

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05-

313

05.22.04

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE:

Teaching in the Music Learning Community II

Sponsor:

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3716

DEPARTMENT:

Music

COLLEGE:

Fine + Performing Arts

If Liberal Arts & Sciences CHECK:

History/Humanities

Math/Sciences

Social/Behavioral Sciences

UNDERGRADUATE

GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

New non-gen-ed course

Minor curricular changes, fewer than three, to

Short-term non-gen-ed course

Existing non-gen-ed course

Non-gen-ed degree requirements

Major

Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair:

Robert Pearson

Date:

9/21/04

Department Curriculum Chair:

Joseph Magan

Date:

9/21/04

Academic Dean:

Thomas L. Campbell
Carol Sharp

Date:

9/21/04
10-6-04

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date:

11/20/04

Approved

Not Approved

COLLEGE CURRICULUM CHAIR

Paul Allmon

Senate Curriculum Chair Signature:

Paul Allmon

Date: Senate Announcement:

12/20/04

Comments:

EXECUTIVE VICE PRESIDENT/PROVOST Signature:

C. L. Juen

Date:

3/1/05

Approved

Not Approved

REGISTRAR

Date:

3/16/05

Course Description Received & Approved - Reg's Taxonomy & Course #

08022B4

Registrar Signature:

Net Lawson

NOTIFICATION FORWARD

SCC Chair

Academic Dean

Department Chair

Registrar

IR

CAP

VP Student Affairs

Others

Tm 3/24/05

DB
2 3/24/05

COURSE PROPOSAL

Details

- a. **Course Title:** Teaching in the Music Learning Community II
- b. **Sponsor(s):** Lili M. Levinowitz, Ph.D., Professor of Music Education, Music Department, School of Fine and Performing Arts
- c. **Credit Hours:** 3 semester hours
- d. **Course Level:** Undergraduate Sophomore level, HEGIS (200 level)
- e. **Prerequisites:** Teaching in Learning Community I 0802.2##
- f. **Suggested time and scale of implementation:** This course will be offered beginning in the academic year 2005-2006. It is likely that this course will be offered only in the Spring semester of each academic year. The projected enrollment would require approximately one section of the course at a time. A new HEGIS number is requested for this course.

Curricular Effect:

- **Offerings:**

The addition of this course in the education sequence is specific to music education. Therefore, this course increases the total number of courses offered in that music education sequence by the music department from four to five courses (Teaching in a Music Learning Community, Teaching and Learning: General Music, Teaching and Learning: Vocal Methods and Materials, Teaching and Learning: Instrumental Methods and Materials, Student Teaching/Music with Seminar).

- **Adequacy:**

No additional staff or resources will be required. Currently, both music education faculty teach regular non-music education music courses within their load; these courses could be replaced with the TLC II-Music course.

- **Recommended Library Resources:**

With the exception of the texts used for the course (see below) no additional library resources are required for the implementation of the course. In addition to the adequate resources currently available at Campbell Library and the Music Extension library, there is a music education room which houses classroom instruments, basal music texts and other supplementary materials for the music educator. Finally, the College of Education houses and supports the Schaub Instructional Materials Laboratory which is available to music education students.

Texts: *The Ways Children Learn Music*: Eric Bluestine

An Orientation to Music Education: Richard J. Colwell & Lizabeth B. Wing

- **Short Term Evaluation:** None

Rationale

The course, Teaching in the Music Learning Community II, is specifically designed to continue the development of and understanding of successful and caring learning communities begun in the Teaching in Learning Communities I course. However, this broad knowledge acquired during that TLC I course will be developed and applied specifically to the music classroom as a "learning community."

Although music education has been included in public education since 1838, recently the INTASC Arts Education Committee (2002) stated, "Study of the arts expands students' ability to see the world and their place in it, ... they learn not only creative skills but also analytical skills in ways that encourage self-exploration and personal expression. Through interdisciplinary instruction, in which the arts are connected to each other and to other subject areas, students learn how to see and make meaningful

connections across the curriculum and across their everyday world”(pg. 1). Furthermore, the INTASC arts committee stated that, “The music specialist *must* bring to the collaborative process a broad and deep knowledge of his/her specific arts discipline, including specialized instructional strategies, assessments, resources, and materials“(pg. 4).

