

**Lock Haven University of Pennsylvania**  
**Lock Haven, Pennsylvania**  
**Department of Performing Arts**  
**MUSI 318 Secondary Music Methods**

**I. Introductory Information**

- (A) Department Name: Department of Performing Arts
- (B) Department Catalog Number: MUSI 318
- (C) Course Title: Secondary Music Methods
- (D) Semester Hours of Credit: 3
- (E) Clock Hours Per Week: 3
- (F) Overlays: none
- (G) Restrictions Upon Student Registration: Admission to the music education concentration major with a minimum of 30 credits or permission of instructor

**II. Description of the Course**

- A. Catalog description:  
Study of the organization and administration of the comprehensive music program in junior/middle and senior high schools. Topics include the study of vocal and instrumental ensemble development, as well as techniques and materials for other types of music classes. Field experiences are an integral part of this course.
- B. Comprehensive description (Optional): none

**III: Exposition**

- A. Objectives: Upon completion of this course, the students will be able to do the following:
  1. Articulate the need for general music in secondary schools, and learn the proper types of courses in general music that should be taught in these settings.
  2. Articulate awareness of problems facing music education in secondary schools.
  3. Design lessons appropriate for secondary school general music, including emphasizing the development of music listening skills in the total music education curriculum, particularly to the general music student. **Fulfills PDE Standards IIA, IIB, and IIC.**
  4. Design and teach a multicultural music lesson in the middle schools.

5. Discuss the content and sequencing of curricula in instrumental and vocal music.
6. Exhibit growth in classroom teaching skills by completing brief observing and teaching experiences. **Fulfills PDE Standard IIA, IIB, and IIC.**
7. Explain developmental needs involved in preventive classroom management and assertive discipline.
8. Explain public relations procedures useful for school music programs, and develop skills in music technology for assisting in administrative tasks, instructional enhancement, and independent student learning.
9. Demonstrate verbally or in writing understanding of appropriate inventory necessary for secondary music instruction, including procedures for budgeting, requisitioning, purchasing, and organizing inventory.
10. Exhibit organizational skills through assembly of a resource notebook.
11. Observe professionals adapting their instructions to meet the proficiencies of all students regardless of need including classrooms with a diverse student population and student needs. (Field Experience 6) **Fulfills PDE General Standard V – Field Experiences.**
12. Demonstrate knowledge of characteristics of the community and its schools in which the field experiences will take place with respect to religion, ethnicity and culture, socio-economic environment.
13. Demonstrate ability to create and implement lesson plans in consort with and under the supervision of the cooperating teacher from the school at which the field experience will take place.

**B. Activities and Requirements:**

1. In small group experiences, students will discuss text reading assignments regarding the need and types of courses in secondary general music settings.
2. Students will read and summarize articles found in current periodicals in music education.
3. Students will submit lesson plans to teach assigned topics in a secondary general music setting.
4. Students will be videotaped as they teach a short multicultural music lesson at Central Mountain Middle School.
5. In small group experiences, students will discuss text reading assignments regarding the content and sequencing of curricula in instrumental and vocal music.
6. Students will complete required observations and assistance sessions of/with master teachers.
7. In small group experiences, students will discuss text reading assignments regarding developmental needs involved in preventive classroom management and assertive discipline.
8. In computer lab sessions, students will develop technology skills by interacting with a variety of music management and public relations programs.
9. After reading required text assignments, students will create an inventory for a mock music course, demonstrating appropriate procedures for budgeting, requisitioning, purchasing, and organizing inventory.
10. Students will assemble a resource notebook.

