1. Catalog Description
   a) MUS 3440
   b) Methods and Materials of Vocal and General Music
   c) 3-1-4
   d) F, S
   e) Voc Gen Methods
   f) A study of the methods and materials necessary for teaching vocal and general music P-12. Students will have experiences teaching music in public schools. This class is for Music Education Majors only. Writing-intensive.
   g) Prerequisites: Admission to Teacher Education, "C" or better in MUS 2155, SED 3330 and EDP 3331.
   h) Initial term to be offered: Fall 2003

2. Objectives and Evaluation of the Course
   a) Upon completion of this course, students will:
      1. be able to demonstrate knowledge of child and adolescent development and its application to teaching music;
      2. be able to identify various vocal and general music course offerings appropriate to public school Music Education;
      3. be able to write lesson plans appropriate in content and approach for all levels and types of learners;
      4. have taught peer lessons in vocal and general music appropriate to elementary, middle and secondary levels;
      5. have taught lessons in vocal and general music in elementary, middle and secondary schools;
      6. be able to demonstrate ability to plan musical performances appropriate to all grade levels;
      7. have demonstrated skills in teaching musical concepts;
      8. have demonstrated skills in recognizing and correcting performance errors in an ensemble;
      9. be able to demonstrate the ability to accompany an ensemble, including use of classroom instruments when appropriate;
      10. be able to demonstrate detailed knowledge of program organization, management, and budgeting procedures;
      11. be able to demonstrate knowledge of vocal literature appropriate for a school setting from a variety of historical periods and cultural origins;
      12. be able to demonstrate the ability to teach music integrated with other curricular areas, particularly the other arts;
      13. be able to demonstrate the ability to infuse instructional technology into lesson planning;
      14. be able to identify resources available to public school teachers to assist students with reading and learning difficulties;
      15. be able to demonstrate ability to adapt a lesson plan for a special learner population;
      16. be able to demonstrate knowledge in the measurement and evaluation of students;
17. be able to demonstrate effective oral presentation skills in musical and non-musical settings;
18. exhibit competent musicianship, public speaking, and presentation skills;
19. have compiled resource notebooks.

b) Assessment of objective achievement includes the following:
   - Written assignments, including lesson plans 30%
   - Peer teaching 15%
   - Pre-clinical teaching 15%
   - Resource notebook - P-5 10%
   - Resource notebook 6-12 10%
   - Written exams 20%

3. Outline of the Course

  a) This course will meet for 45 fifty-minute class periods over 15 weeks. The lab section will meet for 15 fifty-minute class periods over 15 weeks, and is designed for peer teaching, materials creation, and hands-on musical activities.

     | Week 1 | Introduction to the course |
     |        | Characteristics of a master teacher |
     |        | Making instructional decisions |
     |        | Why include music: |
     |        | What should be learned? |
     |        | How do children learn? |
     |        | Child and adolescent development |
     |        | Learning styles |
     |        | Cultural and social background |
     |        | Special learner needs |

     | Week 2 | Sequencing musical learning for elementary students |
     |        | State and National Learning Standards P-5 |
     |        | Scope and sequence of musical learning P-5 |
     |        | Components of the generative approach to music learning |

     | Week 3 | Assessing children’s musical growth |
     |        | Informal and formal assessments |
     |        | Assessment strategies by grade/learning level |
     |        | Identifying reading and/or comprehension difficulties and school resources to aid students |

     | Week 4 | Guiding musical experiences - Level I, II |

     | Week 5 | Guiding musical experiences - Level III, IV |

     | Week 6 | Expanding instructional skills |
     |        | Classroom management skills in the general music setting |
     |        | Developing personal musical skills and knowledge |
     |        | Professional development and the effective teacher |
| Week 7 | Preparing instructional materials (includes technology-enhanced materials)  
|       | Materials for teaching rhythmic concepts  
|       | Materials for teaching melodic concepts  
|       | Materials for learning concepts of form  
|       | Materials for learning concepts of expressiveness  
| Week 8 | Classes with emphasis on choral performance  
|       | Classes without emphasis on performance  
|       | Methods of assessment  
| Week 9 | Developing strategies for teaching choral music  
|       | State and National Learning Standards in music  
|       | Adolescent development and musical abilities/characteristics  
|       | Instructional models for effective teaching  
| Week 10 | Proper vocal technique for adolescents  
|       | Diction, choral tone, interpretative factors, stylistic integrity  
| Week 11 | Teaching music literacy: An imperative  
|       | Teaching pitch and rhythm and fundamental harmony in the choral music setting  
| Week 12 | Pre-rehearsal activities  
|       | Voice classifications in the middle-level grades  
|       | Voice classifications in the secondary school  
|       | Choosing literature for adolescents  
| Week 13 | Classroom management in performance and non-performance settings  
| Week 14 | Running the music program: Budgets, physical facilities and equipment, computer technology for teaching and learning, the choral library  
|       | Recruiting and retaining students in music classes  
| Week 15 | The school musical  
|       | Copyright and the music educator  

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. In response to the recently adopted Content Standards for teachers of music, the Department of Music has undergone significant self-study and examination of the teacher preparation program and all curricular offerings. There has also been concern with regard to scores on the music education portion of the Teacher Certification exam. It is the goal of the Department of Music to better prepare students for entry into vocal and general music education settings. The addition of a lab hour to this course allows for a lab experience designed for peer teaching, materials creation, and hands-on musical activities, enabling students to have more realistic and practical teaching experiences, as well as
acquiring materials for use in their own classrooms. The prerequisites ensure fundamental skills in the various classroom instruments, piano, lesson plan writing, and school experiences. The result is a more cohesive, outcome-based sequence of classes that meets the Illinois Teacher Content Standards.

This revision changes the course considerably. The class MUS 3439 (Elementary Music Methods) has been deleted due to course overlap and the addition of a new General Music Education introductory course for all Music Education majors. MUS 3440 now addresses general and vocal methods P-12 in a more holistic, reasonable, and standards-centered manner.

b) The upper division course number indicates that this is one of the University’s ‘3400’ courses—those courses designated as the capstone educational methods course offered within each department with teacher certification. The course prerequisites ensure a basic skill set in place necessary for successful completion of this course.

c) This course will replace the current MUS 3439 and MUS 3440, effectively combining the courses and avoiding overlap. This results in the deletion of 1 s.h. from the curriculum.

d) This course will be required of all Music Education Majors in the Vocal and General Music concentrations.

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

6. Community College Transfer
A community college course will not 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