

Secondary Music Methods and Materials

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Music/Chapel 213

Office Hours – as posted

General Course Information

I. Purpose

A class designed to equip the student with techniques necessary for teaching music in the secondary school setting. Emphasis will be placed on teaching craft and curriculum development.

MUSIC EDUCATION

ISLO	PSLO
1. Communication Students will effectively analyze and express information and ideas in a variety of appropriate means with clarity and coherence.	1. Students will communicate competently using musical vocabulary through both writing and speech.
2. Information Literacy/Critical Thinking Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.	2. Students will search for information in a variety of formats and evaluate the quality, appropriateness, and application of that information to problem solving within the discipline of music and for continued professional development.
3. Interpersonal Skills Students will demonstrate responsible personal behavior, cooperation and leadership in group settings.	3. Students will manage individual and group relationships at the personal and professional level.
4. Christian Worldview Students will articulate and apply a Christian worldview from a Pentecostal perspective.	4. Students will articulate a philosophy of music education in the context of a Christian worldview.

II Class Schedule

Tuesday 8-11, Thursday 8-11

III. Textbooks: Links to readings are found on the course outline

IV. Evaluation

- A. Evaluation will be based upon the quality of each student's work on the following assignments:
 - Written work, readings, and outlines
 - Classwork, attendance and participation
 - Microteachings
 - Field Experiences and Portfolio
- B. Exams will be scheduled in advance except for an occasional quiz.
- C. Assignments should be turned in on the specified date and time of completion. Failure to do so will result in the lowering of the student's grade. Failure to complete any assignment which has been designated as a major assignment will result in a failing grade for the course.
- D. Attendance and Lateness - It is expected that students enrolled in this course will treat their participation in the course as a professional commitment.
 1. Students with unexcused absences (any) or who are late more than three times will have their final grade lowered.
 2. Students with an excessive number of absences or who are habitually late will be asked to withdraw and will be assigned a grade of WF.
- E. Honesty - Any student caught cheating on any exam or assignment will be asked to withdraw and will be assigned a grade of WF.
- F. Grading
 1. All exams and assignments will be graded on a 100-point scale. The final grade will be the average of all scores (as described in 2) minus deductions for absence, tardiness, or failure to complete assignments on time.

2. The following grading scale will be used:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0 – 59

POLICIES

Student Conduct: Students are expected to conduct themselves in a courteous and professional manner at all times. Students are referred to the Student Code of Conduct.

Academic Dishonesty: Students are to complete all assignments and exams in an honest and ethical fashion. UVF policies and procedures will be followed when dealing with dishonest and/or unethical behavior.

Incomplete Grades: Students who receive an incomplete in this course because of a serious illness or other compelling reason must complete unfinished work in a timely fashion and according to UVF policies. When work is not finished on time, an incomplete grade automatically converts to an F. The burden and responsibility for completing assignments and making up work rests with the student.

Sexual Harassment: The classroom will be an environment which is free from sexual harassment.

ADA Statement: It is the policy of the University of Valley Forge to provide reasonable accommodations for qualified individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations with regard to affording equal educational opportunities. It is the student's responsibility to contact the school's designated coordinator to provide documentation of a disability within the first two weeks of the semester. That coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Detailed information about these policies can be obtained in the Undergraduate Catalog, the Student Code of Conduct, and the University's web site.

SCHEDULE OF TOPICS/ASSIGNMENTS

Note – Variations from this schedule will be announced in class. Students are responsible for all updates.