Therefore, the focus of this course will be on *music* education specifically to develop the processes that contribute to the receptive and expressive systems of the music maker. The preservice music educator will develop the broad and deep knowledge for a career in music education through the following: 1) an understanding of the psychology of the *music* learner, 2) the application of the instructional approaches specific to *music* education, 3) an introduction to the NJCCCS and the voluntary national standards in *music*, 4) the use of *music* assessment tools for both the required and the elective *music* classrooms in grades 1-12, 5) how to develop collaborative efforts among all teaching professionals that includes music, and 6) understanding collaborative programs, community partnerships throughout grades K-12 in music settings.

Because the focus of this course is on learning communities in the music classroom, this course will include a field placement in addition to the classroom activities that focuses on the application of the different music pedagogies in music education to both the required and elective music classrooms.

Essence of the Course

a.. Objectives of the Course

The objectives for this course are aligned with INTASC’s core standards for licensing teachers and arts specialists.

- I. Students will be able to demonstrate their advancing knowledge of how music learning communities develop, are nurtured, and incorporate the larger communities of their setting by:
 - Defining the music learning community (propensities, roles, shared goals) (A2)
 - Examining field placements in terms of the elements of a learning community, including people, roles, rules, norms, and routines (A2)
 - Discovering “music’s place” in the school and larger community (A2)
 - Examining field placements in terms of the music learning community (A2)
 - Defining the culture of the music classroom (A2)
 - Recognizing the stages of group development in the music classroom ((A2, C2)
 - Identifying and practicing culturally responsive music teaching (A1, C1)
 - Collaborating with music partners and teachers of other subject areas (arts integration) (A2)
 - Conducting interview in school settings to learn about cultural, language, and developmental diversity in the music classroom (A2, C1)
 - Identifying the nature of caring music communities in high stakes academic environments (A2)
 - Designing a learning community plan for teaching a music unit which details appropriate rules, roles, and routines needed to maximize learning (A2, C2)
 - Creating democratic classrooms constructivist approaches in music learning communities (A2, C2, C3)

2. Students will be able to demonstrate advancing instructional planning skills and dispositions toward collaborative music learning communities by:

Demonstrating and understanding of music in terms of (A3)

- Receptive and expressive systems that produce music making
- Purposes and functions
- Historical and cultural contexts
- Roles of individuals and ensembles who make music

Implementing performance-based music standards (A3)

- National Music Education Standards
- NJCCCS for the Visual and Performing Arts
- NJ Standards for Professional Teaching
- INTASC's core Principles and the Arts
- Engaging in peer teaching and team building (C2)
- Utilizing a variety of technologies and media to enhance conceptual understanding and enhance music activities (B1)
- Identifying and utilizing major research journals and professional magazines in music education (B3)
- Analyzing case studies in music education to refine teaching practices (B3)
- Plan and write instructional objectives for individual and group learning that reflect an understanding of the music development of children and adolescents.(C3, C4)
- Relate objectives to assessment (C3, B2)
- Design a lesson and unit plan that reflects the students' in-depth music knowledge, understanding the importance of research in music education and consideration of the music development and needs of all learners (C3,C4)
- Adapt music instruction for the diverse needs of the learner (B1, C1, C4)
- Research and develop lessons that foster an understanding for the purposes of making music from other cultures(B3, C1)
- Design authentic assessment strategies: music aptitude and music achievement (B1, B2)
- Design traditional assessment strategies: rating scales, questionnaires, etc. (B2)
- Plan for and implement formative and summative assessments (B2)

b. Topical Outline

The objectives for this course are aligned with the performance based INTASC standards for teachers and specialists in the arts providing the student with opportunities for development and practice of: Educators as Effective Communicators:

- Giving appropriate feedback based on the Ray Evans Harrell Model during peer teaching experiences.
- Collaborating with others for cooperative learning activities.
- Conducting interviews in school settings about cultural, language and developmental diversity in the music classrooms.

Educators as Members, Creators, and Facilitators of Partnerships:

- Researching and reporting on collaborative programs, initiatives, and models—including home and community partnerships that support music education in grades K-12.

Educators as Facilitators of Student Engagement in Content-Specific Meaning Making

- Understanding and identifying the music audiation process as a mental representation for music thinking and the construct upon which music aptitude is based.
- Understanding and applying the skill learning and content (tonal/rhythm patterns) learning sequence of Music Learning Theory to the development of music literacy (rhythmically and tonally).
- Developing a skill and content learning sequence through symbolic association for both rhythm and tonal applications.
- Comparing the New Jersey Core Curriculum Standards and the voluntary National Standards in music with the role of curriculum in schools and the tenets of caring, constructivist music learning communities.
- Describing and identifying the differences among Kodaly, Dalcroze, Orff, Suzuki, and Music Learning Theory approaches to music education.

