



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

Junior High and Middle School Methods

Music 4822 Syllabus

Fall Semester, 2013

**Professor: Thom
Priest, Ed.D.**

Browning Center, Room 125 W & F 8:30-9:20	Office: BC 331 or BC 351
2 Credit Hours	Office Hours: W at 9:30 or by appointment
Email: tpriest@weber.edu	Tel: 801-626-7181 Website: http://www.weber.edu/PerformingArts/sidebar/Music_Faculty/thomas_priest.html

Course Description

Music 4822 provides music teachers with an introduction into methods of instruction, organization and presentation of appropriate content and musical literature in junior high and middle school music classes

Prerequisite

Completed Piano Proficiency

Required Texts

- Music Methods for Middle School Students, University Custom Publishing, 2006

Required Materials

- An organized portfolio where you keep all class notes (manuscript paper too), handouts, and assignments. It will help you and the class to keep your materials organized.
- Recordings as needed
- Scores and parts as needed

- Art supplies as needed.

Course Outcomes

By the end of this course, the teacher candidate will be able to:

1. provide an informed rationale for music learning in public education.
2. select musical literature that is appropriate for junior high students.
3. apply National and/or State Standards for Arts Education (Music) towards methods of instruction.
4. design instructional strategies for junior high students.
5. demonstrate knowledge of measurement and evaluation in music teaching and learning
6. develop music learning experiences that build connections between knowing music and knowing in other ways.
7. analyze and describe music teaching and learning through qualitative research.

Evaluation Strategies (See website: <http://canvas.weber.edu>)

1. The students will collect 20 selections of music that are appropriate for Jr. Hi/Middle school students.
2. The students will complete two exams based on readings, class discussions and class demonstrations.
3. The students will apply the Facets Model to 1 or more selections to develop interdisciplinary teaching and learning strategies.
4. The students will develop a series of learning experiences (a Teacher Work Sample) around music selected for the Facets Model assignment and engage the class with a lesson drawn from these experiences.
5. Students will engage in qualitative or naturalistic research in junior high or middle school settings; students are required to observe 6 hours of music instruction in grades 7 through 9 and document these observations with a journal of their experiences.

Calendar, Course Assignments, and due dates

The assignments are designed to help you meet the Course Outcomes (See above). In order to succeed in the class, it is in your best interest to plan ahead and work on the more difficult assignments*** throughout the semester. You may turn assignments in early.

Assignments	Due Dates &
--------------------	------------------------

	Times
(1) “Philosophical Foundations” (Outcome 1)	Wed, 9/4
(2) “Does Music Make You Smarter?” (Outcome 1)	Wed, 9/11
(3) “The Nature and Rewards of Music Teaching” and “The School Music Teacher” (Outcome 1)	Wed, 9/18
(4) “Guidelines for Teaching Music” (Outcome 4)	Wed, 9/25
Meet in Library at the Media Reserve.	Fri, 9/27
(5) “The Process of Learning Music” (Outcome 4)	Wed, 10/2
(6) *** Exam I will take place in the Testing Center (Outcomes 1 & 4)	Thurs, Fri, or Sat, 10/3, 10/4 or 10/5
(7) ***Music Repertoire Project (Outcomes 1, 2, 4, & 7)	Fri, 10/11
(8) *** First Qualitative Research Journal	Fri, 10/18 (No class meeting)
(9) “National Standards for Arts Education” and “Thinking Processes in a Different Kind of Classroom” (Outcomes 1, 3, & 4)	Wed, 10/23
(10) “Getting to Know a Work of Art” and “Exploring Relationships Among the Arts” (Outcome 6)	Wed, 10/30
(11) *** Exam II will take place in the Testing Center (Outcomes 1, 2, 3, 4, 5, & 6)	Thurs- Sat, 10/31, 11/1 or 11/2
(12) *** Facets Model Assignment (Outcome 3)	Wed, 11/6
(13) ***TWS and Teaching Episode (Outcome 4)	11/13-12/4
(14) *** Second Qualitative Research Journal (Outcome 7)	Fri, 12/6

Evaluation Strategies

Assignments	Point Values
“Philosophical Foundations” “Does Music Make You Smarter?” “The Nature and Rewards of Music Teaching” and “The School Music Teacher” “Guidelines for Teaching Music” “The Process of Learning Music” “National Standards for Arts Education” and “Thinking Processes in a Different Kind of Classroom” “Getting to Know a Work of Art” and “Exploring Relationships Among the Arts” “Teaching Middle School General Music”	
Exams (200)	100 + 100 = 200
Qualitative Research Journal (200)	100 + 100 = 200
Music Repertoire Project (100)	100
Facets Model (100)	100
TWS and Teaching Episode (200)	100 + 100 = 200
Total	800

Since several assignments are designed to help you succeed in completing the other more difficult assignments, all assignments must be completed (regardless of total points) to received a C or higher in the course. 10% will be subtracted for each day an assignment is late. You may figure out your final letter grade by dividing the sum of your points by 800.