Date	Topic	Assignment Due
Week 1	Overview of Secondary Music <ul style="list-style-type: none"> • Performing Ensembles (next class) • History (Classical, Broadway, Jazz, Popular) • Keyboard Class • Guitar Class • World Music Class • Music Technology (Songwriting and Composition, Audio Production, Video Production, Broadcast, Instructional Activities, Interdisciplinary Activities) • Music Theory Developmental and Cognitive Psychology Introduction to Professional Organizations Introduction to Professional Publications Explanation of Field Experience Assignments Explanation of Long-Term Assignments	Describe your music classes in Secondary School. Read (R): D 1 , 2 , 3 , 4 , C 1 , 2 Optional Textbooks
Week 2	Why is Secondary Music Important? Philosophy National and State Standards Explanation of keyboard and guitar proficiencies	Written Personal Philosophy R: 1 , 2 , 3 , Handouts (H)
Week 3	The History of Classical Music The History of Jazz	Presentation (P) 1 with PPT Lesson plan (LP) 1, R: 1 , 2 , 3
Week 4	The History of Popular Music Guitar/Key Check 1	P2, LP 2, Self Critique (SC) 1, R: 1 , 2
Week 5	Call-Charts (Form Lessons) FX Discussion – Special Needs	P3, LP 3, SC2 Field Experience (FX) 1 , 2 , 3
Week 6	World Music FX Discussion – Culture	P4, LP 4, SC3, FX 2 R: 1
Week 7	Teaching for Interdisciplinary Understanding FX Discussion – Interdisciplinary	P5, LP 5, SC4, FX 3 R: 1 , 2
Week 8	Music and Art, Guitar/Key Check 2 FX Discussion – Student Characteristics	P6, LP 6, SC5, FX 4 R 1 , 2 , 3
Week 9	Broadway FX Discussion – Management	P7, LP 7, SC6, FX5 R: 1 , 2
Week 10	Keyboard Methods FX Discussion - Curriculum	P8, LP 8, SC7, FX6 R: 1a , 1b , 2
Week 11	Guitar Methods, Guitar/Key Check 3 FX Discussion – Teacher Characteristics	P9, LP 9, SC8, FX7 1a , 1b , 1c , 2 ,
Week 12	Music Technology - Songwriting and Composition FX Discussion – Goals and Objectives	P10, LP 10, SC9, FX8 R: 1
Week 13	Music Technology – Audio/Video Production FX Discussion - Assessment	P11, LP 11, SC10, FX9 R: 1
Week 14	Music Theory Methods and Presentation (assigned) Guitar/Key Check 4 Textbook Reviews, Article Summaries	P12, LP 12, SC11, FX10 R: 1
Week 15	Exam –Guitar/Keyboard Proficiency, SC12, Portfolio Due: Class Notes, Presentation Lesson Plans, Handouts, Article Reviews, Professional Organization List, Periodical List, Guitar Methods List, Keyboard Methods List, Theory Methods List, FX Logs & Lesson Plans w/ Reflections	

Secondary Methods

Teaching Assignments:

(Prepared for UVF GESLO Committee)

There are 18 presentations listed below that may be used in this class. Students will consistently cover 12. I cover the other topics. Each presentation is to be 10 to 15 minutes at the start of the semester and 20 to 30 minutes toward the end (depending on the number of students enrolled). The presentations include interactive elements (some more than others), but the students have more than enough “speaking” to cover the kinds of presentations typically done in a public speaking class. Our students are masters of persuasive speech. Compare any of our student teachers’ attempts to get their students to listen to opera, to any persuasive speech in COM classes! Students also write a lesson plan and develop a slide show for each presentation.

(1) Jazz Presentation – In consultation with the teacher, select a significant figure from the history of jazz. Prepare a presentation on this individual incorporating their biography, significance, influence, their place in the history of jazz (blues, Dixieland, ragtime, swing, etc.) and examples of their music. Prepare a slideshow incorporating text, pictures, sounds, and movies. Include an introduction to the presentation, the body of the presentation, and a summary/conclusion. This presentation should be appropriate for a middle school or high school music appreciation class. It is ok to use 30 second excerpts from iTunes, or examples from the Naxos Jazz collection. Musical examples are to be limited to no more than 30 seconds each, and there should be a clear focus or task for every listening activity.

(2) Contemporary Popular Music Presentation – In consultation with the teacher, select a contemporary musical style, from those reviewed in class. Prepare a presentation on this style of music. Identify major artists who write or perform in this style and include examples of their music. Identify significant pieces in this style. Explain influences that shaped this musical style, and influences this music had on music that followed. Any specific musical characteristics that are found only (or first) in this style of music should be explained. Prepare a slideshow.

