

**ED 368: Teaching Music to Adolescents and Adults**

**Fall 2009**

**Class meetings: Monday, Wednesday, and Friday 11:45 AM – 12:55 PM, HILL 209**

**Professor Joy Hirokawa**

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**Office Hours: M – Th 10:30 – 11:30 or by appointment**

**Goals:** This course is designed to prepare the student for teaching music at the secondary level, including general, instrumental, and choral music classes. It is the final course in music education prior to student teaching. During this course, students will develop a repertoire of teaching ideas and materials for all areas of secondary music education, practice teaching lessons to their peers, and develop a philosophy of music education. Materials generated in this course will become part of the student's portfolio for future employment.

**Required Materials:**

- National Standards on Arts Education – MENC (same as ED 367)
- Regeleski, Thomas. *Teaching General Music in Grades 4 - 8: A Musicianship Approach*. Oxford University Press, 2004. ISBN 0-19-513778-7
- Kelly, Steven N. *Teaching Music in American Society: A Social and Cultural Understanding of Music Education*. Routledge, 2009. ISBN 978-0-415-99209-1
- Articles and web based materials as assigned in class
- Books and recordings placed on reserve in the library

**Recommended Materials:**

To be distributed with each unit of study.

**Other Materials:** Articles will be assigned from periodicals and other publications. Some will be distributed in class, others will need to be located electronically. Some materials will be on reserve in the library.

**Attendance Policy:** Since a substantial component of this class is active engagement in discussion, practice teaching, and activities, attendance is critically important. Absences will significantly impact the ability of the student to successfully complete the course with a superior grade.

**Academic Integrity:** Students are expected to uphold the standards of academic honesty, as they are spelled out in the Student Handbook. Students are required to be familiar with copyright issues as well as the college policy on plagiarism.

**Blackboard:** We will be using Blackboard on a regular basis to submit assignments and communicate information. Please be sure you have signed up for this class on Blackboard by the end of the first week of class.

**Grading:** Grading will be determined as follows:

- 20% Written assignments (summaries of articles, responses to written questions, etc.)
- 20% Prepared lesson plans and practice teaching
- 20% Mid-term Project: 5 lesson unit
- 20% Final Project: Ensemble Program
- 10% Participation (class discussions, activities, etc.)
- 10% Observations

### Expectations and Requirements:

- **Prompt attendance** for each class. As a future professional music educator, being on time means being 5 – 10 minutes early. Arriving at the appointed time means you are late. (Robert Page) Make it a habit.
- **Observations** – in addition to logging the observations in your pre-student teaching placement, students will be required to seek out additional observations of classroom lessons. The class will determine with the instructor the number of observations which can realistically be completed in the semester.
- **Performances/rehearsals** – Students will be required to attend a variety of middle school and high school performances, as well as community youth ensemble or church ensemble performances. These could include marching band competitions, high school musicals, community youth orchestra or children’s choir concerts. The class will determine with the instructor the number of performances which can realistically be attended in the semester.
- **Piano, Voice and Guitar Proficiency** must be completed by mid term. Individual appointments can be made with the instructor at any time in the first half of the semester. The earlier you complete this, the better.
- **Assignments** must be turned in on time. On time means at the beginning of the class on the due date, or the time indicated for electronic submission. The instructor will indicate in class if an assignment is to be submitted in hard copy format or electronically. Late assignments will be dropped to the next fraction of a grade for each day late (A- becomes B+, etc.) All written assignments should be word processed in Times New Roman font, 12 point, double-spaced with 1” margins unless otherwise indicated. Length of written assignments will be indicated with each assignment. Lesson plans will follow the format distributed in class.
- **The Written Word** – As a future Music Educator, you need to be articulate and be able to clearly express yourself in any number of public situations. Correct grammar, punctuation, sentence structure, and spelling will be an important aspect in the grading of any written work you submit, as will any citations related to research.
- **Portfolio** - Each student should maintain a portfolio of work completed during the semester. This portfolio is intended to show your best work in a future employment interview. Specific assignments must be included as follows, but other work of the student’s selection may also be added:
  - Meet the Teacher Night letter
  - Guitar Lesson
  - Orffestration
  - General Music Singing/Listening Lesson
  - Mid-term – 5 lesson unit plan
  - Comprehensive Musicianship Ensemble plans
  - Web Lesson
  - Your best lessons from Pre-student teaching
  - Final – Concert Program project
  - 1 page statement of philosophy of music education
  - Annotated list of resources and vendors providing materials for music education

