ED 368
Teaching Music to Adolescents and Adults
Fall 2005
Professor: Dr. Barbara Liebhaber
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Class meetings: Monday & Weds., 9:10 - 11:10 a.m.
Music Building, Room 202
Office Hours: M,T,W,Th 2:15 – 3:30

Required texts:
- National Standards on Arts Education – MENC (same as ED 367)
- Making Connections (with CD) – Anderson and Moore
- Teaching for Musical Understanding – Wiggins
- Teaching Music in the Secondary Schools – Hoffer
- The Eclectic Curriculum in American Music Education

Articles handed out in class:
- Comparison of Dalcroze, Orff, Kodaly – Comeau

Recommended: in music library and in bookstore:
- Strategies for Teaching Middle School General Music - MENC
- Strategies for Teaching High School Chorus - MENC
- Strategies for Teaching Beginning Band - MENC

Other reading: Articles will be handed out in class. Books and CD’s on reserve in the music library will be used for lesson preparation and presentations.

Academic Integrity: Students are expected to uphold the standards of academic honesty, as they are spelled out in the Student Handbook.

Objectives:
Students will be able to:
1. Write a lesson plan directed at middle school or high school classes.
2. Implement lessons for middle and high school music classes.
3. Design lesson plans for instrumental lessons, groups, choral groups, general music, theory, history, musicianship, improvisation and music technology.
4. Become familiar with materials to be used in the above courses.
5. Present lessons to the class in an effective manner.
6. Indicate which elements are being addressed in each lesson. Explain how each concept will be presented. Provide many ways to teach each concept.
8. Explore conducting techniques to be used with various choral/instrumental groups.
9. Explore discipline situations and how to handle them.
10. Develop motivational techniques.
11. Develop ideas of how to make lessons relevant to the student.
12. Develop curriculum appropriate for age group and course.
13. Create strategies for teaching general music, choral and instrumental classes, improvisation, musicianship, music technology, music history, music appreciation and music theory courses.
14. Become familiar with music software to be used with grades K - 12; games that reinforce concepts presented in choral, instrumental or general music.
15. Design choral and instrumental concert repertoire.
16. Explore how Dalcroze, Orff and Kodaly techniques can be used in the secondary classroom.
17. Develop effective ways to involve community in school music program, including developing a relationship with PTA and other parent organizations as well as developing a relationship with community nursing homes and hospitals.
18. Explore effective ways to develop a strong music program. Address issues such as recruiting students for music ensembles, creating a variety of music experiences in the music program, and working with other faculty members to promote interdisciplinary extracurricular experiences - music theatre, arts day activities, visiting elementary schools.
19. Provide opportunities for students to explore new concepts aurally, visually and kinesthetically. Include activities in every lesson that give the students the opportunity to listen/evaluate, create/compose, and perform.

Requirements:

Attendance: Unexcused absences will result in a zero for class work that day.

Concerts:
Students are required to attend children's concerts at Moravian College during the semester. Dates will be announced in class.

Workshops: Students are required to attend Music Education workshops including:
   Dalcroze
   Music Technology for the classroom
Dates will be announced in class.

Piano, Voice, Autoharp and Guitar proficiency: Students are required to pass the proficiency exam on all instruments and voice prior to student teaching. The specific requirements are included on a separate sheet. Students will be tested individually by the professor in November.

Homework: Reading assignments will be given each week. A short paper will be due every Wednesday in relation to the reading that week. This paper will be no more than two pages, double-spaced and typewritten. Students must bring three copies of this paper to class - one for the professor, and two to give to other students. Students will read each other's papers, write comments and return to author at the next class meeting. Students will prepare presentations each week. Other homework involving conducting, choosing music, curriculum
development, lesson plans, teaching strategies, philosophy and discipline will be given on a regular basis.

**Final**: In addition to the final exam, there will be a final project. The student will present the project to the class and hand in a written paper to the instructor. The written paper will be due on the last class meeting; the presentation will be scheduled individually for the last few weeks of class. For the final project, each student will choose a topic addressed in music education class that he/she would like to examine further. The student will gather reference materials, design lessons for middle/high school students and provide behavioral objectives, teaching strategies and methods of assessment for these lessons. The project must include lessons for all three music classes: general, vocal, and instrumental. Students may choose to create interdisciplinary lessons and discuss how this would be done.