(3) Call Chart Presentation – In consultation with the teacher, choose a classical piece of music of three minutes or less. Analyze its form (Rondo, Sonata, March, Minuet, Ternary, Binary, etc.). Prepare a listening map or call chart for the piece. Include activities like those demonstrated in class (students identify sections of the piece while listening). Give the answers at the end. The listening map/call chart may include a worksheet for students to complete while listening to the piece. Before you have students complete a worksheet, teach them the major themes. Prepare a slideshow.

(4) World Music Presentation – In consultation with the teacher, select a major culture of the world with a significantly different music from Western art music. Prepare a lesson explaining the elements of music (melody, harmony, rhythm, form, expression, etc.) in that culture. Include an explanation of instrumental and vocal music in that culture. Include short musical examples throughout. Prepare a slideshow.

(5) Interdisciplinary Presentation – Develop a lesson using music to teach a non-musical concept (Examples: The Battle of New Orleans – Johnny Horton, We Didn’t Start the Fire – Billy Joel, Shoolhouse Rock). Prepare a slideshow.

(6) Music and Art Presentation – Develop a lesson correlating music and art from a major style period. Prepare a slideshow.

(7) Broadway Musical Presentation – Develop a lesson on a Broadway musical. Prepare a slideshow.

(8) Keyboard Lesson – Teach a lesson on keyboard class.

(9) Guitar Lesson – Teach a guitar class lesson.

(10) Songwriting Lesson – Teach a lesson using on songwriting using music technology (notation software).

(11) Audio/Video Production – Teach a lesson using production software (GarageBand, iMovie, etc.).

(11) Music Theory Lesson – Teach a lesson on AP theory.

Optional Lessons:

(12) Lesson with music and movement

(13) Drum Circle

(14) Music Appreciation (Western Art Music)

(15) Western Folk Music – bagpipes, polkas, Appalachia, etc.

(16) Dance/Ballet

(17) Opera

(19) Performances for K-12 students

Other assignments

(20) Keyboard Proficiency demonstration

(21) Guitar Proficiency demonstration

Students receive verbal and written feedback on their presentations.

BIBLIOGRAPHY

Charles Hoffer, *Teaching Music in the Secondary School*. Cengage Learning Pub Co; ISBN-13: 978-0534516550; 5th edition, 2000.

Randall S. Sprick, Ph.D. *Discipline in the Secondary Classroom: A Problem-by-Problem Survival Guide*. Jossey-Bass, New York; ISBN-13: 978-0876282489, 2nd edition, 2009.

Darwin E. Walker, *Teaching Music: Managing the Successful Music*, Schirmer Books; ISBN-13: 978-0028645964, 2nd edition, 1998.

Gary Spruce, ed. *Teaching Music In the Secondary Schools: A Reader*, Routledge Falmer; ISBN-13: 978-0415262330, 2002

COURSE LEVEL STUDENT LEARNING OUTCOMES

A class designed to equip the student with techniques necessary for teaching music in the secondary school setting. Emphasis will be placed on teaching craft and curriculum development.

1. The student will write notes on the philosophy of secondary general music education.
2. The student will write notes on methods and materials used in the teaching of public school secondary music.
3. The student will create write notes referencing articles from professional periodicals used by secondary general music teachers as presented in class.
4. The students will demonstrate performing proficiency on the guitar, keyboard, and other instruments required in teaching of secondary music.
5. The students will demonstrate a command of the tools commonly used by secondary music teachers such as PowerPoint, YouTube, Internet, etc.
6. The student will write lesson plans in music that are developmentally and otherwise appropriate for secondary children.
7. The student will prepare resources materials and resources to be used in lessons on music in the secondary music classroom.
8. The student will teach secondary music lessons to their peers, and public school students as available in field experiences.
9. The student will maintain a written log of field experiences including (a) lesson plans for every class observed or taught, (b) reflections on what worked and what didn't, (c) classroom management, (d) special education, and (e) non-English speaking students.
10. The student will maintain a written portfolio for the class which contains all notes, handouts, homework field logs, and other assignments.

Outcomes 1, 2, 3, 6, 7, 8, 9, and 10 contribute to general education student learning outcome 1 (GESLO1) as assessed by written assignments and oral presentations.

