



EASTERN OREGON
UNIVERSITY

College of Education
Course Syllabus
Fall 2009

Course Number: ED676
Course Title: Music Methods HS
Credits: 2

Catalog Description: Surveys developmentally-appropriate literature, methods, music program management, and instructional strategies for teaching music in the secondary schools. This course continues to ED 677 in the MAT Program.

Instructor:

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Office hours by appointment

Mode, Time, and Place: Per MAT schedule for times and location

Text :

None required-articles, readings will be provided.

Course Outcomes:

At the end of the course, students will be able to:

1. Integrate national standards in music education into teaching objectives
2. Develop a strategy to teach choral and/or instrumental music
3. Discern the characteristics of a master teacher
4. Apply knowledge of the adolescent to the learning of music
5. Respond to the general curriculum to integrate music
6. Manage a school music program (scheduling, physical assets, competition schedules, parent involvement, and fund-raising)
7. Develop a philosophy of music practice and techniques to support practice
8. Use technology tools to enhance music instruction
9. Evaluate print and non-print resources in music education
10. Identify levels of professional associations/organizations and their resources
11. Produce publicity and promotion materials
12. Design an audition procedure
13. Teach proper vocal technique and diction and/or specific instrument technique
14. Teach and assess music literacy
15. Adjudicate performances

16. Distinguish quality music literature appropriate for developmental and ensemble requirements of a performing group

OAR Standards Addressed in this Course:

584-017-0100 Objectives for Initial Teacher License

- (4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:
- (a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds;
 - (b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
 - (c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;
 - (d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and
 - (e) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student
 - (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and progress in learning and use evidence of effectiveness in planning further intervention.
 - (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

584-017-0130 Middle Level Authorization

- (2) Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.

584-017-0140 High School Authorizations

- (2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

OAR	Outcomes	Instructional Method(s)	Criteria for Evaluation
584-017-0100 584-017-0130 584-017-0140	16	Readings, reviews, performances, videos, recordings, direct instruction	Literature file (print or non-print)
584-017-0100 584-017-0130	9	Direct instruction, internet resources,	Webliography

584-017-0140		print resources	
584-017-0100 584-017-0130 584-017-0140	3, 8, 6	Internet resources, direct instruction	Blog/Pageflakes
584-017-0100 584-017-0130 584-017-0140	8, 11, 6	Internet resources, direct instruction, readings	Program/Event Brochure
584-017-0100 584-017-0130 584-017-0140	8, 11, 6	Direct instruction, examples, readings, research	Concert Program
584-017-0100 584-017-0130 584-017-0140	7	Examples, direct instruction, research	Practice Log
584-017-0100 584-017-0130 584-017-0140	8	Direct instruction, internet resources, software application/manuals	Composition/music theory product
584-017-0100 584-017-0130 584-017-0140	15	Videos, OMEA adjudication forms, direct instruction	Adjudication Exercise
584-017-0100	3	readings	Checklist/Journal
584-017-0100	2	Direct instruction, readings	Graphic Organizer
584-017-0130 584-017-0140	4	Examples, direct instruction, readings	“Case studies”
584-017-0100	10	Research and readings	Address Book
584-017-0100 584-017-0130 584-017-0140	13	Readings, research, direct instruction	Diction-ary
584-017-0100 584-017-0130 584-017-0140	1, 14, 5	Direct instruction, examples, interviews, readings	Lesson plans
584-017-0100	6	Direct instruction, interview, examples	Budget Exercise
584-017-0100 584-017-0130 584-017-0140	14	Direct instruction, examples, readings	Performance Assessment Exercise

Course Topics:

- Professional organizations and their resources
- Identifying quality literature and techniques to catalog music

- Practice philosophy and how to support student practice
- Determining standards for teaching music, how to employ higher-thinking skills, and how to write a lesson plan
- Measuring skill attainment in diverse and developmentally appropriate ways
- Music resources, print and nonprint
- Designing a physical environment conducive to student rehearsal
- Technology in music
- Classroom management in music classes
- Parent associations and school administrators
- Audition and adjudication
- Managing a school music program
- Competitions and the associated travel arrangements
- Adolescent and music education
- Music literacy
- Assessing classroom activities and performances

Course Requirements/Assignments/Attendance Expectations

Participation/exercises: Students are encouraged to attend each session to participate in exercises from the lecture and demonstrations. This hands-on format will help the student practice measurement, teaching strategies, and their applications. Participation grades cannot be awarded if the student is absent. Assignments and activities may be adjusted to accommodate rate of learning, incorporate new information in the field, and progress in placement teaching.

Student Evaluation and Grading

Grades are based on scoring guides written for the writing assignments and presentations and available in Blackboard. Assignments are to be handed in on the specific due date. When absent, assignments may be emailed as a Microsoft Word attachment. Using a rubric converter, the grades will be converted as follows:

A	90--100
B	80--89
C	70--79
D	60--69
F	Less than 60

Course Outline:

- Teaching music literacy
- The adolescent and music learning
- The changing voice
- Characteristics of a master music teacher
- Maintaining one's instrument
- Readings in the professional literature (throughout)
- Non-print and print resources in music (throughout)
- Studying quality literature that is developmentally- and ensemble-appropriate
- Technological tools in music theory, composition, and pitch training
- Designing a working space for rehearsals
- Voice pedagogy

- Rehearsal techniques, classroom atmosphere and seating, and other teaching strategies
 - Practice techniques
 - Warm-ups
 - Physical environment
 - Vocal health
 - Instrument storage and care
 - Assigning parts/chairs
 - Auditioning
 - Assessment
- Score reading and study
- Conducting techniques
- Working with parent groups and school administration
- Fund-raising schemes, community resources management, budgeting
- Arranging band competitions and educational trips
- Professional activities, competitions, and organizations
- Adjudication components and practice

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest/html>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone 962-3081.

Syllabus developed by Sharon Porter, Fall, 2008