

Johnson State College
Music Education Curriculum Project
Spring, 2010

In an effort to understand the nature, complexities and value of good curriculum writing the Seminar in Music Education class undertook the process of designing and developing a JSC Music Ed. Curriculum.

This is the product of that work...

Contents:

- I. Curriculum Project Plan of Action
- II. Mission Statement and Goals
- III. The Big List of “What students need to know and be able to do”
- IV. List of Required Courses
- V. Credit Distribution of Required Courses
- VI. Course Sequence Worksheet (Plan of Study)
- VII. Sample Course Syllabi
 - a. Music Classroom Management (Aaron)
 - b. Instrumental Methods (Alaria)
 - c. Vocal Methods (Alex)
 - d. World Music History (Josh)
 - e. Foreign Language Diction (Shane)
 - f. Composition and arranging (Liz)
 - g. Elementary Piano/Guitar (Jeff)

Seminar in Music Education, Spring, 2010

Professor Steven Light

Alex Assur

Jeff Beach

Aaron Doane

Janna Ketchum

Alaria Lanpher

Shane Mulcahy

Josh Puopolo

Liz Wallace

JOHNSON STATE COLLEGE
MUSIC EDUCATION DEPARTMENT
CURRICULUM PROJECT

MISSION STATEMENT AND PROGRAM GOALS

The Music Education Department of Johnson State College endeavors to create an inviting learning environment that provides a systematic, experience-based curriculum in the areas of music philosophy, methodology, psychology, pedagogy, and field experience and to establish a foundation for life-long growth in music. The program seeks to establish an attitude of self-reflection, curiosity and enthusiasm in its future educators. Successful music educators exhibit personal qualities of leadership, intellectual curiosity, and social commitment. They approach life, music, and the teaching profession in a positive, creative, and enthusiastic way.

Musicians are most successful as teachers if they understand current structures, systems, and practices in education. The music educator in this age of educational change and accountability must be able to express knowledge of teaching and learning through verbal communication (oral and written) and through overt, demonstrable high-level musical and teaching skills.

Johnson graduates plan and implement effective, developmentally appropriate lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy. They employ the National Standards in Music Education and use appropriate materials and strategies to develop students' critical thinking, problem solving, and performance skills all while conveying their deep love of music.

The JSC faculty is dedicated to preparing its candidates for careers as professional music educators and to emulate and convey the following principles: pursuing excellence in education; a commitment to diversity and cultural awareness; excellence in musicianship, pedagogy, research and scholarship.

Music Educators who graduate from JSC enter the field with the skills, knowledge, confidence and enthusiasm to successfully provide their future students with a complete and fulfilling musical experience.

**The “BIG” List – organized into groups
(What students should know and be able to do)
These become Courses and their Goals & Objectives**

1. Elementary & Secondary Methods (6)
 - a. Create curricula
 - b. Inspire kids to be interested and excited about learning music
 - c. Ability to create lesson plans
 - d. Choose age and skill appropriate music for the students
 - e. Critical thinking
 - f. Prepare for auditions
 - g. 5 Standards and 16 Principles
 - h. National Standards
 - i. VT Standards and Vital Results
 - j. Assessment strategies
 - k. Know the functions of Elementary, Middle and HS classes
 - l. Methodologies
 - m. Ed. theories
 - n. Run rehearsals
 - o. Critical thinking
 - p. Problem solving
 - q. Multiple intelligences
 - r. Written and spoken communication skills
 - s. Accommodate children with special needs
 - t. Observations
2. **Music Classroom Management (2) Aaron**
 - a. Manage scheduling
 - b. Manage and organize classroom environment
 - c. Create a positive, safe, happy classroom experience
 - d. Preparedness
 - e. Organization
 - f. Being unbiased and nondiscriminatory
 - g. Disciplining children
 - h. Time management
3. Music Theory/Ear Training/Keyboard Harmony (20)
 - a. Know how to read music and effectively teach reading
 - b. Music theory
 - c. Sight reading
 - d. Music of many cultures
 - e. Dictation
 - f. Arranging & composition
 - g. Improvisation
 - h. Keyboard and/or guitar ability

