Eastern Illinois University
New Course Proposal
MUS 2441, Introduction to Elementary General Music Methods

1. Catalog Description
   a) MUS 2441
   b) Introduction to Elementary General Music Methods
   c) 2-0-1
   d) F, S
   e) Intro to Gen Mus
   f) Exploration of General Music teaching methods, P-8. Includes experiences in Generative Method, Orff, Kodaly and Comprehensive Musicianship. For Music Education Majors only. Writing-active.
   g) Prerequisite: Completion of MUS 2440 with a “C” or better.
   h) Initial term to be offered: Spring 2004

2. Objectives and Evaluation of the Course
   a) Upon completion of this course, students will:
      1. be able to articulate advocacy statements for the place of General Music in the P-8 public school experience;
      2. be able to identify primary research sources for General Music Education;
      3. be able to distinguish the educational philosophical differences and similarities between the current methodologies of General Music Education;
      4. be able to distinguish and demonstrate the basic pedagogical approaches of the current methodologies of General Music Education;
      5. be able to successfully write and implement lesson plans in a chosen approach;
      6. be able to identify philosophical and pedagogical implications of the primary Basal music series, K-8;
      7. have taught a lesson using a primary Basal music series;
      8. have had experiences in playing classroom instruments, solfege, movement, composition, improvisation, and listening lessons;
      9. know and apply the Illinois Content Standards for Music, K-8, in lesson planning and implementation;
     10. have been introduced to child development as it relates to musical abilities and interests;
     11. have compiled a resource notebook for reference use when teaching in Public School music settings.
   b) Assessment of objective achievement includes the following:
      Reports and position papers
      Oral presentations
      Written lesson plans
      Peer teaching
      Group problem solving
      Practical examinations on classroom instruments
      Practical examinations in solfege
      Examinations
      Resource notebook
Grading:

- Written assignments (including lesson plans and notebook) 25%
- Group work 25%
- Peer teaching 25%
- Examinations 25%

c) This is not a technology-delivered course.
d) This course is not numbered 4750-4999.
e) This course is writing-active and includes frequent, brief writing assignments in the form of reports, position papers, lesson plans, and essay examinations.

3. Outline of the Course

a) This class will meet for 30 fifty-minute class periods over 15 weeks.

**Week 1**
- Introduction to the course
- Review of basic educational philosophies
- Brain research – music study and brain development in children 0-13

**Week 2**
- Child development – musical interests and abilities by age
- Illinois Learning Standards for music
- Advocacy for public school general music instruction

**Week 3**
- Introduction to Orff-Schulwerk approach to Music Education
- General characteristics, pedagogical approaches and philosophical bases

**Week 4**
- Writing lesson plans for Orff experiences
- Resources for Orff-Schulwerk approach
- Quiz – Orff-Schulwerk

**Week 5**
- Introduction to Kodály approach to Music Education
- General characteristics, pedagogical approaches and philosophical bases

**Week 6**
- Writing lesson plans for Kodály experiences
- Resources for Kodály approach
- Quiz – Kodály

**Week 7**
- Introduction to Jacques-Dalcroze approach to Music Education
- General characteristics, pedagogical approaches and bases

**Week 8**
- Generative approach to Music Education (critical thinking)
- General characteristics, pedagogical approaches and philosophical bases
  (Jerome Bruner, James Mursell, Dewey)

**Week 9**
- Enactive, iconic and symbolic modes of knowledge of representation
- Writing a generative lesson plan

**Week 10**
- Teaching a Generative lesson plan – melody or rhythm

**Week 11**
- Textbook reviews – K-8 Basal series
- Group teaching from a textbook

**Week 12**
- Composition/Improvisation lessons
- Music and children’s literature
4. **Rationale**

   a) **Purpose and need:** The Type-10 teaching certificate issued to Music Education students allows them to teach P-12 in all areas of music: General Music P-8, Vocal Music 5-12, Instrumental Music 5-12, Orchestra 5-12, as well as secondary-level non-performance courses such as Music Appreciation and Music Theory. Due to musicianship proficiencies, skills and career interests, students must choose an area of concentration while being broadly prepared in all areas of public school Music Education. Presently, Instrumental Concentration students have no course or program requirement in the area of General Music. This has proven to be a problematic area for many students when they take the Teacher Certification exam in the Music Content area. Also, in a survey of EIU graduates teaching music in public schools, many of them report that they must teach elementary general music as part or all of their job, even though they planned to be a secondary instrumental music teacher. This course will help address several areas of deficiency these students have in trying to meet the Illinois Teacher Content Standards.

   Students choosing a Vocal or General Music Concentration have traditionally taken a course in elementary general music methods (MUS 3439). A careful review of this course indicates that students enter the course lacking basic skills and knowledge sufficient to embark upon the types of in-school teaching experiences required in a 3400-level education course. With the addition of this course to the curriculum, the Music Department is able to remove MUS 3439 from the curriculum, and revise MUS 3440 (traditionally a secondary-level methods course). The revised MUS 3440 does away with duplication between MUS 3439 and MUS 3440, and ensures more valid experiences for the student seeking teacher certification. The result is a more cohesive, outcome-based sequence of classes which meets the Illinois Teacher Content Standards.

   The lower-division number allows students to take the course early in their academic career. It indicates an introductory course, and serves well as a prerequisite for an upper division course. The prerequisite for this course, MUS 2440, is a required course for all Music Education majors and a prerequisite for University Approval to take teacher education courses. It is also the first professional education course taken by Music Education majors, and provides a broad basis upon which all other Music Education courses build.

   c) **This course is similar to portions of the current MUS 3439, which has been dropped from the curriculum as part of this extensive curriculum revision, so the similarity will no longer exist. There are some similarities to MUS 3420, Music in Elementary Schools, but that course is designed specifically for elementary classroom teachers, helping them find ways of integrating music into their daily curriculum.**

   Several courses in the Music Education curriculum have been revised or deleted in order facilitate a teacher-preparation program that meets or exceeds standards set by
the ISBE, NCATE, and NASM. Therefore, the inclusion of this course in the curriculum does not add any hours.

d) This course will be required for all Music Education majors.

5. Implementation
   a) This course may be assigned to Patricia Poulter or Gary Jensen.
   b) There are no additional costs to the student.

6. Community College Transfer
   A community college course may be judged equivalent to this course.

7. Date approved by the department

8. Date approved by the college curriculum committee

9. Date approved by CAA: April 17, 2003