**Portfolio**: Students will hand in the portfolio at the last class meeting. The portfolio will include:

1. All papers written during the semester.
2. Process log:
   - Reactions/reflecti ons after every class
   - Reactions/reflecti ons after every observation in the field
3. Perspective transformation reflective paper – to be written at end of semester. It will be helpful to read all your papers before writing this paper. How has your perspective about teaching music changed since the beginning of the semester?

**Grading**:

- Presentations 30%
- Homework 20%
- Participation 20%
- Final 20%
- Portfolio 10%

**Piano, voice, autoharp and Guitar proficiency - must pass in order to student teach in the spring semester.** The criteria for each proficiency will be handed out in class.

Students can expect to work 8 hours per week outside of class preparing for this class.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.
Books and materials on reserve in the music library:

Foundations for Music Education – Abeles, Hoffer, Klotman
School and Society – Dewey
Listening Book – Mathieu
Teaching as a Performing Art – Sarason
Pedagogy of the Oppressed – Freire
Music, Education and Multiculturalism - Volk
The Tao of Teaching - Nagel
Songs in their Heads – Patricia Sheehan Campbell
Strategies for Teaching - series – MENC
Sound Ways of Knowing – Barret et. al.
Vocal Improvisation – Madura
Troubadour's Storybag – Livo
Teaching Music – Beer and Hoffman
Standards for Arts in Education
Do Re Mi Fa Fun – Jennings
Music and Dramatics at Circle Time
Sound Sketches - Vandevere
The Music Teachers Manual – Mitchell
Integrating Music into the Elementary Classroom – Anderson & Lawrence
Theory Worksheets for Beginning Bands
Music of Many Cultures – Mathieson
Teaching Children Music – Newman
Music for Children – Orff
Multicultural Songs, Games and Dances – Boshkoff & Sorenson
Feel It Rhythm Games – Abramson
Rhythm Games for Perception – Abramson
Teaching Peace – Grammer
Singing Games Children Love, Vol. I and II – Gagne
I Sing You Sing – Albrecht
Classical Cats – Chesky
It's Time for Music – Reilly
Roots and Branches – Campbell
Teddy Bears Picnic – Garcia et. al.
Mary Wore Her Red Dress – Peek
Let’s Get the Rhythm of the Band
Multicultural Music – Walters
More Than Singing – Momaw
**Homework:** All papers should be 2 - 3 pages double spaced unless otherwise specified. A paper is due along with each reading assignment on Wednesday. The paper should be your reflection and thoughts about ideas presented in the chapters read. These papers will be used to inspire class discussion.

**Week:**  
**Reading:**  
1  
Perspective paper – thoughts on teaching music  
Wiggins, Chapters 1, 2, 3

2  
Wiggins - chapters 4, 5

3  
Wiggins - chapters 6, 7, 8

4  
Wiggins - chapters 9, 10, 11

Making Connections will be used for designing a general music class lesson. Each student will choose a lesson from the book. Using the CD provided, students will discuss how the lesson will be presented and what other materials would be used as well as how many class sessions would be involved in the lesson. Each student will teach the lesson and get feedback from the class. Students will provide copies of lesson plans for the entire class.

5  
Making Connections – African American, Asia

6  
Making Connections – Mexican and Native American

7  
The Eclectic Curriculum Parts I and II

8  
The Eclectic Curriculum – Part III

9  
Teaching Music in Secondary – Chapters 1-7

10  
Teaching Music in the Secondary – Chap. 8 - 11

11  
Teaching Music in the Secondary – Chap. 9 - 14

12  
Teaching Music in the Secondary – Chap. 15 - 18

13  
Perspective Transformation Paper  
Portfolio  
Final presentation paper submitted - this is a research paper, complete with footnotes, formatting, references. The paper will include any handouts provided during the presentation as well as any charts to visually explain material presented. This paper will be at least 10 pages, double spaced, not including title page, references and charts.