- 4. Instrumental Methods (6) Alaria**
 - a. Play all band/orchestra instruments and effectively teach them
 - b. Be able to make minor instrument repairs
 - c. Teaching private lessons
 - d. Keyboard and/or guitar ability
 - e. Choose method books
 - f. Understand transposing instruments
 - g. Choose repertoire
 - h. Instrumental literature
 - i. Run rehearsals
 - j. Manage performing groups
 - k. Observations
 - l. Brass, Percussion, Woodwinds, Strings, Keyboard
- 5. Vocal Methods (6) Alex**
 - a. Understand the voice and be able to teach singing
 - b. Teaching private lessons
 - c. Proper vocal techniques
 - d. Ability to lead warm-ups
 - e. Choral singing
 - f. Solo singing
 - g. Choose repertoire
 - h. Vocal repertoire
 - i. Run rehearsals
 - j. Manage performing groups
 - k. Observations
 - l. Vocal, Keyboard, Guitar
- 6. Conducting (6)**
 - a. Conducting techniques
 - b. Score reading
 - c. Score analysis
 - d. Running band, jazz, chamber, combo, orchestra and vocal ensembles
 - e. Handle the pressures and details of executing and organizing concerts
- 7. Western Music History (8)**
 - a. Western classical music
 - b. Jazz & blues
- 8. World Music History (3) Josh**
 - a. Non Western classical music
 - b. American Folk music
 - c. World music
- 9. Music Technology (3)**
 - a. Understand and utilize technology
- 10. Seminar in Music Education (4)**
 - a. VT GEs and Vital Results
 - b. National Standards
 - c. 5 Standards and 16 Principles

- d. Understand the licensure process
- e. Praxis information
- f. Create a professional portfolio
- g. Create a resume
- h. Experience working with children and young adults
- i. Field observations
- j. Composition mentoring
- k. Introduction to Music Education
- l. History of Music Education
- m. Advocacy
- n. Assessment
- o. Self-reflection

11. Foreign Language Diction (2) Shane

12. Composition and arranging (3) Liz

13. Elementary Piano/Guitar (2) Jeff

14. Lessons (12)

15. Ensembles (6)

16. Recital (2)

17. Student teaching (12)

Music Ed. Curriculum Project

Required Courses

Music Courses

Theory/Ear Training I/Keyboard
Theory/Ear Training II/Keyboard
Theory/Ear Training III/Keyboard
Theory/Ear Training IV/Keyboard
Conducting I
Conducting II
Lessons (1 hour per lesson)
Ensembles
Senior Recital
History Of Western Music I*
History Of Western Music II*
World Music History
Composition & Arranging*
*Elementary Piano/Guitar**
Jazz in America*
Jazz Arranging*
Jazz Improv*
* Jazz Track takes only Music History I OR II
* Jazz Track does not take Composition and Arranging
* Classical Track does not take Jazz in America, Jazz Arranging, Jazz Improv
*Students can place out of Elementary Piano/Guitar

Music Ed Courses

Elem Methods
Secondary Methods
The Music Classroom
Instrument Methods I
Instrument Methods II
Vocal Methods I
Foreign Language Diction
Music Tech
Seminar I
Seminar II
Student Teaching

Ed Courses

Child Dev
Intro to Exceptional Pops
Adolescent Dev
Ed Psych
Lit Dev in Content Areas
Engaged in Creative Teaching and Learning

Plus JSC's Gen. Ed. requirements

Credit Totals for Music Ed Curriculum Project

		Jazz Track Music Classes	52		
Music Ed Courses	38	Classical Track Music Classes	50	Ed Classes	18
Elem Methods	3	Theory/Ear Training I/Keyboard	5	Child Dev	3
Secondary Methods	3	Theory/Ear Training II/Keyboard	5	Intro to Exceptional Pops	3
The Music Classroom	2	Theory/Ear Training III/Keyboard	5	Adolescent Dev	3
Instrument Methods I	3	Theory/Ear Training IV/Keyboard	5	Ed Psych	3
Instrument Methods II	3	Conducting I	3	Lit Dev in Content Areas	3
Vocal Methods I	3	Conducting II	3	Engaged in Creative Teaching and Learning	3
Foreign Language Diction	2	Lessons (1 hour per lesson)	6		
Music Tech	3	Ensembles	4	Gen Eds	42
Seminar I	2	<i>Senior Recital</i>	0		
Seminar II	2	History Of Western Music I*	4		
Student Teaching	12	History Of Western Music II*	4		
		World Music History	3		
		Composition & Arranging*	3		
		<i>Elementary Piano/Guitar*</i>	0		
		Jazz in America*	3		
		Jazz Arranging*	3		
		Jazz Improv*	3		
Total Classical	148	Number of Semesters (@18 credits	8.2		
Total Jazz	150	Number of Semesters (@18 credits	8.3		