Outcome 8 contributes to general education student learning outcome 3 (GESLO2) as assessed by field experience logs, and field experience evaluation forms.

Outcomes 1 and 6 contribute to general education student learning outcome 4 (GESLO2) as assessed by written philosophy and lesson plans.

General Education Student Learning Outcome 1 Communication -- Students will effectively analyze and express information and ideas in writing and speaking with clarity and coherence.

General Education Student Learning Outcome 3 Interpersonal Skills -- Students will demonstrate responsible personal behavior, cooperation, and leadership in group settings.

General Education Student Learning Outcome 3 Christian World View -- Students will articulate the essential spiritual disciplines for personal spiritual growth and the uniqueness of a Christian World View when examined in light of other world views.

**Additional Course Level Student Learning Outcomes
(Adapted from Mariane Modica's Syllabus)**

Upon successful completion of this course, the student will

1. Demonstrate the ability to provide a safe and nurturing environment that is conducive to learning for secondary students through field placement experience.
2. Work cooperatively with teachers, staff, and administrators, and families during field placement experience, and reflect on that experience.
3. Develop and implement age-appropriate lesson/activity plans and centers, incorporating the use of materials appropriate for secondary students, in the content areas of music, while meeting standards for secondary students in each of these content areas.
4. Assess student learning during practicum experience, through the use of written lesson/activity plans and centers, and through journal reflections.
5. Integrate interdisciplinary content including art, drama, music, and movement into lesson/activity in the content areas of music, while meeting standards for secondary students in each of these content areas.
6. In written materials and teaching presentations, students will communicate competently using musical in secondary music settings (PSLO 1).

Additional Assignments and/or Clarifications

Prepared for Pennsylvania Department of Education

SECONDARY METHODS

- Proficiency is required on chording instruments including electronic instruments and guitar.
- One microteaching is to be "multicultural" and to include recordings of music and/or instruments from around the world.
- Students will review articles and internet sites related to course topics.
- Students will review software related to course topics.
- Students are to incorporate NAFME standards and PA standards into all lesson plans, observation reports, and relevant assignments as indicated by the instructor.
- Students are to prepare a report prior to delivering instruction in their field experience which identifies any teaching issues related to the culture of the students and community as explained by the cooperating teacher. This is to be submitted in the first or second field log entry.
- Students are to prepare a report prior to delivering instruction in their field experience which identifies special accommodations required by any students, if applicable. This is to be submitted in the first or second field log entry.
- Student in all methods courses, including instrumental and choral methods, will complete field experiences. Students in elementary and secondary methods will typically observe eight times for three hours each (or equivalent). Students in instrumental and choral methods will typically observe three times for three hours each.
- The field log is to contain objective observations and reflective responses.
- Students will submit field logs within one week of the observation in order to receive credit (unless directed otherwise by the teacher).
- All microteachings are to reflect a thorough analysis of the musical elements being studied and a careful and logical sequence which is easily grasped by students.
- Microteachings are to include the detection of errors by students and a strategy for correcting them.
- Class topics on managing the instructional environment will include:
 - developing effective delivery skills, including a sense of pacing and an ability to analyze tasks and respond to student behavior,
 - facilitating individual and group discovery, inquiry, and performance of diverse types and styles of music,
 - establishing and maintaining good rapport with students,
 - communicating challenging expectations for individual student outcomes,
 - establishing and maintaining consistent and fair standards of classroom behavior,
 - creating a safe environment conducive to music learning
- Class topics on planning instruction will include:
 - State (PA) Academic Standards,
 - understanding children's musical development,
 - curriculum development and assessment,
 - integration with the other arts and non-arts disciplines,
 - multicultural music teaching for global understanding,
 - use of technology,
 - scheduling
- Students in elementary methods and secondary methods review music textbooks and instructional software. Students are required to present existing and develop new

lessons. Students in secondary methods must complete one microteaching using music technology. Students in Technology in Music Education must present a lesson using notation, sequencing, electronic instruments, instructional software, multimedia, and the internet. Students in elementary and secondary methods discuss issues of diverse learners in classroom discussion of their field experiences.

