

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

Graduate: Undergrad: X  
Credit Hours: 3  
Field/Clinical Hours: 0/4

**Course Number:** EDCI 395

**Course title for the catalog:** CURRICULUM & METHODS OF TEACHING INSTRUMENTAL MUSIC

**Catalog description:**

A study of music teaching to provide the instrumental music education student with a foundation of teaching methodologies, classroom management strategies and insights to effectively teach and administer the instrumental music program from pre-band/orchestra (grades 3-4) through high school (grade 12) including consideration of adult community ensembles.

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

EDCI 230 PK, MUSIC 152

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

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

**KNOWLEDGE:**

The Student:

1. Understands the role of the music teacher grades 3-12.
2. Has knowledge of the scope of instrumental music instruction in the schools.
3. Will formulate a philosophy of music in education based on the contribution of music as a discipline in aesthetic education with a recognition of the importance of the non-musical outcomes often provided by study in music.
4. Understands and can identify the methods necessary for teaching beginning instrumental music classes.
5. Understands and can identify the methods necessary for teaching music in the rehearsal setting.
6. Knows the nine National Standard for achievement in music and understands how to apply them in developing program goals, units of instruction, lesson plans, as well as

- assessment tools.
7. Has knowledge of learning theory, its domains and developmental theory and its application in teaching music at the secondary level.
  8. Has knowledge of various taxonomies relating to cognitive, affective and psychomotor domains and their importance in planning, measuring, and evaluating learning in music.
  9. Gains insight into how music and a balance curriculum in music should be structured.
  10. Has knowledge of various methods of testing and measurement in music including standardized models for achievement and aptitude as well as strategies to develop tests to measure skills, knowledge and understanding.
  11. Deals with the specialized requirements of evaluating knowledge and skills in both performance classes as well as non-performance classes.
  12. Understands conceptualizing course content as measurable goals and objective
  13. Gains an awareness of availability, practicality and application of technology in music for both classroom and rehearsal settings including: computer hardware and software, video, audio, and general media.
  14. Gains insight and experience into the administrative requirements of secondary music teachers.
  15. Is familiar with and understands the four domains of the Teacher Performance Assessment Criteria as detailed in Praxis III.
  16. Is aware of a variety of professional organizations that foster music education and sources for information. Ideas, trends, issues and teaching approaches in preparation for teaching available through professional magazines, journals, texts as well as other printed / electronic sources.

### **SKILLS:**

The student is able to:

1. Translate course content into instructional objectives by writing lesson plans whose expectations are consistent with diagnostic test results.
2. Use the four domains of the Teacher Performance Assessment Criteria as detailed in Praxis III as the blue print for class preparation, management, presentation and professional activity.
3. Teach instrumental music to elementary school students in homogeneous or heterogeneous groups using appropriate activities and materials consistent with methods considered to be best practice.
4. Teach music in performance or non performance settings secondary school students.
5. Construct evaluative tools with consideration to type of knowledge or skills to be measured
6. Gather ideas, information, teaching approaches in preparation for teaching from a variety of professional sources including professional journals, texts as well as professional organizations' printed / electronic information.
7. Develop appropriate unit and lesson plans for performance as well as non-performance classes using the following:
  - a. Instructional objective
  - b. Identification of instructional strategies

- c. Classroom management strategies
- d. Criterion for evaluation/assessment

**DISPOSITIONS:**

The Student will:

1. Demonstrates a commitment to music and teaching based on the belief in the importance of music in our schools as a foundation for good citizenship, sensitivity, and appreciation of aesthetics.
2. Values the ability to inspire and excite the imagination of the students, engendering a respect and desire for musical experiences.
3. Believes it is essential to seek, evaluate, and use new ideas and developments that are relevant to music teaching.
4. Believes it is essential to self-evaluate his/her effectiveness as a teacher and consider the supervisor's and cooperating teacher's comments in making a decision about teaching.

**Suggested texts and/or references:**

**Required Texts**

Cowell, Richard J. & Goodsby, Thomas (2002). The Teaching of Instrumental Music (3<sup>rd</sup> ed.) Upper Saddle River, New Jersey: Prentice Hall ISBN 013020689x

Shellahamer, Bentley, Swearingen, James, and Jon Woods (1986). The Marching Band Program Principles and Practices. Oskaloosa, Iowa: C. L. Barnhouse Co.

**Optional Text**

Alsobrook, Joseph (2002). Pathway. Chicago, Ill: GIA Publications, Inc.

**Suggested instructional strategies:**

**Description of field/clinical experiences:**

FIELD AND CLINICAL EXPERIENCE

In addition to course work EDU 395 includes 12 hrs. of field and clinical experience. These will include classroom observation, lesson presentations, and other designated experiences.

**Evaluation of students:**

**Faculty who frequently teach the course:**

Leonard Salvo

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

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

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

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