

MUSIC 384

Teaching and Supervising Elementary General Music

Fall 2011 – University of Wisconsin Oshkosh – Dr. Liske

Tuesday/Thursday, 1:20-2:50 pm, AC S122

Instructor: Dr. Kenneth Liske**Office:** A / C N228**Email:** liske@uwosh.edu**Office Phone:** 424-7029**Office Hours:**

Mon / Fri, 11:30 am - 12:30 pm

Fri, 12:00 -1:00 pm (or by appt.)

Web: www.uwosh.edu/faculty_staff/liske

Course Description: This is an elementary general music methods course for music education majors seeking licensure. The course will explore music education approaches and methodologies appropriate for early childhood through upper elementary grades, including Orff, Kodály, Dalcroze, Gordon, and other approaches. One semester, 3 credits.

Required Texts and Course Materials:

Campbell, P. S., & Scott-Kassner, C. (2010). *Music In Childhood: From Preschool through the Elementary Grades, enhanced 3rd ed.* New York: Schirmer.

Burakoff, G., & Hettrick, W. E. (1980). *The Sweet Pipes Recorder Book, Book 1-Soprano.* Fort Worth, TX: Sweet Pipes.

MENC. (Serials). *Music Educators Journal/Teaching Music.* (Included with CMENC membership).

A Soprano Recorder with Baroque Fingering.

A new recordable CD (or audio cassette) and case; A 2"-3" three-ring notebook with dividers.

Instructor Course Packet

Recommended Texts:

Hackett, P. (1998). *The Melody Book: 300 Selections from the World of Music...* Upper Saddle River, NJ: Prentice Hall.

Other Suggested Texts:

Pontius, Mel. (2009). *Planning Curriculum in Music.* Madison, WI: Wisconsin DPI.

Sims, Wendy L. (Ed.). (1995). *Strategies for Teaching: Prekindergarten Music.* Reston, VA: MENC.

Stauffer, S. L., & Davidson, J. (Eds.). (1996). *Strategies for Teaching: K-4 General Music.* Reston, VA: MENC.

MENC. (1996). *Performance Standards for Music: Grades PreK-12.* Reston, VA: Author.

Goals:

1. To prepare students with competencies, resources, and experiences necessary to teach classroom music to children, including planning, presentation, assessment, and musical skills and materials.

2. To develop awareness of current trends, curricula, and methodologies used in the elementary and pre-kindergarten music classroom.
3. To prepare students with skills and resources for continued independent growth and to encourage participation in professional organizations.
4. To promote a value system that calls for music for all children, including children with disabilities and extraordinary talents, in inclusive settings.

Objectives:

1. The student will evidence completion and comprehension of required reading materials by participation in class discussion and written work.
2. The student will complete observations and analyses of effective teachers in local classrooms as well as planning, execution, and self-evaluation of peer teaching and practicum exercises.
3. The student will demonstrate musical skills appropriate for use in the elementary and pre-K classroom, including the ability to sing accurately with an appropriate vocal model, accompany group singing, and select appropriate music for singing, playing, and listening experiences.
4. The student will identify and evaluate resource and reference materials and produce curricular goals and lesson plans appropriate for teaching music to children.
5. The student will demonstrate, through completion of written and practical assignments, understanding of current trends, curricula, and methodologies including Kodály, Orff, Dalcroze, Gordon, and other conceptual approaches, the National Standards, discipline-based music education, multicultural music, technology, classroom composition and improvisation, and the inclusive classroom.
6. The student will develop an understanding of the elements of music as a conceptual structure for organizing musical experiences, and relate them to other arts.
7. The student will demonstrate the potential for independent professional growth by:
 - a. Developing good teaching habits, including completing assigned work competently and on time, attending class regularly, preparing teaching exercises, attentiveness to and participation in class activities and discussions, and identifying personal strengths and weaknesses in teaching through recorded self-observation.
 - b. Beginning to develop the ability to learn vicariously and make transfers into one's own teaching through observing excellent music teaching by experienced music teachers.
 - c. Demonstrating the ability to identify, read, and discuss a variety of literature available to the professional music education community.
 - d. Identifying resource and equipment suppliers useful to elementary music teachers.

Assignments: Detailed descriptions of all assignments will be given in class when each formal assignment is made. ("CB" indicates competency-based assessment.) PLEASE SAVE ALL WRITTEN ASSIGNMENTS FOR INCLUSION IN YOUR PORTFOLIO AT THE CONCLUSION OF THE TERM.

Points:	Assignments:
CB	1. Participation in class discussions: In-class written work and reflective thought and analysis of required reading material.
CB	2. Class presentations: Brief, weekly presentations demonstrating competence in specific skills (rote song leading, classroom instruments, accompaniments and improvisation, Orff/Kodaly/Dalcroze/Gordon tools, language and literature connections, classroom management, etc.).
CB	3. Student Information Email Assignment
20	4. Midterm exam: Written exam based on class presentations, handouts, discussions and assigned readings.
15	5. Observations: three observations of experienced music teachers completed at a minimum of two different sites. Format provided.
20	6. Peer teaching: two peer teaching assignments with typed lesson plans and video self-analysis.
20	7. Practicum: early childhood practicum teaching assignment(s) according to specified guidelines.
20	8. Recorder proficiency: two playing quizzes, recorded or live as determined by instructor.
40	9. Written assignments: Textbook assignment (10 pts.) Kodály assignment (10 pts.) Orff assignment (10 pts.) Budget assignment (10 pts.)
10	10. Listening CD recording and program
25	11. Curriculum project
50	12. Professional development: ten article analyses/web site reviews (50 pts.) participation in CMENC and other professional events (CB)
CB	13. Final Portfolio
10	14. Attendance: 0-1 absences for any reason–10 pts. 2-3 absences for any reason–5 pts. 4 or more absences for any reason–0 pts.

Grading: Grades will be assigned according to the scale below. The instructor reserves the right to refuse late assignments. If accepted, lateness will affect assignment grade. Points will be lost for excessive absences and/or missed course requirements. No “incompletes” will be given. Final grades are not negotiable.

A	95-100 %	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Academic Integrity: The free and open expression of ideas related to course content will be encouraged. An atmosphere of mutual respect will, therefore, be expected. While collaboration and productive exchange will be encouraged when appropriate, students are expected to produce their own work, and will be held accountable in accordance with the procedures set forth in the UW-Oshkosh Student Discipline Code.

Writing Center: All writers can benefit from talking with engaged, interested readers about their work. UW Oshkosh students are eligible for one-on-one assistance at the Writing Center with trained peer consultants who can help students improve and gain additional writing skills. Visit the Writing Center website to learn how to take advantage of this service.

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the CAR website for more information.