- Students in all methods courses receive instruction on evaluative techniques appropriate for that classroom. Students in all methods class participate in philosophical discussions in which the promotion of lifelong understanding and enjoyment of music is emphasized.
- Students will visit the online web sites of professional organizations relevant to course topics. Participation in professional organizations as an opportunity for lifelong learning and professional development will be stressed.
- Students will review one or more articles from a journal of a professional organization related to the course.
- Students are encouraged to participate in the yearly conference of the Pennsylvania Music Educators Association and/or other professional organizations. These conferences provide opportunities to hear recitals which, with prior approval, will meet UVF recital requirements, to learn more on almost any topic of interest to music teachers, and to get acquainted with the latest products of interest to educators. Note: Collegiate membership in MENC allows you to register for the PMEA conference at the college student rate.
- This class will cover relevant public laws and policies related to the course including but not limited to (1) the right to privacy, (2) the Americans with Disabilities Act, (3) the U.S. Department of Education guidelines regarding religion in public schools, and (4) copyright laws.
- Students in field experiences are to discuss the interaction of the public school with the community and to enter a record of that discussion into their reflective journal.
- Methods courses will include discussions of issues related to school involvement in the community including public performances such as parades, festivals, senior centers, etc.
- Methods courses will include discussions of the impact of community characteristics on the curriculum and instruction.
- Methods courses will include discussions of issues relevant to management and discipline and interacting with school and community agencies as required.
- Methods course will cover relevant communications with parents. This will include review of relevant materials such as the Instrumental Director's Toolkit.
- Students will include copies of any communications with parents in their field logs.
- Students will include differentiated activities on multiple levels in musical lesson plan that they write.
- Students will list any accommodations for special learners in the reflection of each field log.
- Students will list any accommodations for students without English speaking, reading or writing skills in the reflection of each field log.
- Students will list any accommodations for cultural differences in the reflection of each field log.

UVF Field Experience Report Form 1
TO BE COMPLETED BY THE COOPERATING TEACHER
AT THE END OF THE FIELD EXPERIENCE
FOR UNSUPERVISED FIELD EXPERIENCES (IF APPLICABLE)

Please rate and comment on the statements below (4 is best or highest score, 1 is the lowest).

1 2 3 4 NA -The student was faithful in attendance.

1 2 3 4 NA -The student was punctual.

1 2 3 4 NA -The student was professional in dress and appearance.

1 2 3 4 NA -The student displayed a courteous and professional demeanor.

1 2 3 4 NA -The student willingly and enthusiastically accepted all assignments.

1 2 3 4 NA -The student thoroughly prepared for, planned, and completed all assignments.

1 2 3 4 NA -The student maintained a positive learning environment.

1 2 3 4 NA -The student's interaction with their students was positive.

1 2 3 4 NA -The student's musical skills enabled them to achieve success.

-Other comments

Teacher Signature

Date

Student Signature

Date

Supplemental Evaluation of Field Experience Teaching Assignment

To be completed by the cooperating teacher IF additional feedback is needed.

Complete one form for each teaching assignment (if applicable).

Fall--Spring _____

Name of Student

Signature of Teacher

- How did the student interact with children?

- Did the student demonstrate adequate preparation?

- What was the degree of success achieved by the student during the instructional period?

- What appropriate disciplinary measures were employed?

- Was the student able to evaluate individual performance(s) with the children?

- Did the student show a growing awareness of structural/sequential procedures after evaluating each "mini" lesson?

- Discuss briefly any suggestions which can be helpful in assessing the student's growth as a musician/educator.

Field Experience List
(Students - give to Your Cooperating Teacher, if applicable)

Elementary and Secondary Music Methods: Field Experiences

The following list of experiences was developed and refined by field experience teachers and members of the Music Education Department. Practical field experiences in conjunction with methods classes provide comprehensive experiences regarding the total school curricula. You are, of course, the best judge of which and when the following experiences and activities can be integrated into the curriculum in your school. Please feel free to make arrangements to have the student(s) come to your school at times other than on Tuesday and Thursday mornings so that they may participate in as many of the following experiences as possible.

We appreciate your help! Thank you for helping our students during this stage of their professional growth as music educators.