* Jazz Track takes only Music History I OR II

* Jazz Track does not take Composition and Arranging

* Jazz Track only takes Jazz in America, Jazz Arranging, Jazz Improv

* Students can place out of Elementary Piano/Guitar

Note: This degree will take 4 ½ to 5 years to complete under the best of circumstances

Music Education Course Sequence

Year	Fall	Spring
1		
2		
3		
4		
5		

Elementary Methods 3 A Fall
 Secondary Methods 3 B Fall
 The Music Classroom 2 A Fall
 Instrument Methods I 3 A
 Instrument Methods II 3 A
 Vocal Methods I 3 B
 Vocal Methods II 3 B
 Foreign Language Diction 2 B
 Seminar in Music Ed I 2 Sprg
 Seminar in Music Ed II 2 Sprg
 Music Tech 3 B Fall

Student Teaching 12

Music Theory/Ear Training/Keyboard 5 (4x)
History of Western Music I 4 * A
History of Western Music II 4 * A
 World Music History 3 B
 Conducting I 3 B
 Conducting II 3 B
 Lessons (12)
 Senior Recital 2
 Ensembles 1 (6x)

Jazz in America 3 *
 Jazz Arranging 3 *
 Jazz Improvisation 3 *

Gen Eds 42-47 (1 or 2 / semester)

Child Development 3
 Intro to Exceptional Pops 3
 Adolescent Development 3
 Educational Psychology 3
 Literacy Development in the
 Content Areas 3
 Engaged in Creative
 Teaching and Learning 3

Composition & Arranging 3 *
 Elementary Piano/Guitar 2 *
 Gen Ed 3 (about 14x)

Other?

Important notes:

The 3 Jazz courses only need to be taken by Jazz Performance track students and only 1 semester of the history of Western music needs to be taken.

Composition & Arranging only needs to be taken by Classical Performance track students.

Piano and Guitar majors do not have to take Elementary Piano/Guitar.

A or B indicates courses that are offered every other year (there may be others that are not offered every year or just one semester per year...)

Music Classroom Management

2 hours, Once per week

“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.” – Paul Hawkins

I. Rationale/Course Description:

Music classrooms are much different than a standard classroom, which is exactly why this class is offered. Students will learn to effectively manage a classroom full of music students, plan performances, and many other mandatory tasks that must be performed by a music teacher.

II. Course Aims and Objectives:

Aims

This course is designed to provide future teachers with the tools, skills, and general knowledge to effectively manage a music classroom.

Specific Learning Objectives:

By the end of this course, students will:

- a. Manage scheduling
- b. Manage and organize classroom environment
- c. Create a positive, safe, happy classroom experience
- d. Preparedness
- e. Organization
- f. Being unbiased and nondiscriminatory
- g. Disciplining children
- h. Time management

III. Format and Procedures:

This class will involve a lot of presentations and “practice” lessons in which the students will be asked to help act out various classroom scenarios that could happen in an actual music classroom. Class participation is essential. Students who refuse to participate will receive a failing grade. All criticism should be constructive and respectful. This classroom will serve as an example for students’ future classrooms in the sense that students are expected to help maintain a positive and safe classroom environment.

V. Course Requirements/Class assumptions:

1. Class attendance and participation policy:

2. Course readings:

V. Grading Procedures: Grades for the different credit options will be based on:

VI. Academic Integrity

VII. Accommodations for students with disabilities

VIII. Tentative Course Schedule

Instrumental Methods

[6 credits/two times a week /2 semesters]

"There's nothing remarkable about it. All one has to do is hit the right keys at the right time and the instrument plays itself."

-Johann Sebastian Bach -

I. Rationale/Course Description:

This course is designed to teach students the common band and orchestra instruments. They will learn fingerings and technique for every instrument, and how to effectively teach those instruments to their future students. To be well rounded musicians, everyone should know the basic instruments and how they are played.

II. Course Aims and Objectives:

Aims

Through this course students will be prepared to teach a variety of instruments. As music educators, they will be asked to teach woodwinds, brass, percussion, and stringed instruments to all grade levels.

