General Music Methods and Materials I
MUSE 333-01 (Course ID 70268, 3 credits)
Prerequisites: Upper division standing in music and C&I 200

Instructor:
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Office hours: posted on door

Course Times and Location:
Tuesday, Thursday 9:40-11:00 a.m.
Music Building, 204
08/29/11-12/16/11
(Final class Thursday, December 8th, Final Exam/Final Lesson is Thursday, December 15th)

Suggested Textbook: “The Melody Book” is a useful text for beginning teachers and is recommended for this course, but not required. “The Melody Book” has a wide variety of song selections and includes directions for playing the piano, recorder, guitar, autoharp, and ukulele. All articles and assignments from other resources will be available on Moodle.

Materials: A soprano recorder. File folder or binder for collected materials, thumb drive (4 gig or larger).

Moodle: The School of Music has transitioned to Moodle (from Blackboard) for online course sites. Your class site is a Moodle site instead of Blackboard site. I will ask you to visit the Moodle site for this class often. I will be placing important information, readings, and assignments on Moodle. You may also view your grades on the Moodle class site. Access this course’s Moodle site: http://umonline.umt.edu/ You will find a link to MUSE 333.

The Green Alternative: You may upload some assignments on Moodle if you would like to save paper. If a hard copy of the assignment is required, you will be informed when you receive directions for the assignment. Articles may also be viewed and read through Moodle. You will not need hard copies of the articles (reader’s responses will allow you to demonstrate that you have read the assigned articles). Please name all your
files with the course number (MUSE333), your name, and the assignment (For example: MUSE333SmithMovementLesson.doc).

Course Description:
The purpose of this course is to help you develop techniques for lesson planning, practice skills in lesson delivery, attain knowledge of children’s musical and cognitive development, and find and learn age appropriate musical experiences for elementary children. The goal of this course is to encourage thoughtful examination of ways to teach music to children. By thinking about music teaching and learning, and putting into practice your knowledge and musicianship in experiential learning activities, you will be better prepared to function independently as a music teacher. The ability to independently develop lessons and a sequenced curriculum will serve you well in your career teaching any age level in any music specialization. In this course, you will work independently and collaboratively with others, reflect upon and discuss articles and learning/teaching theories, create and peer-teach lessons, and refine your musicianship and pedagogy.

During this course you will:

- Develop knowledge about age appropriate music learning experiences for elementary-age children
- Become aware of the philosophical, pedagogical, and psychological foundations of music instruction in the general music classroom
- Develop instructional skills that suit the teaching of diverse populations of elementary children (taking into consideration the students’ different cultures, genders, and learning needs)
- Create a library of music literature and activities appropriate for elementary-age children
- Create a professional electronic portfolio that can be used when interviewing for jobs
- Participate in example lessons and practice teaching techniques by presenting your own created lessons to the class
- Participate in a music workshop and analyze musical presentations (for example, concerts and recitals) and their possible application to the music classroom

Academic Policies:

- Please see the academic policies section of the course catalog for add/drop deadlines http://www.umt.edu/catalog/acad/acadpolicy/default.html
• Because this is an active learning class, attendance is required. You are allowed
three absences including illnesses. After three absences, your grade will be
lowered half a grade (from an A to an A-, etc.). Five absences or more, your grade
will be lowered a full grade (from an A to a B, etc.). Three tardies will equal one
absence. It is your responsibility to check in with me after class if you arrive after
attendance is taken, to ensure that you are marked with a tardy instead of an
absence. It is also your responsibility to check your attendance record on Moodle
and discuss any discrepancies with me before grades are posted at the end of the
semester. I will deal with emergencies on an individual basis. Please contact me
to inform me of absences.

• Academic Misconduct and the Student Conduct Code : All students must
practice academic honesty. Academic misconduct is subject to an academic
penalty by the course instructor and/or disciplinary sanction by the
University. All students need to be familiar with the Student Conduct Code. The
Code is available for review online at
\[http://www.umt.edu/SA/VPSA/Index.cfm/page/1321\] Plagiarism, cheating, and
any other form of academic dishonesty are against school rules and will be
reported.

• Study groups are acceptable and encouraged, however assigned work needs to be
completed individually unless otherwise specified. Checking someone’s assigned
work for grammatical errors is acceptable.

• Cell phones, MP3 players, laptops (for anything other than note taking), and other
electronic devices not needed for class are huge distractions. Please turn cell
phones to silent before class begins and keep them and other devices stored away
during class time. Laptops are acceptable for note taking purposes only.

• Talking about non-related material during class is distracting to other students and
will not be permitted. Please keep your comments focused during group
discussions.

• Participation in activities is a part of your grade and is expected. In this class, you
will be teaching and participating in lessons that you, other students, and I write
for the elementary grade levels.

• To request academic accommodations due to a disability, please contact the
Within the first week of class, please provide me with a copy of the letter you
receive from their office that states that you have a disability that requires
academic accommodations, so we can discuss the accommodations that you might
need in this class.