Activities to be experienced:

1. Observe several music classes and write lesson plans based on the observation.
2. Discuss issues of inclusion and diversity with your coop. Include a summary in your field log.
3. Visit school and music library or resource center to study available material.
4. Learn to use and operate all available equipment including photocopy or transparency equipment, computers, electronic keyboards, tuners, etc.
5. Teach some aspect of an individual lesson.
6. Teach, under supervision, two short segments of any music class or rehearsal. This might include a lecture demonstration of voice or instrument or other activity or topic appropriate to your area. Notify the UVF methods teacher when these are scheduled so they may schedule an observation, if possible.

There should be ongoing discussions between the college student(s) and you in such areas as discipline, scheduling, special children, inter-school relationships/responsibilities, grading, diversity, interdisciplinary connections, and educational concepts.

UVF Field Experience Evaluation Form

To be completed by the cooperating teacher (if applicable).

We at the University of Valley Forge are committed to making our field experiences the best possible for our students. Would you please take a moment and reflect on the field experience process and let us know where we can improve? Note: This evaluation is for the Field Experience process itself. Please complete the student evaluation form separately.

- Please comment on interaction with the UVF faculty. Were you able to reach faculty as needed? Were you able to work with faculty to address concerns.

- Was there anything that we could have done to improve the assignment of students to your classroom. What about scheduling? What are the best times for students to observe your classes? Were students able to observe at the best times?

- Please comment on student interactions. Were you able to reach students as needed? Were you able to work with students to address concerns?

- Other Comments:

THANK YOU – Please return to Music Education Coordinator at UVF

Secondary Methods Student Portfolio Rubric (Field Experience Logs and Teaching)

Student Name: _____

Students prepare effective lesson plans.	1 2 3 4 NA
Students prepare effective lesson resources as shown in PowerPoints, links to YouTube and web sites, etc.	1 2 3 4 NA
Students implement lesson plans, show flexibility as needed as shown in video recordings.	1 2 3 4 NA
Students teach sound musical concepts as shown in video recordings, teacher comments, and self-critiques.	1 2 3 4 NA
Student writes a philosophy of music and education.	1 2 3 4 NA
Philosophy addresses music and aesthetics.	1 2 3 4 NA
Philosophy addresses education.	1 2 3 4 NA
Philosophy addresses children.	1 2 3 4 NA
Philosophy includes principles consistent with a Christian worldview.	1 2 3 4 NA
Students address issues of diversity as shown in field log lesson plans and reflections.	1 2 3 4 NA
Students address issues of inclusion as shown in field log lesson plans and reflections.	1 2 3 4 NA
Students write lessons specifically on the music of diverse cultures as shown in lesson plans, and video recording.	1 2 3 4 NA

A=4, B=3, C=2, D=1, 0=F

UVF GENERAL EDUCATION REQUIREMENTS

1. Communication Students will effectively analyze and express information and ideas in writing and speaking with clarity and coherence.

2. Information Literacy Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.

3. Interpersonal Skills Students will demonstrate responsible personal behavior, cooperation, and leadership in group settings.

4. Christian World View

Students will be able to articulate the essential spiritual disciplines for personal spiritual growth and the uniqueness of a Christian World View when examined in light of other world views.

5. General Education:

Bible, Theology

Students will have knowledge of the Bible, Biblical interpretation, and Christian theology.

6. General Education Fine Arts

In at least one area of the fine arts, students will better understand and appreciate the art form by participating in exhibitions, attending performances or practicing the art at the basic level and by identifying representative works in terms of their historical, political, or social contexts.

7. General Education:

Health and Physical

Students will implement a plan for healthy living that addresses diet, exercise, and other factors that promote good health.

8. General Education History, Literature, Culture, Society and Behavioral Sciences

Students will better understand themselves, their culture, and other cultures through critical reflection of history, literature, culture, and society that will contribute to their ability to be responsible global citizens.

9. Quantitative Reasoning Skills

Students will employ quantitative or symbolic reasoning to evaluate and solve real world problems.

10. General Education Natural Science

Distinguish scientific inquiry from other ways of knowing and applying these methods to make informed judgments regarding contemporary issues in at least one field of science.