A, A- = Outstanding completion of all course requirements or 90-100%

B+, B, B- = All course requirements completed with competence and accuracy or 80-89%

C+, C, C- = All course requirements adequately completed or 70=79%

D+, D, D- = Some course requirements not completed or 60-69%

E = Several course requirements not completed or 59% or below

Attendance and Participation

If you miss class, it is entirely your responsibility to attempt to make up the missed work. It is inappropriate to rob class time to make up for your absence. You are expected to attend class and to participate. Past students have cited class discussions and demonstrations as important components of the course. Since knowledge and information will be shared that will not be readily available outside of class, attendance is vital for your success in the course. Students who miss class or are late to class impede their own achievement **as well as the achievement of their classmates**. Therefore you may have two unexcused absences for whatever reason. An additional absence will lower your grade by one letter. Each additional absence will lower your grade by one third. Arriving late to class or leaving early on two occasions will equal an absence.

Exams

The exams should help you learn and apply what you have studied throughout the course. Questions on the exams have been developed by many of the students that have previously taken this course. If you would like to submit a question for a future class, please do not hesitate to do so.

Library Resources

Music Collections

- “Global Voices” (grades 5-6), Macmillan/McGraw-Hill (Interactive DVDs). 24 songs performed by native singers and dancers from around the world.
- “Spotlight on Music,”(grades 5-8), Macmillan/McGraw-Hill (Media Kits on Reserve)
- “Share the Music,”(grades 5-8), Macmillan/McGraw-Hill (Textbooks, CDs and transparencies available on Reserve)
- “The Music Connection,” (grades 5-8), Silver Burdett Ginn (Textbooks and CDs available on Reserve)
- The Stewart library collection of recordings and scores
- Public libraries often have an excellent collection of CDs and videotapes
- There is most likely excellent music in your own personal collection.

Print Sources on Reserve

- Janet Barrett, Clair McCoy, and Kari Veblen, (1997). *Sound Ways of Knowing: Music in the Interdisciplinary Curriculum*
- Hoffer, Charles R. (2001). *Teaching Music in the Secondary School, (5th edition)*.
- Reimer, Bennett (1970). *A philosophy of music education*. Englewood Cliffs, NJ: Prentice Hall. (Now available as the 2nd edition).

Additional Resources

- By enrolling in this class you have paid for a student membership in the National Association of Music Education and the Utah Music Educators Association.
- From the Stewart Library Home Page, under the “Find” menu select “Guides,” select “Arts and Humanities,” select “Music for Teachers.”
- http://www.weber.edu/PerformingArts/sidebar/Music_Faculty/music_education.htmlBibliography

Barrett, Janet, R., McCoy, Claire W., and Veblen, Kari K., *Sound Ways of Knowing: Music in the Interdisciplinary Curriculum*, New York: Schirmer Books, 1997.

Brinson, Barbara A., *Choral Music: Methods and Materials (Developing Successful Choral Programs (Grades 5-12))*, New York: Schirmer Books, 1996.

Demorest, Steve M. and Morrison, Steven J., “Does Music Make You Smarter?” *The Music Educators Journal*, Vol. 87, No. 2, Reston, VA: MENC, 2000.

Hodges, Donald A., “A Virtual Panel of Expert Researcher,” *The Music Educators Journal*, Vol. 87, No. 2, Reston, VA: MENC, 2000.

Hoffer, Charles R., *Teaching Music in Secondary School, 5th Edition*, Belmont, CA: Wadsworth/Thomson Learning, 2001.

“Music with a Sacred Text,” Reston, VA: MENC (The National Association for Music Education), 1996.

National Standards for Arts Education: What Every Young American Should Know and Be Able to do in the Arts, Reston, VA: MENC (The National Association for Music Education), 1994.

Priest, Thomas, “Thinking Processes in a Different Kind of Classroom,” In *Dimensions of Musical Learning and Teaching*, Ed. by Eunice Boardman, Reston, VA: MENC, 2002.

Priest, Thomas, “Creative Thinking in Instrumental Classes,” *The Music Educators Journal*, Vol. 88, No. 4. Reston, VA: MENC, 2002.

Reimer, Bennett (1970). *A philosophy of music education*. Englewood Cliffs, NJ: Prentice Hall. (Now available as the 2nd edition).

Schleuter, Stanley L., *A Sound Approach to Teaching Instrumentalists, 2nd Edition*, Belmont, CA: Wadsworth Group/Thomson Learning, 1997.

Walker, Darwin E. *Teaching Music: Managing the Successful Music Program, 2nd Edition*, New York: Schirmer Books, 1998.

ACADEMIC DISHONESTY

As specified in PPM 6-22 IV D, cheating and plagiarism violates the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

ADA COMPLIANCE

In accordance with PPM 3-34, any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.

CORE BELIEFS

According to PPM 6-22 IV, students are to “determine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. The request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the departmental head. The student’s request must articulate the burden the requirement would place on the student’s beliefs.”

CAMPUS CLOSURE CONTINGENCY

In the unlikely closure of the WSU campus due to pandemic or other disaster, the instructor will correspond with students via email with reading assignments and information on concert attendance. If it is not possible to reopen the campus prior to the end of the semester, arrangements will be made to complete the required work for the semester without penalty.

COMMUNICATION

Please note that student communication will be done **ONLY** via the student mail account. You are responsible for checking this account for updates to the syllabus, performances, and other pertinent information.

Successful students read and re-read their syllabi.