11. Articulate aurally (existing in spoken form as distinct from written form) and in writing observations made of classroom professionals adapting their instructions to meet the proficiencies of all students regardless of need including classrooms with a diverse student population and student needs.
12. Write in a "Reflective Journal" personal observations made in visiting classrooms wherein professionals adapt their instructions to meet the proficiencies of all students regardless of need including classrooms with a diverse student population and student needs.
13. Write in a "Learning Log" strategies employed by professionals adapting their instructions to meet the proficiencies of all students regardless of need including classrooms with a diverse student population and student needs.
14. Demonstrate integration of academic and professional education content with actual practice in classrooms – including classrooms with diverse student populations and student needs as an extension of observations made through "Reflective Journals" and "Learning Logs."
15. Successfully pass a written and/or aural test with a score of 80% or better demonstrating knowledge of characteristics of the community and its schools in which the field experiences will take place with respect to religion, ethnicity and culture, socio-economic environment.
16. Successfully create a minimum of one lesson plan and teach the activity or activities from the lesson plan associated with the objective to be supervised and evaluated by the cooperating teacher at the school at which the student participates in a field experience.

<b>C. Major Units and Time Allotted:</b>	<b>Hours</b>
1. Why Teach Music?	4
2. What: The Subject Matter Of Music	4
3. How: The Methods Of Music Teaching	10
4. To Whom: The Students	4
5. With What Result?	4
6. The Music Educator as an Administrator	4
7. The Teacher and the Student	4
8. Within the School Environment	4
9. Outside the School Environment	4
10. Toward Broader Horizons	3

**Total Hours: 45**

**D. Materials and Bibliography:**

1. **Suggested textbooks**  
Hoffer, Charles. Teaching Music in the Secondary Schools, 5<sup>th</sup> edition. Belmont, CA: Wadsworth Publishing Co., 2001.  
  
Walker, Darwin E. Teaching Music – Managing the Successful Music Program, 2<sup>nd</sup> edition. Belmont, CA: Wadsworth Publishing Co., 1998.

2. **Other materials:**  
MENC student membership (\$21.00), includes subscription to Music Educators Journal and Teaching Music.
3. **Bibliographic support:**

#### **Selected Bibliography**

Atterbury, Betty. The Experience of Teaching General Music, 1<sup>st</sup> Edition. Boston: McGraw-Hill, 1995.

Campbell, Patricia Sheehan. Lessons from the World, 1<sup>st</sup> edition. Boston: McGraw-Hill, 2001.

Olson, G., Barrett, J., Barresi, A., Rasmussen, N., and Jensen, J. Looking in on Music Teaching, 1<sup>st</sup> edition. Boston: McGraw-Hill, 2001.

Wiggins, Jackie. Teaching for Musical Understanding, 1<sup>st</sup> edition. Boston: McGraw-Hill, 2001.

Winslow, Robert W., Dallin, Leon, and Archambo-Wiest, Shelley. Music Skills for Classroom Teachers with audio CD, 9<sup>th</sup> edition. Boston: McGraw-Hill, 2001.

#### **IV. Standards**

- A. Grades will be awarded in a manner consistent with University policy, and will be based upon student attendance and demonstration of a mastery of the course material through such means as written exams and quizzes, evaluations of teaching, and evaluation of observation reports and the resource notebook.
- B. Assessment related to the objectives:
  1. Success of small group analyses will be evaluated.
  2. Article summaries will be assessed.
  3. Lesson plans will be critiqued and evaluated.
  4. Videotapes of teaching experiences will be assessed.
  5. Success of small group analyses will be evaluated.
  6. Observation reports and assistance session report will be assessed.
  7. Success of small group analyses will be evaluated.
  8. Student success in their interactions with the programs will be assessed.
  9. The inventory paper will be evaluated.
  10. The quality of the resource notebook will be determined and graded.

#### **V. Rationale and Impact**

- A. This is a new course and will be required of all music education majors.
- B. This course provides a pedagogical approach for all students teaching at the elementary, middle, and high school levels.

Draft syllabus last revised 02/01/08

C. There will not be an impact on existing departments or programs.

VI. Cost and Staff Analysis

A. The university can anticipate normal operating costs associated with the implementation of the new curriculum.

B. This course will be offered once every other year.

VII. Date approved by University President

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Signature of the President

Date