

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 2  
Field/Clinical Hours: 0/0

**Course Number:** EDCI 325

**Course title for the catalog:** GENERAL MUSIC METHODS II

**Catalog description:**

Curriculum, methodology, materials, and practice in music appropriate for K-8, including observations, experiences, and lectures pertaining to actual classroom procedure. Limited work in pre-K (ages 3-4) will be included. For music education majors, vocal track.  
(Instrumental majors may take as an elective.)

**The prerequisite (s) for this course is (are):**

MUSIC 152, EDFN 130, EDCI 204

**The enrollment restriction (s) for this course is (are):**

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have **knowledge of:**

1. Strong teaching skills
2. Understanding yourself as a teacher through reflective practice
3. Planning and perform successful and meaningful lessons by using the National Standards and the Ohio Standards as a foundation
4. a teacher personality
5. the major methodologies in general music education (Dalcroze, Orff, and Kodaly)
6. an understanding of the historical, sociological, philosophical, and psychological foundations of music education
7. the musical skills of piano and guitar accompaniment, recorder, and Orff instruments
8. understanding and honor the culture of the school and the children you will encounter
9. become aware of and knowledgeable about prevalent research that is currently

10. important to today's musical discovery and teaching
11. technology that applies to general music education
12. preparation for student teaching

### **SKILLS:**

Students will learn the following skills:

1. Perform children's repertoire in solos and small ensembles, using appropriate singing technique and expressiveness
2. Perform children's repertoire in solos and small ensembles on a variety of instruments, including piano, recorder, guitar, and Orff instruments, using appropriate techniques and expressiveness
3. Perform movement based activities in a variety of styles with appropriate technique and expressiveness
4. Improvise vocally and on instruments
5. Perform appropriate accompaniments to children's repertoire on a variety of instruments
6. Identify selected repertoire for general music curriculum
7. Apply methodologies of Dalcroze, Orff, and Kodaly
8. Compose sequential, meaningful lesson plans
9. Develop age-appropriate assessment tools
10. Illustrate an understanding of appropriate technology for the general music classroom
11. Understand the psychological, social, and intellectual development patterns of the child

### **DISPOSITIONS:**

Students in the study of General Music II will:

1. Value the individual music potential that you and your students possess.
2. Value the potential for the development of musicianship skills and the discipline (distributed practice) for achieving this potential.
3. Value the importance of providing an excellent music model for future students.
4. Value the importance of individual potential for music learning with future students and the importance of sequential development of that potential.
5. Value the music resources in the field, and eventually in building and the teaching/learning environment of the teaching profession.
6. Value the role as a music educator in the music development of children.
7. Value the role of music in child-centered play and creativity.
8. Value music and movement concepts as a tool for integrating learning.
9. Value the importance of educating the administration and community about music development for children in the schools.
10. Value the importance of the role of music in developing the creativity of each child..

### **Suggested texts and/or references:**

**(purchased in General Music Methods I)**

Bartle, Jean Ashworth, *Lifeline for Children's Choir Directors*, revised edition, Gordon V. Thompson Music, Toronto, Canada, 1993.

Burakoff, Gerald and Sonya, *Playing Alto Recorder, A Basic Recorder Method for Group or Individual Instruction, Alto, Level I*, Sweet Pipes, Inc., 1994.

Burakoff, Gerald and Strickland, Willy, arr. by, *Renaissance Time, Pieces and Dances*, Sweet Pipes, Inc., 1983.

Burakoff, Sonya and Amchin, Robert A., *Recorders N' Rhythm, 10 Easy Duets for Soprano Recorders and Unpitched Percussion*, Sweet Pipes, Inc., 1996.

Burakoff, Sonya, arr. by, *Equally Easy, 10 Beginning Duets for Soprano and Alto Recorders*, Sweet Pipes, Inc., 1992.

Choksy, Lois, *The Kodaly Method I, Comprehensive Music Education*, 3rd Edition, Prentice-Hall, Inc., 1999.

Feierabend, John M., *Music for Little People, 50 Playful Activities for Preschool and Early Elementary School Children*, Boosey & Hawkes, 1989.

Compiled by Feierabend, John M., *First Steps in Music for Early Elementary, The Curriculum*, GIA Publications, Inc., 2000.

Compiled by Feierabend, John M., *First Steps in Classical Music, Keeping the Beat! From Corelli to Kabalevsky*, 2001 GIA Publications, Inc., CD-493.

Kemp, Helen and John. *Cannons, Songs, and Blessing, A Kemp Family Collection*; Choristers Guild, 1990.

Rothgarber, Herbet, arr by., *Round & Round for Soprano Recorders, Voices, and Orff Instruments*, Sweet Pipes, Inc., 1979.

Soprano and Alto Recorder. To be purchased in Ashland University Book Store. If you already have a soprano recorder, you may speak to Dr. Nelson about this, and with her clearance, this recorder will be sufficient. The brand Aulos is preferred for this class.

Additional Required Materials:

TWO three ring binders, notebook dividers, notebook paper, staff paper, all handouts, soprano recorder, sharpened pencils with erasers, and pens.

Students need to purchase a videotape (type of tape TBA) for self-evaluation of peer teaching presentations (see syllabus).

**Additional Required Materials no purchased in General Music Methods I:**

Children's Choir Packet of Selected Octavos

**Suggested instructional strategies:**

**Description of field/clinical experiences:**

FIELD EXPERIENCE

CLINICAL EXPERIENCE

**Evaluation of students:**

**Faculty who frequently teach the course:**

M. Butke

**Licensure programs in which course is required:**

Bachelor of Music with a comprehensive major in Music Education, Multi-Age (PreK-12) Vocal Music Education majors

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography (Learned Societies, etc.)**