The portfolio will be graded on a rubric for overall quality, contents, and appearance. Prepare it as if you were preparing for a job interview. Submission of the portfolio will be the final assignment for the semester and will be due on the final day of class.

- **MENC Student Chapter** – all students are required to be members of MENC/PMEA. Students are *encouraged* to become members of ACDA if they are more interested in choral music, subscribe to *The Instrumentalist* magazine if they are interested in instrumental music, or become members of ASTA if they are interested in orchestral music.
- **Electronic protocol** –Laptops will remain closed for most classes unless instructed to open them for a particular purpose. Cell phones must be disabled during class. Texting in

class is unacceptable. While email is an absolutely fabulous tool, and a direct means of communication, it can also be pretty overwhelming when that inbox is continually full, and can be downright annoying if the questions asked in the email could have been answered by simply re-reading the information already given to the students! BEFORE you email me with a question, please review all your notes and papers to see if you can find the information on your own, or ask a classmate. Please do NOT email me with questions about an assignment the night before the assignment is due. Your question will not be answered and you will be flogged (figuratively) in class. On the other hand, I welcome considered questions and dialogue, and of course if you are at all confused about something, please ask. Remember that my door is (almost) always open (Office 305), so don't be shy.

- **Disclaimer!** – This syllabus should be considered a flexible document. As the semester unfolds, revisions may occur.

### **Weekly Schedule of Topics**

Week 1: Philosophy of Music Education, MEAE/Praxial approaches, Music Education methodologies at the secondary level, the adolescent learner

Week 2: Curriculum, lesson plan writing, standards, observations

Week 3: General Music: Classroom Percussion, Drum circles, Orffestrations \*

Week 4: General Music: Guitar in the classroom\*

Week 5: General Music: Unit planning, Blues

Week 6: General Music: Teaching singing, leading singing\*

Week 7: General Music: Listening lessons\*

Week 8: Ensembles: Programming, Comprehensive Musicianship

Week 9: Ensembles: Instrumental

Week 10: Ensembles: Choral

Week 11: Musical Theater

Week 12: Special Education and ELL

Week 13: Technology

Week 14: Advocacy, Administration, Management

Week 15: Philosophy revisited

\*10 minute mini lessons will be taught in class for these 4 topics. Students will be randomly selected to teach 2 of these 4 mini lessons to the class, although ALL students will be required to write the lesson plans for a 10 minute mini lesson.

### **Special Date: Saturday, November 7, 2009 9:30 – 3:30**

The Concert Choir of the Bel Canto Children's Chorus will be in residence for the day as a workshop choir. You will have an opportunity to teach and conduct the choir, and receive coaching. Each student will have approximately 20 minutes to work with the choir. Participation in this workshop is a required part of the course. Please plan accordingly.

**Final Exam Time:** Friday, 12/18, 1:30

**Ongoing assignments throughout the semester:**

1. Continue to reflect on, revise, journal your philosophy of teaching music.
2. Maintain an annotated list of interesting websites that could be used for either research or for a lesson. Include your ideas of how you might use these sites.
3. Maintain an annotated list of vendors for music supplies, teaching supplies, music for ensembles, etc.
4. Keep a notebook/journal of your observations of your co-op teachers and rehearsals you visit.
5. Maintain your list of concerts you have attended, along with the program and your reactions and observations.