

ED 367- Teaching Music to Children
Spring 2006
Professor Barbara Liebhaber
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Class meetings: Mon., Weds, 9:10 – 11:10; Room 202
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Required Text

Music in Childhood; Campbell and Scott-Kassner
National Standards for Arts Education; MENC
The Soprano Recorder Book and a soprano recorder
Music Fundamentals, Methods and Materials – Rozmajzl and Boyer-White
The Experience of Teaching General Music – Atterbury and Richardson

Recommended:

Strategies for Teaching – K – 4 Music, MENC
Strategies for Teaching Beginner Band, MENC

Other Reading: Articles will be handed out in class. Books will be on reserve in the music library. Other reference materials will be in the music education section of the music library or the education section of Reeves library.

Objectives:

Students will be able to:

1. Write a lesson plan directed at elementary age students.
2. Design lesson plans for instrumental lessons, choral groups, general music.
3. Become familiar with available materials to be used in the above courses.
4. Present lessons to the class in an effective manner.
5. Indicate which elements of music are being addressed in each lesson.
6. Indicate which national standards are being addressed in each lesson.
7. Provide many ways to introduce and teach a concept.
8. Explore methods of assessment.
9. Explore classroom management and discipline situations and how to handle them.
10. Develop motivational techniques.
11. Develop ideas of how to make the lessons relevant to the student.
12. Develop appropriate curriculum for age group and course.
13. Become familiar with software to be used in conjunction with music classes at the elementary level.
14. Explore methods of working with inclusion.
15. Use Orff, Dalcroze and Kodaly teaching methods to teach concepts.
16. Conduct small instrumental and vocal ensembles.
17. Use the piano as a tool while teaching lessons.

Requirements:

Attendance: Unexcused absences will result in a zero for class work that day.

Homework: Reading, written and oral assignments will be given each week. A short paper is due each week in relation to the reading. This paper will be no more than two pages, typewritten, double spaced. The student will provide three copies of the paper - one for the professor and two for other students in the class. Students will write comments on the content of each other's papers and return to the author at the next class meeting. Other homework involving lesson plans, philosophy and classroom management will be given on a regular basis.

Due: homework will only be accepted on the assigned date. Late homework will result in a zero for the assignment.

Final Project: Instead of a final exam, each student will choose a topic related to music education at the elementary level and present a project on this topic during the last weeks of the semester. The topic must be approved by the professor during the first few weeks of class. An outline for the project will be provided. Students will be expected to present the project during a half hour time slot, and provide written materials/information as handouts for the class. During the presentation, the student will include the class in discussion about a few ideas being presented.

Portfolio: Students will hand in a portfolio the last week of classes. The portfolio will include:

1. All papers written during the semester
2. Process log
 - Includes reaction/reflection after each class
 - Includes reaction/reflection after each observation in the elementary schools.
3. Perspective on teaching, learning, and music education. This will be written during the first week of class.
4. Reflection paper of perspective transformation during the semester. This is to be written at the end of the semester. It will be helpful to read all the papers written during the semester before writing this paper. How have your thoughts about teaching music changed since the beginning of the semester?
5. All lesson plans prepared during the semester.

Piano, voice and Guitar proficiency: Students will work towards developing their piano, vocal and guitar skills during the semester. Students must pass piano, guitar and vocal proficiency exams during the fall semester prior to student teaching in order to student teach.

Grading:

Class participation:	25%
Homework papers	20%
Lessons	20%
Preparation and presentation	
Portfolio	15%

Final Project

20%

Policy on Academic Honesty: Please refer to page 46 of the Moravian College catalog. This policy will be enforced.

Reading Assignments: ED 367, Spring 2005

The Experience of Teaching General Music: Reflection papers due every Wednesday including at least three ideas from each chapter for discussion

Week 1 – chapters 1, 2, appendix A

Week 2 – chapters 3, 4

Week 3 – chapters 5, 6, 7

Week 4 – chapters 8, 9

Week 5 – chapters 10, 11

Music in Childhood: Reflection papers due on Wednesdays, same as above.

Week 6 – chapters 1, 2, 3, 4

Week 7 – chapters 5, 6, 7, 8

Week 8 – chapters 9, 10, 11, 12

Week 9 – chapters 13, 14, 15

Weeks 10 – 14

Students will prepare lessons to present to class, using the following texts as resources:

Music Fundamentals, Methods and Materials
National Standards for Arts Education
Soprano Recorder Book and recorder

These lessons will be written in lesson plan format with a copy provided for the professor and every class member. Lessons will be presented in class and a critique of each lesson will follow.

These texts will be used throughout the semester in lesson preparation and for class discussion of materials, lesson planning, behavioral objectives according to grade level, teaching strategies, and methods of assessment.

Books and materials on reserve in the music library: These materials are available and it is expected that students will use these resources to prepare their lessons.

School and Society – Dewey
Listening Book – Mathieu
Teaching as a Performing Art – Sarason
Pedagogy of the Oppressed – Freire
Music, Education and Multiculturalism - Volk
The Tao of Teaching - Nagel
Songs in their Heads – Patricia Sheehan Campbell
Strategies for Teaching - series – MENC
Sound Ways of Knowing – Barret et. al.
Vocal Improvisation – Madura
Troubadour's Storybag – Livo
Teaching Music –Beer and Hoffman
Standards for Arts in Education
Do Re Mi Fa Fun – Jennings
Music and Dramatics at Circle Time
Sound Sketches – Vandevere
The Music Teachers Manual – Mitchell
Integrating Music into the Elementary Classroom – Anderson & Lawrence
Theory Worksheets for Beginning Bands
Music of Many Cultures – Mathieson
Teaching Children Music – Newman
Music for Children – Orff
Multicultural Songs, Games and Dances – Boshkoff & Sorenson
Feel It Rhythm Games – Abramson
Rhythm Games for Perception – Abramson
Teaching Peace – Grammer
Singing Games Children Love, Vol. I and II – Gagne
I Sing You Sing – Albrecht
Classical Cats – Chesky
It's Time for Music – Reilly
Roots and Branches – Campbell
Teddy Bears Picnic – Garcia et. al.
Mary Wore Her Red Dress – Peek
Let's Get the Rhythm of the Band
Multicultural Music – Walters
More Than Singing - Momaw