

MUSIC 315: Music Skills and Instructional Strategies (currently inactive)

Credit Hours: 3

Scheduled hours per week: Lecture: 3 Lab: 0 Other: 0

Catalog Course Description: The students in this course learn of the values and purpose of music education for children, grades kindergarten through sixth grade. The students learn the skills, appreciation, and understanding vital to a well-rounded music education, as they also learn effective strategies for teaching these concepts to children. The course is designed to prepare elementary teachers for teaching in situations where there is no music specialist, thus making the classroom teacher the only source of music instruction or where the classroom teacher provides music as a supplement to the learning provided by a music specialist.

Pre-requisites: Admission to the Teacher Education program including Education 300 and Music 170

Co-requisites: None

Course Learning Outcomes:

1. The students will explore the concepts of melody, harmony, form, rhythm, tempo, dynamics, and timbre, using the West Virginia Program of Study for General Music and the National Standards for General Music Education as guides.
2. The students will learn effective lesson planning for music and appropriate use of textbooks and materials.
3. Students will participate in a variety of activities and creativity, experienced through singing, playing instruments (rhythm, recorders, autoharps, Orff), playing games, creating, listening, moving, dancing, and imagining.
4. Students will be introduced to the philosophies of Jaques-Dalcroze, Kodaly, and Orff which will be explored and experienced throughout the course with the goal of providing an eclectic music curriculum using the ideas of all of these approaches to provide for a thorough understanding and attainment of the goals.

Topics to be studied:

- Rhythm, melody, harmony, form, texture, dynamics, and timbre
- Singing and playing musical instruments appropriate to the elementary classroom
- Reading and writing musical notation, listening, analyzing, and describing music
- Relationship between music and the other arts and disciplines outside the arts
- Understanding music in relation to history and culture
- Teaching music in the elementary classroom through performing, exploring, creating, and relating

Relationship of Course to Discipline Learning Outcomes	
Students will develop a specialized vocabulary appropriate for speaking or writing about music.	X
Students will develop listening skills so they may distinguish among significant forms,	

styles, and genres.	
Students will understand the significance of music within historical and cultural contexts.	X
Students will acquire writing and aural skills through the music theory sequence to facilitate musical maturity.	
Students will experience music in live performance in the local community.	X
Students will develop performance and musicianship skills through the study and performance of a diverse repertoire of music.	X

Relationship of Course to General Education Learning Outcomes:	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	X

Special requirements of the course:

1. Final Lesson Presentations: Each student will plan, develop, and teach a composite lesson for a particular concept item and grade level of his or her choice. This lesson is to be approximately 15 minutes in length and should include a song by which to teach the particular concept. Attention is given to care of planning, knowledge of song and materials, creativity, focus on concept, attention to the stated content standard and objective, teaching strategies, appropriateness for age, preparation of materials, effectiveness, delivery, and teaching attitude.
2. Skill Assessment: Each student develops and practices the music skills and knowledge which children learn. These are assessed throughout the semester by observations of the performance of particular skills and by quizzes on knowledge of concept items. Examples of skills to be performed may include singing, playing tunes, and providing ostinato and chordal accompaniments for class songs. Quizzes may include information on knowledge of musical terms, notation, form, rhythm, the major scale, chord structure, and other instructional goals.
3. Concert Attendance: Each student is required to attend two musical concerts of his or her choice. Students record their observations and impressions in a written report and should include a discussion of the music, performer(s), relevance to class experiences, and perception of the concert from a music education perspective.

Additional information: Attendance and participation are assumed behaviors for success in this course.

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