Course

This course is a study of the various methods employed to teach band, choir, orchestra, and general music in K-12 settings. Candidates learn to effectively plan, design, and implement instruction in developmentally appropriate sequences. Candidates also explore the importance of honoring the diversity found in the classroom and in the vast repertoire of music from many cultures. In addition, there is a focus on the day-to-day administration of these various programs.

Assignment

Students will write 3 short essays on *specified topics that will culminate in a final Position Paper that connects or synthesizes observations, supervised teaching in the classroom, in depth interviews with Cooperating Teachers, and pedagogical approaches learned in this and previous music methods courses. (*I: Best Practices - Pedagogy; II: Best Practices - Diversity Pedagogy; III: Classroom Management)

Learning Outcomes

- Students will actively focus on pedagogical strategies that are developmentally and sequentially appropriate
- Students will develop critical and analytical thinking and listening skills
- Students will be able to effectively plan and teach using proven and researched based approaches that support the national and state standards for music education and then be able to objectively and subjectively reflect on best practices

Criteria

Students will be evaluated on their ability to write a coherent, well-articulated and rational essay that documents the evolution of their mindset as it regards best instructional and administrative practices.
The Assignment I Distribute to Students

MUS 461 – K-12 Music Methods
Short Assignment Essay

You are about to embark upon one of the most crucial preparatory experiences that you will have as a pre-service teacher. The assignments in this course are designed to give you greater acuity of the knowledge, dispositions, and critical and analytical thinking skills that you will need to go on to successful student teaching and professional careers.

The Goals of the assignments are to
1. Help you discover instructional practices that may be different from the ones to which you have been exposed
2. Facilitate more in-depth conversation between you and the cooperating teacher about pedagogy and the day-to-day operations of the classroom
3. Strengthen your ability to identify, analyze, and resolve problems in the rehearsal or classroom

This assignment is designed to address the following course objectives
1. Discuss and then demonstrate knowledge of Dalcroze, Kodály, Orff, and Comprehensive Musicianship
2. Integrate established and recent educational theory into the planning and teaching of music
3. Construct lesson plans and projects using the National Standards and the new North Carolina Essential Standards in Music with particular focus on those standards that speak to inclusiveness, diversity, and global awareness

General Process (These are the things that you would do prior to any practicum experience in music)
1. Contact the cooperating teacher and obtain the literature that they are using in rehearsals
2. Give the teacher a copy of this assignment at least two weeks prior to your first day
3. Review and prepare scores that are being used over the course of the practicum experience

Journal Entries and Essay Process (This assignment should occur during one observation)
1. Select one of the scores that you have previously reviewed and prepared and on one side of the page of a Double-Entry Notebook format identify 5 anticipated problems and then devise pedagogical strategies/solutions to the specific or perceived problems using techniques espoused by Kodaly, Orff, Dalcroze, or Comprehensive Musicianship model
2. Go to the observation and on the other side of the page of the Double-Entry Notebook notate the actual strategy or approach used by your Cooperating Teacher.

3. After the observation discuss the two sets of entries with the Cooperating Teacher (This should be done as soon after as possible).

4. Write an essay no more than 2 pages (double space, no title page) detailing why the two columns of the journal match or do not match. You should explore and expound upon why the teacher used another approach.

You are not to make judgments about what the teacher did or did not do. Your job is to discover the unique experiences of the teacher---- performing and other experiences, academic training, his/her knowledge of the literature, his/her knowledge of the students, and other reasons that led them to utilize a particular strategy.

The written product taken from the journal entries is a short essay not to exceed 2 pages (double spaced with no heading or title page—just your name). The essay should address your observations of the rehearsal as it relates to pedagogical/instructional practices. In a conference, you will share the essay with your cooperating teacher and discuss the instructional practices, their benefits, and why the teacher chose those as compared to others. You will use this information at the end of the semester in a Position Paper that presents your views to future music educators on best practices. During the course of the semester you will have the opportunity to develop your reflective writing skills that will be vital to you during student teaching.

You need to also turn in your score— and notes from your cooperating teacher conference.

The following Rubric will be used to grade the essay:
<table>
<thead>
<tr>
<th>Opportunity for Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>Alignment with Goals and Objectives</td>
<td>Weak or no evident relationship with the assignment’s Goals and Objectives</td>
<td></td>
<td>The Goals and Objectives are discussed and demonstrate a clear and in depth understanding of best rehearsal practices.</td>
</tr>
<tr>
<td>Quality of Content (Critical and Analytical Thinking)</td>
<td>The information lacks insight into the fundamental and perceived differences of theory and actual practice</td>
<td></td>
<td>Increases the reader’s understanding of best rehearsal practices. Uses “new” or “surprising” information that changes the writers’ original views. Understand why best practices may differ from text to field experience (understanding the variables that influence those manifestations). Essay demonstrates</td>
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<td></td>
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<td>critical and analytical thinking</td>
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<tr>
<td>Grammar and Spelling</td>
<td>Subject verb agreement is weak, writing is in split tenses, too many misspelled words, and</td>
<td></td>
<td>Clearly stated pedagogical strategies that you prepared; clear observations of Cooperating teacher; draws thoughtful conclusions from conferences;</td>
</tr>
<tr>
<td>Double-Entry Notebook</td>
<td>Lacks entries or substantive entries.</td>
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