

MUS-3210-NJ01

Secondary Music Methods

Goals and Objectives

Description: Emphasis in the course is on vocal and instrumental music in the secondary school as well as non-performance based courses, organization and rehearsal techniques, general music and middle level issues. General topics include philosophy, curriculum development, lesson and unit planning administration, advocacy, recruitment and retention. In addition issues such as multiculturalism, music theory, literacy, history, the National Standards, and student-generated topics will be addressed. The class will be organized around discussions of our readings, personal reflections, project work/discussion/summaries of writing assignments and peer teaching as well as general question and answer time.

One semester, 3 credits

Students will be able to:

- Formulate a personal philosophy of high school music education
- Gain awareness of the many issues related to teaching
- Become equipped with the basics needed to be a successful secondary school music teacher
- Have a working understanding of the National Standards in the Arts and their value
- Gain experience and expertise in writing and delivering lesson plans
- Become reflective prospective music teachers
- Write lesson and unit plans
- Advocate for music education and students

Readings and Materials

Readings will be selected from various MENC publications, articles, and two standard secondary music methods texts including:

***Teaching Music in the Secondary Schools** *Primary text – required

Charles R. Hoffer, 5th edition 2000

Agenda For Excellence in Music at the Middle Level

MENC:The National Association for Music Education, 1994

Music in the High School: Current Approaches to Secondary General Music Instruction

Edited by Timothy Gerber and William O. Hughes, 1988-Jennifer Davidson, 1993

What Works: Instructional Strategies for Music Education

MENC/Compiled by Margaret Merrion, 1989

Reforming Secondary Music Teaching in the New Century

Peter Webster, Journal of Secondary Gifted Education, 2000

Learning to Teach Music in the Secondary School: A companion to school experience

Chris Philpott, 2nd edition 2006

Course Activities

Class time will consist of lecture, discussion, observations reports, individual projects, peer teaching, weekly reading responses, tests and reports.

Field work

Students are expected to perform a minimum of 3 observations (one vocal, one instrumental and one non-performing) and complete reflections and focused responses about them.

Assignments and Grading

*****Always be prepared to discuss the assigned readings in class*****

Detailed descriptions of assignments and projects will be given in class and will include:

- Reading/writing25%
 - Assigned readings with written responses (from Hoffer, pdfs and weblinks)
 - Summary/critique of your high school music experience
 - Personal philosophy paper
 - Research paper on Middle level strategies
- Curriculum, unit and lesson design25%
 - Develop a Secondary Music Curriculum
 - Write one week unit plan
 - Create sample written lesson plans and teach/present to the class (multi-cultural, active listening & original)
 - Write and present a proposal for participation in an all-school “academic fair”
- Peer teaching25%
 - World music
 - Critical listening/thinking
 - Original
- Observations (3)15%
 - Vocal class
 - Instrumental class
 - Non-performance class
- Miscellaneous10%
 - Scheduling
 - Survey of area high schools
- **Total** **100%**

Students will be graded on successful completion of *all* assignments, attendance, participation and tests. Extensions will be granted on a case-by-case basis. A grade of B- is required to continue toward music education licensure. Attendance is mandatory. Each unexcused absence will result in a reduction of the final grade.

Accessibility Statement

In this course, I do my best to accommodate a range of learning styles, as I believe that we all learn differently. However, students with disabilities may request accommodations other than those built into my teaching methods, and are asked to provide a certification letter. Students should contact Michele Feiner, Disability Services Coordinator, in the Academic Support office to arrange for the appropriate accommodations as early in the semester as possible.

Class Meeting Times and Schedule

Spring, 2019 – Northern Vermont University-Johnson
Tuesdays and Thursdays, 2:30 PM – 3:45 PM

DATE	Reading (always due the following Tuesday)	Assignment (Due the following Tuesday unless otherwise indicated)	Topic(s)
Week 1 Jan. 22, 24	Chaps. 1-3	Summary/critique of your high school music experience	<ul style="list-style-type: none"> • Introductions & expectations • Organization of class • Website & Resources • Unknowns of teaching
Week 2 Jan. 29, 31	Chapter 4 & 5 & <i>State/National Standards</i>	Survey of area middle and high school music program – offerings & schedule	<ul style="list-style-type: none"> • Your HS experience • Why teach? • The Standards • Evaluation of HS experience to Standards
Week 3 Feb. 5, 7	Articles: <i>1.Reforming Secondary Music</i> <i>2.Personal Philosophy</i>	Personal Philosophy paper	<ul style="list-style-type: none"> • Presentations of survey info • The state of regional music programs • What should a secondary music curriculum include? • Define “MUSIC” • Planning instruction • Philosophy of teaching
Week 4 Feb. 12, 14	Chapter 6 & 17	Brainstorm “special problem project” <i>Submit Observation 1 write-ups</i>	<ul style="list-style-type: none"> • The role of “general music” in performing classes and for non performers • What is the nature of reform? • Does music ed need to be “reformed”? • Presentations of Philosophy papers • Lesson Plan development • Introduction of “special problem project”
Week 5 Feb. 19, 21	Chaps. 7 & 8	Create Multi-cultural written lesson plan Present lesson plan 3/5	<ul style="list-style-type: none"> • Music teaching methods • Scheduling • Presentation of leadership papers. • Presentations of special problem “solutions”
<i>Feb. 25-28</i>	<i>Winter Break</i>		
Week 6 March 5, 7	Chaps. 9 & 10		<ul style="list-style-type: none"> • Present lesson plans • Feeder programs • Recruiting

Week 7 March 12, 14	Chapter 10, 14	Design Music Dept. participation in a all-school academic fair	<ul style="list-style-type: none"> • Teach lessons • Self assess lesson plans • Instrumental music • Vocal music • Rehearsal Techniques • Sheet music resources • How to choose music
Week 8 March 19, 21	Articles: • <i>Music Teaching and Critical Thinking</i> • <i>Music Listening and Critical Thinking</i> • <i>Thinking Skills in the Music Classroom</i>	Write a one week unit plan - topic must be approved beforehand	<ul style="list-style-type: none"> • Present Academic Fair participation • Instructional strategies • Critical thinking/listening • Active performing • Instrumental music • Vocal music • Rehearsal Techniques
Week 9 March 26, 28	Chaps. 11 & 13	Design an “active listening” lesson plan Present lesson plan 4/2 Submit Observation 2 write-ups	<ul style="list-style-type: none"> • The importance & problem of active learning • Sample critical listening lessons • Present unit plans
Week 10 April 2, 4	Chapters 15, 16	Write original lesson plan Present lesson plan 4/16	<ul style="list-style-type: none"> • Secondary general music • Present active listening lessons • Teach “Active Listening” lessons
April 8-12	Spring Break		
Week 11 April 16, 18	Chap. 12 Article: <i>Agenda For Excellence in Music at the Middle Level</i>	<i>Research paper on Middle Level teaching strategies</i>	<ul style="list-style-type: none"> • Rehearsal & classroom management • Present original lesson plans • Teach original lessons
Week 12 April 23, 25		Write paper on arts advocacy and the value of music ed.	<ul style="list-style-type: none"> • Middle level issues
Week 13 April 30, May 2		Revise personal philosophy paper Submit Observation 3 write-ups	<ul style="list-style-type: none"> • Catch up/open discussion week • What else? • What’s next?
Week 14 May 7, 9			
Week 15 May 9 or 11	<ul style="list-style-type: none"> • Final Exam 		

*Note: each observation (arranged individually) has 2 writing components: Observation log and observation narrative. These are due after each observation session.