Specific Learning Objectives:

By the end of this course, students will:

- a. Play all band/orchestra instruments and effectively teach them
- b. Be able to make minor instrument repairs
- c. Teaching private lessons
- d. Keyboard and/or guitar ability
- e. Choose method books
- f. Understand transposing instruments
- g. Choose repertoire
- h. Instrumental literature
- i. Run rehearsals
- j. Manage performing groups
- k. Observations
- l. Brass, Percussion, Woodwinds, and Strings

III. Format and Procedures:

This class will meet twice a week for two consecutive semesters. The first semester will be devoted to band instruments. The first half will focus on woodwinds: flute, oboe, clarinets, bassoon, and saxophones. The second part of this semester will focus on brass instruments: trumpet, trombone, French horn, baritone horn, and tuba. The second semester will be devoted to orchestral instruments and percussion. The first half will focus on stringed instruments: violin, viola, cello, and bass. The second half will study all the percussion instruments: snare drum, bass drum, timpani, cymbals, bells, vibraphone, and other auxiliary percussion. At the end of each semester the students will have a final exam. For the exam, students will be assigned one of the instruments they studied during the semester. All the students will play together a piece of the instructor's choosing. Students will be graded on their technique and knowledge of the instrument, as well as the ability to hold their own part in the ensemble.

Vocal Methods
3 Credits

Music is a higher revelation than all wisdom and philosophy.
-Ludwig van Beethoven

I. Rationale/Course Description:

A well trained voice is an important asset for any musician. Being able to sight-sing music, and accurately relay melodies with one's voice proves to be an invaluable tool in teaching others. The voice is a difficult instrument to master, despite how often we use it. In order to teach others to take command of their voices, we must have command of ours, and know how it functions.

II. Course Aims and Objectives:

- a. Understand the voice and be able to teach singing
- b. Teaching private lessons
- c. Proper vocal techniques
- d. Ability to lead warm-ups
- e. Choral singing
- f. Solo singing
- g. Choose repertoire
- h. Vocal repertoire
- i. Run rehearsals
- j. Manage performing groups
- k. Observations
- l. Vocal, Keyboard, Guitar

III. Format and Procedures:

This course will consist of instruction in vocal technique and pedagogy. Students will begin by forming their own understanding of the voice, and will then learn how to pass this understanding on to others. We will cover the physical aspects of singing, and proper vocal method. Students will be expected to practice outside of class the techniques covered in class, as this is the only way to gain a firm enough grasp of the voice that it can be relayed to others. Everyone is expected to attend class, and participate by asking questions and joining in discussion.

World Music

3 Credits / 2x per week

"Opportunity is missed by most people because it is dressed in overalls and it looks like work."

...Thomas Edison

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

...Henry David Thoreau

I. Rationale/Course Description:

This course exists to provide students with a broader perspective of the music and cultures around the world. It would allow them to expand their knowledge base outside of their own culture's history of music and teach to them techniques which would otherwise be foreign.

II. Course Aims and Objectives:

Aims

Prospective students would learn skills (auditory, analytical, etc) and knowledge (history, terminology, proper use of worldly techniques, etc) in Non-Western Classical music, American Folk music, and World music.

Specific Learning Objectives:

By the end of this course, students will feel more of an understanding and appreciation for music of other cultures. They should be able to identify great historical moments that influenced changes in each culture's musical development. They should be able to visually (through sight-reading and analysis) and aurally (by listening to performances and examples) identify and utilize significant musical techniques of each culture. They should be able to identify great theorists, composers, musicians, ensembles, etc. and what contributions or influences those individuals have made in their cultures and on present-day music. Students should learn instrumentation that is unique to each culture and how it had developed. There should also be a composition piece to the course, where students create their own works according to the techniques being learned. The skills and knowledge learned in this course should focus on the musical genres of Non-Western Classical music, American Folk music, and World music. By the end, the students should be able to compare and contrast these cultures' musical styling to our own.

