 accompanies those submitted also for MUSC 331 & 333. 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. The content for this course was split between MUSC 333 & 337, so that MUSC 337 can address both choral and general music methods on the secondary level. Therefore the title is changed to General/Choral Methods as well as the course description in order to more accurately describe the revised content. This course is also changed from an elective to a required course in the B.S. in Music Education degree program.

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 equal six. See supportive documentation in Part VI.

4. Old Syllabus of Record

I. Catalog Description

MUSC 337 General Music in Middle Schools

3 class hours

0 lab hour

Prerequisite: MUSC 111, 112, 211, 212

3 semester hours

(3c-01-3sh)

This course will provide common practices and pedagogy related to standards for the middle school general music curriculum. Through course activities, oral and written assignments, readings, creative projects, and observations, class participants will gain knowledge, develop skills and participate in hands-on activities to prepare them for teaching general music in the middle school. Specific focus areas are learning theories, adolescent behavior, curriculum development, assessment and evaluation, methodology, issues and ideas, diverse and varied instructional materials and resources.

II. Course Objectives

Students will be able to

1. Articulate orally and in written form a clear philosophy for teaching music at the middle level;
2. Discuss and demonstrate varied methods, strategies, approaches and assessment for general music in the middle school;
3. Display the ability to conduct a lecture-demonstration (major instrument) that introduces you to each middle school class;
4. Plan and present at least five general music lessons with organized plays of behavioral objectives that are appropriate for the 6-8 level classroom;
5. Teach music and musical traditions of a variety of cultures represented in a multi-musical society
6. Exhibit broad understanding of diversity in content, materials, and resources;
7. Utilize computer software and the internet as well as hard copy sources that will assist in the planning of music teaching-learning for middle school students;
8. Design an electronic portfolio for further enhancement of professional responsibilities;
9. Assess your effective teaching behaviors with association to Madeline Hunter's concepts via videotaped instructional experiences;
10. Demonstrate basic skills in playing choir chimes, class guitar, piano accompaniments, singing, evaluating, creating and improvising.

III. Course Outline

A. Developing a Philosophy for Teaching Methods in the Middle School (3 hours)

1. The Middle-Level Learner
2. Characteristics of Adolescent Behavior

B. Music Educators National Conference: The National Standards (3 hours)

1. Introduction
2. Grades 5-8

C. Curriculum Development (9 hours)

1. Lesson Planning
2. Approaches, Methodology
3. Assessment Goals

D. Selected Classroom Activities (12 hours)

1. Class Guitar
2. Choir Chimes
3. Piano Accompanying
4. Song Leading Techniques
5. Vocal Pedagogy

E. Units of Study for Planning (14)

1. Broadway Musicals
2. Jazz History
3. Instruments of the Symphony and World Musics
4. The Diversity of American Music

Mid-term Exam (1 hour)

Final Exam (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

- 10% Oral and written assignments (weekly)
- 20% Five presentations and participation in class activities
- 10% Simple guitar accompaniments – 3 and 4 chord songs and Piano accompaniments – C, F, G, and D major songs
- 10% Lecture-demonstration on major instrument
- 20% A comprehensive mid-term examination
- 20% A comprehensive final examination (or project)
- 10% A Teacher's Edition: Comprehensive Unit of Study

V. Attendance Policy

Attendance is crucial for expanded knowledge, professional growth and development. Grades will be lowered by _ for every unexcused absence, which exceeds three. Excused absences are related to the following: (1) personal illness (provide medical statements); (2) family emergency (provide written documentation/proof when possible); (3) hazardous weather conditions.

VI. Required Textbooks, supplemental books and readings

Music Educators National Conference Publications

Music at the Middle Level, June Hinckley (ed)

Strategies for Teaching Middle Level General Music, Hinckley and Shull

Supplementary Materials:

Fowler, Charles – Music Its Role and Importance in our Lives

Metz, Donald – Teaching General Music in Grades 6-9

VII. Special Resource Requirements

All students must have a soprano recorder for the general music portion of the class.

VIII. Bibliography

Atterbury, B. & Richardson, C. (1995). *The Experience of Teaching General Music*. New York:McGraw-Hill

MENC Task Force on General Music Course of Study, Linda Mercer (Chair). *Teaching General Music: A Course of Study*. Reston, VA: MENC.
Trimmer, A., et al. (1995). *Share the Music: Grade 6, Grade 7, Grade 8*
Beethoven et al. (1991). *World of Music*. Morristown, NJ: Silver Burdett Ginn.

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. MUSC 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