• If you have a question about a grade you have received in this course, please set
up an appointment with me.
**Grading Procedure:** Work will be graded on a point system that will be translated into a percentage at the end of the term. The total number of points that you can receive is 1,000.

- In-class Participation and Assessments: 10% (100 points)
- Workshop (55 points) and Concerts (15 points each): 10% (100 points)
- Written Assignments, Reflections (not including projects): 20% (200 points)
- Music Skills Tests: 10% (100 points)
- Elementary Lesson Plans, Portfolio: 30% (300 points)
- Final Lesson and Final Paper: 20% (200 points)

**Grading Scale:**
- A: 94-100%  
  A-: 90-93%  
  B+: 87-89%  
  B: 83-86%
- B-: 80-82%  
  C+: 77-79%  
  C: 73-76%  
  C-: 70-72%
- D+: 67-69%  
  D: 63-66%  
  D-: 60-62%  
  F: 0-59%

- Work will not be accepted if it is more than a week late and the grade for the assignment will be lowered half a grade (from an A to an A-, etc.). I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.

- Use a computer/word processor for all written assignments that are turned in. This includes the journals.

- All due dates for work will be announced at least one week before work is due.

**Readings:** You are expected to do the reading that is assigned for each week. Lectures will touch on, but will not completely cover the material assigned. Papers, projects, and the final exam will all contain material from the readings and classes. You will be given a chance to show your understanding of the reading through group discussions, reader’s responses, papers, and in class assessments.

**Written Assignments, Reflections:** You will be asked to analyze chapter materials, class lessons, and relevance to the elementary classroom through written assignments. You will be asked to write several reflections about elementary general music and how you can incorporate the course material into a music classroom.
**In-class Participation and Assessments:** This class is part of the requirements to prepare you for your career. Attendance demonstrates a professional commitment to your growth as a music teacher. As you will be learning through actively participating in examples of lessons for elementary students, participation and attendance are very important. The class will include a mixture of lecture, group discussion, and active learning experiences, so dress comfortably in order to participate in movement and lesson activities. This class includes some physical exertion for folk dancing, singing games, playing instruments, and other movement activities. Please be aware of your own physical limits and see me if you are uncomfortable with the physical activities. There will be quizzes and short in-class writing assignments for assessment purposes. If a student is absent, I will accept the missed in-class assignments only if the absence was an emergency or if the student notified me of an illness prior to the absence.

**Workshop and Concert Attendance:**
During the course of the semester, you will need to attend one of the workshops offered through the local Orff chapter and also provide observation notes from three music concerts or recitals you attend as a music student. Complete the workshop requirement in September (The local Orff chapter has a workshop on Saturday, September 24th), as workshops are often not offered in November and December. *Please see Moodle for more detailed instructions on these requirements. An alternate assignment online will be available for students who are unable to attend the Orff workshop.

**Music Skills Tests:** You will work with a variety of elementary general music classroom instruments and will be tested on your ability to perform and also to accompany on those instruments. Please see Moodle for instructions.

**Elementary Lesson Plans:** You will be asked to write several lessons that involve various musical activities. These lessons will be age appropriate for a specific grade (you may choose a grade K-5). You will teach these lessons in small groups or for the class during the regular class meeting time (more detailed instructions will be provided at the start of this project).

**Portfolio:** All of your work from the semester will be included in a binder portfolio or an electronic portfolio (CD, flash drive, link to a site). The goal is to begin the portfolio early and assist you in fulfilling the requirements for certification. The portfolio is due on or before Thursday, December 8th, 2011.

**Final Paper:** Directions for the final paper are on Moodle. The final paper is due Thursday, December 8th, 2011.

**Final Exam/Final Lesson:** For the final exam, you will be teaching a final lesson. More detailed instruction will be given later in the semester. **The final exam date is Thursday, December 15th, 2011, 10:10 a.m.-12:10 p.m.**

**Tentative Schedule for Fall 2011**

(Check Moodle for schedule changes, assignments, and additional information)
Week 1: Introduction to the course, begin solfa, body percussion, in-tune singing

Week 2: Approaches to teaching music, movement/steady beat activities, professor’s sample movement lessons

Week 3: Learning, developmental, and instructional theories, approaches to teaching music cont., students’ peer teaching of movement lessons

Week 4: Beginning routine (movement, singing, reading and writing), professor’s sample teaching a song lessons

Week 5: Beginning routine, students’ peer teaching of a song

Week 6: Beginning routine, professor’s sample rhythm flashcard lessons

Week 7: Beginning routine, students’ peer teaching of rhythm flashcard lessons

Week 8: Beginning routine, professor’s sample listening lessons

Week 9: Beginning routine, students’ peer teaching of listening lessons

Week 10: Beginning routine, composition, creativity, and improvisation (Orff)

Week 11: Beginning routine, composition, creativity, and improvisation cont.

Week 12: Beginning routine, composition, creativity, and improvisation cont.

Week 13: Beginning routine, recorder skills test

Week 14: Class wrap-up, connection of all lessons

Week 15: Portfolios and final papers, final exam lesson