

**ED 367- Teaching Music to Children**  
**Spring 2007**  
**Professor: Dr. Barbara Liebhaber**  
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**Class meetings: Mon., Weds, 9:15 – 11:10 Room 202**  
**Office Hours: M/W 2 - 4**

**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.

**Lab/Field Experience:** Students are required to attend pre-student teaching placements every week. The total number of hours in the placement must be no less than 40 hours total. All policies and procedures outlined in the Handbook for Pre-Student Teaching will be followed. Students earning less than the required hours in the lab placement will have penalty points taken off their grade at the end of the semester. This is described below under grading.

**Homework:** Reading, written and oral assignments will be given each week and due at the next class meeting. This will include reflections on the reading, discussion of reading, preparing lesson plans, educational philosophy, curriculum design and development and classroom management issues.

**Due:** Homework will only be accepted at the beginning of class on the assigned date. Late homework will result in a zero for the assignment. No excuses will be accepted. If a student will be absent from class, the homework assignment must still be handed in on the assignment date given or a zero will result for that assignment.

If part of the assignment includes bringing copies of the written assignment to distribute to the class then the grade for the assignment includes having the proper number of copies to distribute. If these copies are not distributed at the beginning of class, the assignment is incomplete and will be reflected in the grade.

**Final Project:** There will be a final project. This will include both a formal research paper and oral presentation to the class. These will be scheduled for the last two weeks of the semester.

**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 Policy:**

**Class participation and attendance:** 20%

Tardiness will be reflected in the grade and is described under penalty points.

**Homework:** 20% This includes:

Papers: Homework handed in late will result in a zero for that assignment. Students may hand in the assignment for comments.

Class discussion: Students unprepared for class discussion on assigned reading or preparation will receive a zero for homework assignment.

**Lessons:** Preparation and presentation: 20%

To receive full credit for the assignment, the assigned number of copies of each lesson must be brought to class. The appropriate number of copies includes one copy for the professor and one copy for every student in the class. Failure to meet this requirement in its entirety will result in the loss of 1/3 letter grade per assignment (i.e.: A to A-).

Lessons that include using the piano as a teaching tool mandate that the student will be adequately prepared for accompanying or any other requirements of the performance. This is to be understood as encompassing accompanying recorder lessons, using piano for choral warm ups, accompanying vocal or instrumental activity, or any other type of accompaniment or exercise required throughout the semester not otherwise specified. Lack of adequate preparation will result in a deduction of 1/3 letter grade for that assignment. (i.e.: A to A -)

**Portfolio** 10%

**Final Project** 20%

The final project includes a written research project:

APA style

References must include at least 4 texts

Topic must be approved by professor by Feb. 15, 2007

Must include outline according to model distributed in class

Must include handout material for all class members

The final project will be presented in an oral report lasting between 15-20 minutes during class

Individually scheduled during the last two weeks of the semester

**Field Experience** 10% This includes a minimum of 40 hours and reflects a positive or negative evaluation from the cooperating teacher. It also includes the college supervisor's evaluation and comments. Part of this experience will take into account the student's willingness to work with both the cooperating teacher and college supervisor.

**Penalty Points:**

Students must adhere to the guidelines outlined in the Handbook for Pre-Student Teaching. Students who do not meet these requirements will have these deficiencies reflected in their final semester grades as follows:

For every hour less than 40 hours required field placement, subtract 1/3 grade ( A to A-)

The cooperating teacher's evaluation will be considered in the grading. Negative evaluations will be reflected in the final semester grade.

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

**Reading Assignments: ED 367, Spring 2007**

**The Experience of Teaching General Music:** Reflection papers due every Wednesday. Guidelines will be discussed in class prior to the first assignment.

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 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.**

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.

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

### ED 367 Spring 2007 Weekly Topics

Week:	Topic:
1	Overview; the elementary music classroom; lesson planning; content standards
2.	Preparing lessons
3	General music, grades K – 5; designing and implementing lessons
4	General music: exploring different methods for teaching music – Orff, Kodaly, Dalcroze, Gordon
5	General music: exploring different methods of assessment including aural, visual and kinesthetic; subjective and objective assessment; Grading criteria
6	Instrumental music: the beginning instrumentalist; practice directions
7	Instrumental music: choosing music; scheduling lessons/ensembles

- 8 Instrumental music: concert preparation; community involvement
- 9 Choral music: auditions, choosing music; designing expectations
- 10 Choral music: concert preparation; accompanying; choreography
- 11 Developing the music curriculum, grades K – 5; subject centered, curriculum centered, student centered; social utility and/or transformation
- 12 Orff, Kodaly and Dalcroze; different methods of teaching music. Workshops for Orff and Kodaly will be presented during the semester and may take place earlier in the semester.
13. Questions to be asked for future development of music education; what to expect at the secondary level; issues raised during field experience

Students will design and present lessons on a regular basis during the semester. Each student will have the opportunity to teach at least one of each of the following:

- Early elementary general music – including motivational technique and classroom management
- Later elementary general music – including motivational technique and classroom management
- Recorder lesson including group lesson – includes introducing new concept, providing opportunities for students to explore concept, designing or choosing warm-up, use concept in musical work, conduct ensemble and accompany on keyboard
- Choral experience – includes teaching choral piece, designing or choosing warm-up, conducting and accompanying on keyboard