Educators as Effective User of Multiple Instructional Strategies and Technologies

- Practicing music conducting techniques suitable for group music instruction.
- Developing a multi-media presentation for an instructional unit plan for a required music class.

Educators as Assessors and Evaluators of Student Knowledge, Skills and Dispositions

- Identifying and selecting Music Aptitude Tests for children in the developmental and stabilized music aptitude stages (Audie, Primary Measures of Music Audiation, Intermediate Measures of Music Audiation, Advanced Measures of Music Audiation, The Music Aptitude Profile).
- Identifying and selecting published music achievement tests and rating scales (Colwell's Music Achievement Test, Iowa Tests of Music Literacy, The Watkins Farnum Performance Test, Singing Voice Development Measure).
- Understanding and development of additive and continuous rating scales for summative assessment of students' music performances used for instructional evaluation.
- Designing appropriate assessments for each part of the learning sequence through symbolic association.
- Designing a plan for formative and summative assessment of a unit related to student progress and assessment tasks which reflect the candidate's knowledge, values, and skills as assessors and evaluators of student knowledge, skills, and dispositions in music.
- Designing test-type tasks tied to unit content in music.

Educators as Reflective Practitioners and Committed Professionals

- Identifying and utilizing the major research journals and professional magazines in music education.
- Examining an article from a professional magazine or a case study in music education in terms of the elements of a music learning community.
- Reflecting publicly (student to class) and privately (with professor).
- Examining field placements in terms of the elements of a music learning community.

Educators as Advocates for Diversity and Equity

- Adapting music instruction to the diverse needs in the music classroom.
- Researching and developing multicultural music activities.

Educators as Creators and Facilitators of Learner-Centered Learning Environments

- Designing a music learning community plan for a required general music course which details appropriate rules, roles, and routines needed to maximize learning.

- Designing a music learning community plan for an elective performance course which details appropriate rules, roles, and routines needed to maximize learning and performance.

Educators as Instructional Planners

- Planning and writing program objectives for the required and elective music program.
- Planning and writing instructional objectives for the required and elective music classes.
- Planning and writing individual objectives for required and elective music classes.
- Planning and writing group objectives for required and elective music classes.
- Understanding the relationship of objectives to assessment.
- Designing a lesson for a required general music class and an elective music class.
- Applying objective, lesson, and assessment design skills to the designing and teaching of a brief, content rich, inquiry-oriented instructional unit plan for a required music class which reflect candidate's in depth subject matter knowledge, understanding of the importance of research in music education, and developmentally appropriate student learning outcomes in music.

Educators as Facilitator of Developmentally Appropriate Learning Opportunities

- Analyzing this semester's course as a learning community.

c. Evaluation of Students and Grading Procedure

Informal Assessment

- Discussion
- Interactions with peers and professor
- Engagement in in-class activities
- Completion of assignments
- Professional dispositions

Formal Assessment

- Lesson plan with assessment
- Music Learning Sequence with assessments which include skill and content to symbolic association (tonally and rhythmically).
- Peer teaching from lesson plan with reflection
- Formal observation and reflection
- Learning Community article or case study
- Multi media presentation of an instructional unit plan for a required music class.

d. Course Evaluation

The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education and the College of Fine and Performing Arts are department evaluation forms and appropriate departmental and program review processes.

Results of Consultations

The following departments were consulted:

Elementary/Early Childhood Education, Robin McBee
Secondary Education/Foundations of Education, Holly Willet
Health and Exercise Science, Richard Fopeano
Special Education Services/Instruction, Sandra McHenry
Music Department, Robert Rawlins

See Appendix for results of consultations.

Additional Information

Endnotes

INTASC Arts Education Committee (2002). *Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue*, Draft for comments. Washington, D.C..

Catalog Description

Teaching in the Music Learning Community II

Teaching in the Music Learning Community II, is specifically designed to continue the development of an understanding of successful and caring learning communities begun in the Teaching in Learning Communities I course and apply it specifically to the music classroom as a “learning community.” This course will be *music* education specific to develop a broad and deep knowledge of music education processes throughout grades K-12 in music settings. A field component is part of this course.

Prerequisites: Teaching in Learning Community I 0802.2##

DB
3/24/05