

MUSIC 386

**Music for the Junior and Senior High School General Student**

Spring, 2009 — University of Wisconsin Oshkosh

Tuesday-Thursday, 12:40-1:40 PM, A/C N211

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

Mon, Thu—1:50 - 2:50 pm

Fri—11:00 am - 12:30 pm (or by appt.)

**Web:** [www.uwosh.edu/faculty\\_staff/liske](http://www.uwosh.edu/faculty_staff/liske)

**Course Description:** This course provides music education majors with opportunities to develop basic teaching and planning skills necessary for middle level and high school classroom music, awareness of curriculum, multiculturalism, inclusion, technology, and other issues affecting general music teachers, and familiarity with available materials, techniques, and resources. One semester, 2 cr.

**Required Texts and Course Materials:**

MENC. (2005). Spotlight on General Music: Teaching Toward the Standards. Lanham, MD: Rowman & Littlefield.

MENC. (2001). Spotlight on Assessment in Music Education. Lanham, MD: Rowman & Littlefield.

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

**Recommended Texts:**

Hinckley, J. M. (Ed.). (1994). Music at the Middle Level: Building Strong Programs. Reston, VA: MENC.

**Goals:**

1. To prepare students with basic competencies, necessary for teaching middle and high school classroom music, including musical skills, planning, lesson structure, assessment, testing and measurement, management, and technology awareness.
2. To encourage awareness of issues related to teaching middle and high school classroom music, such as historical and curricular foundations, instructional strategies, content standards, learner characteristics, etc.
3. To direct students toward available instructional and professional resources, and to provide hands-on experiences with materials and instruments appropriate for secondary general music, exploratory music, theory, and appreciation courses.
4. To provide particular experiences with multicultural music education, exceptional learners, assessment, advocacy, technology, and handbell/handchime techniques.
5. To encourage students to adopt a philosophy of music education which values and advocates music and arts education for all children, and to build awareness of the impact classroom music instruction can have in the lives of performing as well as non-performing students.

**Objectives:**

1. The student will demonstrate, through curriculum and planning exercises, the ability to identify grade-appropriate content and activities, to select musical resources, and to develop effective instructional sequences.
2. The student will demonstrate, through peer teaching exercises and class participation, the ability to lead musical activities accurately, and to use the singing voice, classroom instruments, and technology appropriately.
3. Through participation in class discussion, written tests, and position papers on assigned topics and readings, the student will demonstrate an awareness of issues, trends, and methodologies related to middle and high school general music.
4. The student will develop or revise a professional statement of purpose (philosophy of music education) which reflects views on the important issues related to general and classroom music, multicultural education, exceptional learners, advocacy, assessment, and technology.
5. The student will demonstrate the desire to develop or maintain habits of personal and professional responsibility which are characteristic of good teachers, such as prompt completion of assignments and regular class attendance, participation in conferences and interest sessions, and participation in service projects and professional organizations.

**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 (see below) and/or missed course requirements. No "incompletes" will be given. Final grades are not negotiable.

A	140-150 points
AB	132-139
B	125-131
BC	117-124
C	110-116
CD	102-109
D	95-101
F	0-94

**Attendance:**

Class attendance is expected and necessary in this cooperative, hands-on, interactive course. As exceptional attendance and high participation are characteristic of successful members of the teaching profession, so are they required in pre-service methods courses such as this. No unexpected absences will be excused. Late arrival or early departure from class will be considered tardy. Two tardies will equal one absence.

**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.

### Office Hours:

Office hours are subject to change due to supervision and other responsibilities of the instructor. Such changes will be announced or posted in advance. Confirming appointments by phone or email will be helpful.

### Assignments:

Detailed descriptions of all assignments will be given in class when each formal assignment is made. "CB" indicates competency-based. Unless otherwise noted, all assignments are to be typed.

<b>Points:</b>	<b>Assignments:</b>
CB	1. Participation/Class Discussion/Reflective Writing: For each assigned reading, contribute to class discussion of important issues. You may be asked to give written or oral responses.
30	2. Position Papers/Presentations: Submit and present for class discussion, three position papers; one on the topic of inclusion of exceptional learners in music education, one on the topic of multiculturalism in music education, and one on assessment in the music curriculum. (10 pts. each)
10	3. Philosophy of Music Education: Revise or develop your professional statement of purpose to reflect your views on important issues related to general and classroom music. Refer to documented sources. Specifically include statements about the importance of secondary arts education, assessment, technology, multicultural approaches, and the inclusion of exceptional learners.
10	4. Curriculum Outline & Sequence: Referring to available curricular resources and the national standards, develop a general content outline and sequence for a comprehensive general music, classroom music, or arts survey class at the level of your choice, grades 6-12. (Describe the course and students.)
25	5. Instructional Unit: Choose a content area from your completed Curriculum Outline, and develop at least a six-lesson (or comparable) sequence. Include lesson objectives, procedures, and evaluation, mock assessments, copies of all instructional materials (including bulletin board and/or multimedia materials), and any other required materials.
45	6. Peer Teaching: Select, plan, prepare and peer-teach three brief lesson activities, one representing each experiential mode below. Document the content/achievement standards which are represented in your lesson plan. Include ideas for active participation by special-needs students. Optionally, incorporate technology, cross-cultural, or cross-curricular activities. Lessons may or may not be from your Instructional Unit assignment. Listening/Describing Activity (15 pts.) Creating Activity (15 pts.) Performing/Reading Activity (15 pts.)
20	7. Exam: Cumulative written exam covering content from assigned reading selections, class discussions, and notes.
10	8. 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.