

# Moravian College

## **Edu 358**

**Spring 2013**

**Ronald Haas**

**Office: 610-861-7532**

**E-mail: [ron.haas@moravian.edu](mailto:ron.haas@moravian.edu)**

**Class Meetings: At the digression of the mentor and student**

**Office Hours: At the digression of the mentor and student**

**Goals:** This course is designed to prepare the student for teaching music at the elementary level, including general, instrumental, and choral music areas. During this course, students will develop both a repertoire of teaching ideas and materials for all areas of elementary music education, and 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

Music in Childhood from Preschool through Elementary Grades:

Teaching General Music in Grades 4-8: Thomas A. Regelski

Assorted articles and based materials in class

Books and recordings on reserve in the library

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

**Attendance Policy:** Attendance is absolutely critical for the success of the student, which also is very important as the student teacher prepares for the working world in music education. Absences both in class and at the assigned school site will affect the student's overall grade and performance in the class. Any absences must be clarified, and both the co-operating and supervising teachers MUST be notified.

**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.

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

20% Written assignments (summaries of articles, responses to written questions, etc.)

30% Lesson Plans

30% Observations and performance attendance

20% Participation and professionalism

### **Expectations and Requirements:**

. **Prompt Attendance** for each class at co-operating school. As a future professional music educator, being on time means being 5-10 minutes early to allow for set up, collection of materials etc. Get into a proper work habit now.

. **Early Field Placement:** You will be required to perform 110 hours in your early field placement. You will be formally observed every other week in this placement. Do your very best to integrate into the classroom as quickly as possible, and be helpful to your co-operating teacher. Pitch in where needed. Do not wait for an encouraging invitation to help. You should teach a multi unit lesson by the end of the semester.

. **Observations:** There are four areas to observe in music: General music, band, orchestra and choral music. We will try to provide you with all of those experiences during the placement, with the majority in both general and choral music. An additional observation will be required at another school, church or private studio program. An observation reflection should be completed for each observation. Identify a program you wish to observe, contact the director or the supervising teacher to obtain permission, and set up an observation time.

They should include:

- . General music classes (scheduled at Saucon Valley)
- . Elementary choral Rehearsal (scheduled at Saucon Valley)
- . Elementary Band Rehearsal ( To be scheduled)
- . Elementary Orchestra Rehearsal (To be scheduled)
- . Elementary Private or group lesson (To be scheduled)
- . Any outside observations will be scheduled around the pre student teaching placement and the students Moravian academic schedule.

**Performances:** Students will be required to attend 2 student performances during the pre student teaching placement. They may be at the assigned school or another school within the Lehigh Valley. A copy of the program should be submitted along with personal comments and critique. We will then discuss the program as far as choice of music, music programming and program set up. This will help the student to formulate ideas for their own programs when in the professional music educator position.

**Piano, Voice and Guitar Proficiency:** Make sure you are completely familiar with the proficiency requirements which you will need to be completed. You should be able to accompany, demonstrate and in general use these in the performance and presentation of your general classroom music and songs.

**Assignments:** Assignments are to be turned in on time. Lesson plans, attendance records, observations etc. must be completed and turned in to both the co-operating and supervising teachers. This can be done either electronically or hard copy.

**The Written Word:** As a future Music Educator, you need to be articulate and able to clearly express yourself in any number of public situations. (The classroom, faculty meetings, parent meetings, etc.) Correct grammar, punctuation, sentence structure and spelling will be an important aspect in grading of any written work and plans that you submit.

**Portfolio:** Each student should maintain a portfolio of work completed during the semester. The portfolio will be the beginning of what will become your professional resume for employment.

**MENC Student Chapter:** All students are required to be members of the MENC/PMEA. They may want to become members of ACDA if they are interested in choral music, subscribe to The Instrumentalist magazine if interested in instrumental music, or become members of the ASTA if they are interested in orchestra music.

**Electronic protocol:** Cell phones must be disabled during class. Texting in class is unacceptable. Student teachers must be held to the same standard as a regular classroom teacher. If you email, please do so in advance of the lesson presentation. Feel free to call my cell phone if you have any questions or concerns at any time.

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

**Ongoing assignments throughout the semester:**

1. Continue to reflect on, revise, journal your philosophy of teaching music.
2. Maintain an annotated list of websites that could be used for either research or for a lesson.
3. Maintain an annotated list of vendors for music, teaching supplies, music for ensembles, etc.
4. Keep a notebook/journal of your observations of you co op teachers and rehearsals or lessons you visit.
5. Maintain a list of concerts you have attended, along with the program and reactions and observations.
6. Many of the items placed in your Portfolio will be an ongoing project. You will add and subtract from it regularly over the course of the semester. It will be submitted for an evaluation at the end of the semester.
7. Familiarize yourself with Spotlight on Making Music with Special Learners. Each assignment will focus on a different disability. Students will make every attempt to identify individuals possessing this disability who

are available for observation in their placement. Additionally, students will consult with their co-op and other special education professionals in the placement to gain a better understanding of how to work with students with this disability. A written reflection will be required for each area.

8. Continued dialogue with co-op and special education professionals in the pre-students teaching placement on meeting the needs of special learners.

**Topics:**

Philosophy of Music

Philosophy of Music Education

Methodologies for teaching music

Development levels for music

Curriculum design

Lesson Plans

Assessment

Elementary Instrumental Music

Elementary Choral Music

Classroom Management

Cultural Diversity

English Language Learners

Special Needs learners

**Field Placement:**

Students will complete 110 hours of Pre-Student Teaching Field Experience. During this experience, students will actively engage in the teaching process initially in a supportive role, but eventually teaching a unit lesson plan by the end of the placement. To prepare for this experience, students will consult with the co-op and special education staff, to learn the needs of **ALL** students in the classroom. This consultation will include viewing **IEP's** as well as learning strategies for helping Special Needs students.