III. Format and Procedures:

The course will meet twice a week for an hour and fifteen minutes each session. Speaking up during class would be expected, especially to further the learning process and answer any questions about the material. The class should primarily be a discussion-based class with plenty of examples, provided both by the professor and students alike. There will also most likely be a textbook to work from which will not be provided. The book that we'll be working from is:

World Music: Insert.a.nifty.title.here. If you would like, your best bet would be to locate this book online at: somerandomwebsitesimilartoamazon.com

Also, participation will be a fairly large chunk of the course considering that it is a greatly discussion-based course. If there are any late assignments or absences from class, then they will be acceptable as long as there is a legitimate reason. Illness, death, or dire consequences are completely okay. Any assignments can be revised and turned back in multiple times for additional points towards your final grade. Your priority shouldn't be to worry about your final grade yet about the knowledge and understanding that should be taken away from this class. Make sure when participating in discussions that you are respectful to each one of your peers as well as myself. Please do not engage in other conversations while somebody else is putting in their two cents. It can wait. Also, cellphones should be turned on silent before you walk through the door. If they go off, then they will be put into a box where they will remain until the end of class. Also, tests will be open note. I would rather you take great notes which you would be able to refer back to in the future than to memorize facts and key points that you may just forget after leaving a test session. Also, I will most likely be providing times for test prep sessions for any students who would enjoy extra time to study. Make sure to give it your all and come to me if there are any questions or concerns about the material.

V. Course Requirements/Class assumptions:

1. Class attendance and participation policy:

2. Course readings:

V. Grading Procedures: Grades for the different credit options will be based on:

VI. Academic Integrity

VII. Accommodations for students with disabilities

VIII. Tentative Course Schedule

Foreign Language Diction
[2 credits/2 classes per week]

Language exerts hidden power, like a moon on the tides.

I. Rationale/Course Description:

This course is required due to the need of music teachers to be able to correctly pronounce and have a basic understanding of various languages.

II. Course Aims and Objectives:

Aims

The course aims to expand the students' knowledge of common languages found in many choral works. This will provide the student the ability to achieve an authentic pronunciation of the language in a choral concert.

Specific Learning Objectives:

By the end of this course, students will:

Have a basic understanding of four common languages used in many choral works: Italian, German, French and Spanish. Students will be instructed in the International Phonetic Alphabet (IPA) as a means to dictate the lyrics of various pieces that they will be assigned to dictate throughout the course. Students will learn the basic rules of each language as well as exceptions to these rules and how to recognize them.

III. Format and Procedures:

The class will begin with instruction in IPA using English as a basis. Once they have learned the phonetic sounds that are represented by each IPA symbol, the class will move on to German, then French, then Italian and finally Spanish. Each language unit will conclude with a written exam in which students will be required to spell out sentences in the respective language using IPA and an oral exam in which students will be required to read aloud a short paragraph to the teacher in private. Homework will consist of using IPA to spell out the lyrics of songs that will then be reviewed orally in class. Students are expected to attend every class, although they will be allowed to miss a maximum of three classes before absences will lower their grade.

Unforeseen circumstances, such as a death in the family or extended illness, will be taken into consideration and the student will be required to make up any missed work after talking to the instructor.

V. Course Requirements/Class assumptions:

1. Class attendance and participation policy:

2. Course readings:

V. Grading Procedures: Grades for the different credit options will be based on:

VI. Academic Integrity

VII. Accommodations for students with disabilities

VIII. Tentative Course Schedule

Elementary Piano/Guitar
2 Credits/2 Times Per Week

“Music is Great”(don't really know what you want)

I. Rationale/Course Description:

This course is designed to give students the capacity to play an instrument that can be useful when in the classroom.

II. Course Aims and Objectives:

Aims

The aim of this course is to give students the ability to read and play either the guitar or piano in order to help with his or her future teaching career. This will directly and effectively give them an instrumental background that will benefit his or her peers.

Specific Learning Objectives:

By the end of this course, students will: Have a strong but basic background in either guitar or piano as an instrument. It will make it much easier to relate to and convey musical concepts to others.

III.Format and Procedures:

This course will be held 2 times a week. Students will be expected to attend each class unless given permission due to illness or other circumstances. Students will also be expected to treat each other as well as the professor properly with an open mind towards other abilities and strengths.

The class will be part hands on part lecture. There will be explanation within the lectures of the instrument being studied. This deals with the inner workings and history of the instrument. Students will be tested for their playing abilities throughout the semester. At the end of the semester students will have to be prepared to give an oral report of someone who has mastered the instrument they have studied. This will count as 10% of the grade. The other 90% of the grade will be divided between attendance, weekly playing testes, and class participation.

V. Course Requirements/Class assumptions:

1. Class attendance and participation policy:

2. Course readings:

V. Grading Procedures: Grades for the different credit options will be based on:

VI. Academic Integrity

VII. Accommodations for students with disabilities

VIII. Tentative Course Schedule