MMED648/PMED648 Middle School Classroom and Choral Music

Summer 2015

Instructor

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Required Texts/Materials

An extensive course manual with be provided for each student on the first day of class

Materials needed – note taking materials and staff paper

PRE-ASSIGNMENT:

Three articles will be used for the pre-assignment. They include:

1. “Singing Changes Your Brain” by Stacy Horn

2. “Musicing Appreciation – What a Difference “ing” makes, by Dave Fox

3. “The Art of Managing Middle School Students” /Edutopia by Ben Johnson

***NOTE: All three assignments can be quickly found on the Internet by entering the article titles on your search button.

Read through each of the assigned articles. After studying each one, write your own reflections of each article – some suggestions for what you might include:

In what ways did the article enlighten or reinforce your own teaching experiences?

Was there anything in the article in particular that “hit home” with your experiences working with your students?

Was there anything in the article that provided you with new or useful facts or information? What did you enjoy about the article?

Was there any aspect of the article that you disagreed with?

If you were asked to add something to the article, so it would be helpful to other music teachers reading it, what would you include?

Program Objectives

Students completing graduate music education coursework through The University of the Arts...

• Understand the essential tenets of music education

• Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods

• Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship

• Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods

• Utilize technology in diverse ways as a teacher and in support of student learning

• Communicate and collaborate with peers in diverse musical environments and school communities

• Are creative and innovative musicians who share these musical strengths with their learners through teaching

• Understand the diverse cultural, communal, and learning needs of 21st century students
Course Description
This class is a study of middle school students: a presentation of units, lessons, activities and materials that provide active involvement for students in grades 5 through 8. Development of music reading skills will be addressed, as well as an understanding of musical form and instrumentation. Age appropriate songs, movement and dance, improvisation, games, active listening to music in a variety of styles, as well as activities incorporating music theatre and drama will be included. New choral music from various publishing companies will be explored as well as strategies for working with boys’ changing voices. This course provides practical approaches to improving student attitudes toward music in the classroom at this challenging yet exciting age of student maturation.

Student Learning Outcomes
At the conclusion of this graduate music education course, students will:
- Understand the complexities of classroom and choral music for middle level learners, and how to effectively plan and prepare high quality music education programs for this age group
- Learn and use foundational skills to teach and extend learning in music reading, and the elements of music
- Identify and incorporate use of music from diverse genre that is age and developmentally appropriate, as well as musically, physically and socially appropriate for middle level learners
- Understand and use strategies to address the male changing voice, and how to select repertoire for all voices that is pedagogically and musically sound

Grading Criteria and Assessment Methods
Course assessment, evaluation and grading are based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.

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<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
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<tr>
<td>Pre-assignment</td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
<td>Demonstrates a deep understanding and preparation of content and concepts relevant to this course.</td>
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<tr>
<td>During class</td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
<td>Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.</td>
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<td>formative</td>
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<td>assessments</td>
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<td>Final/Post-</td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
<td>Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.</td>
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<td>assignment</td>
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The Grading Policy can be found in the Course Catalogue.

Academic Integrity Policy
A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on Academic Integrity may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend Introduction to Research and Documentation available on the University Libraries website.
Absences
Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology
Policies on Technology may be found in the Course Catalogue.

Class Format
All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline. Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Educational Accessibility
Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Course Outline
All syllabus are subject to change.

EVERY DAY: Singing, movement, music literacy, listening(music appreciation), creating and improvising, music theatre, cooperative learning activities, learning styles of middle school aged students, music teacher “therapy,” specific lesson plans and units of study, begin project composing original songs for musical skit performance, choral reading sessions, resources (“Sharing Table”)

MONDAY: Lessons and activities emphasizing active involvement, defining “General Music,” the importance of general music in the school curriculum, configurations of general music instruction in the middle school, profile and learning styles of the middle school student, cooperative learning organization and implementation, updates of the NAfME National Standards, activities in music literacy with a focus on rhythm, unit study on African influences in American Music, and the Blues as an early jazz style.

TUESDAY: Singing Skills #1 – Techniques for keeping middle school students interested in singing, examination of discipline and classroom management, active music listening lessons of the Baroque, Classical and Romantic periods, singing and movement activities in a variety of music styles, including Ragtime, Dixieland, Country and Western Music

WEDNESDAY: Singing Skills II and III,-motivating students to sing, understanding the cambiata voice, melodic reading, later jazz styles, music as background in film and media, discussion and activities which focuses on appropriate use of pop music in the music classroom.

THURSDAY: Singing Skills IV, special dynamics of middle school girls in the usic classroom and in singing activities, strategies for success in singing harmony, music in urban America – with a special focus on rhythm improvisation and hip hop, active listening activities focusing on music of the late romantic period and the 20th century
FRIDAY: LESSON PLAN ASSIGNMENT DUE - Improvisation activities in the music classroom – using theatre techniques, singing, and playing instruments, creating lyrics, concentration and audiation games, sharing of lesson plans, wrap up activities, and presentation of class musical skit project.

Post Class Assignment

Submit 3 detailed general music lesson plans which can be used with your students:

1. State your objectives for each lesson and indicate what NAfME national standards will be utilized.

2. Indicate the grade level and number of minutes each lesson will take.

3. Describe each activity, discussion, demonstration, etc... in the sequence in which you plan to present them. (NOTE: you do not have to include copies of songs or resources – just describe them)

4. Include at least one activity from your “Activities in General Music” manual in each lesson.

The First of the three assignments must be completed before the end of the week, and passed in at the beginning of the last day of class (Friday, July 17th), *(We will have a lesson sharing segment among class members later on in the day with copies of those lesson plans provided for each participant.)*

The other two lesson plans may also be turned in on the last day of class, or may be turned in electronically no later than Friday, July 24.