

Course Syllabus SED 525MU
Methods of Teaching General Music
Fall 2024 Wednesday 4:00- 6:45 PM NH111
California State University, Northridge
Department of Secondary Education

Professor Linda Mouradian

ZOOM Link: <https://csun.zoom.us/j/83309726933?pwd=OdXIRUKgJfqVHwDZwodmY7Df0xCvVa.1>

linda.mouradian@csun.edu Office Hours. Wednesday: 3:00-4:00PM (CY103) and Monday: 2:00-4:00 PM /ZOOM by appointment

Phone: 818-632-1989

CATALOG DESCRIPTION:

Exploration of teaching trends and issues in instrumental, vocal music and general music. Development of instructional guidance for music. Restricted to candidates officially admitted to the credential program.

REQUIRED TEXTBOOKS AND MATERIALS:

- Abrahams & John (2015) **"Planning Instruction in Music; Writing Objectives, Assessments and Lesson Plans to Engage Artistic Processes"**. GIA Publication
- McAnally, Elizabeth. (2016) **"Middle School General Music, The Best Part of Your Day .2nd edition"** Rowman & Littlefield Publishers; 2nd edition
- Delorenzo, Lisa, Silverman, Marissa (2022) **"Music Lesson Plans for Social Justice"**. Oxford University Press
- Newell, David (2012) **"Classroom Management in the Music Room"**. Neil A Kjos Music Co.
- **Laptop/Tablet for ZOOM link** (in class sharing)
- **Visual and Performing Arts Standards for California Public Schools. (2019)**
State Dept. of Education. (Download from CANVAS.) **CCSS/ ELD Standards.** (Download from CANVAS)

REFERENCE TEXTBOOKS and RECOMMENDED READING

- Sindberg, Laura. (2012) **Just Good Teaching**. Comprehensive musicianship through performance in theory and practice. Rowman and Littlefield Education **(excerpted chapters in CANVAS)**
- Hammel and Hourigan. (2017). **Teaching Music to Students with Special Needs. A Label Free Approach.** 2nd Edition Oxford Univ. Press
- Kadiatu Kanneh-Mason (2021) **House of Music-Raising the Kanneh-Masons.** Oneworld Publications
- **Journals:** *Music Educators Journal, Teaching Music, General Music Today, Update: Applications of Research in Music Education, Instrumentalist Magazine, Choral Journal, American String Teacher, (ASTA)*

Websites:

www.nafme.org
www.calmusiced.com
www.ed-data.k12.ca.us
www.scsboa.org
www.leginfo.ca.gov
www.amc-music.org
www.cde.ca.gov
www.SupportMusic.com

National Association for Music Educators
California Music Educators
Information on all California schools and districts
Southern California School Band and Orchestra Assoc.
All California legislative bills-daily
American Music Conference
Links to arts education in California. Standards and curriculum,
Focus on advocacy

CONCEPTUAL FRAMEWORK OF THE MICHAEL D. EISNER COLLEGE OF EDUCATION

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

STUDENT LEARNING OUTCOMES OF THE CREDENTIAL PROGRAM

Single Subject Candidates will demonstrate proficiency in the major domains of the California Teaching Performance Expectations (TPE)

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environment for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for all students
- Assessing Student Learning
- Developing as a Professional Educator
- Providing Effective Literacy Instruction for All Students

STUDENT LEARNING OUTCOMES FOR METHODS OF TEACHING GENERAL MUSIC, SED 525MU

- Demonstrate the ability to teach California Music Standards, Common Core Standards and California ELD Standards and apply these in planning and teaching.
- Develop an increasing awareness of music education as a profession and of the issues and challenges that face members of the profession today and in the years ahead.
- Develop individual professional goals and refine a personal philosophy of music education.
- Develop skills in curriculum building, long and short-term goals, lesson planning, teaching methods and styles. Develop strategies and instruments to assess student progress and the effectiveness of music instruction.
- Develop an understanding of the diverse learners in the California Public Schools in the context of teaching music.
- Examine and gain insight into new technology available for the music classroom.
- Develop ability to teach connections and relationships between music and other arts and disciplines outside the arts.

COURSE REQUIREMENTS:

Class Participation Discussions with colleagues concerning professional matters add immensely to your professional knowledge. **Punctual and regular** attendance and participation in each class session is of paramount importance. You should treat this class as if this were your teaching assignment.

On-time completion of reading assignments and written work. Homework assignments and group projects rely on everyone having their work/reading completed before the beginning of class. Our group discussions and projects should include everyone's perspectives based on their own preparation. Any reading assignments, written homework assignments and group/team assignments must be completed before class, so you will be able to discuss or lead a discussion on the topic. Written work should reflect careful attention to spelling, grammar, syntax, and must be typed and submitted online. **To receive credit**, assignments and homework must be submitted on CANVAS **on the DUE date and time as stated in the syllabus**.

Recommended: Student membership in NAFME. Join on-line at nafme.org. (\$38) With this membership, you will receive: 1) subscriptions to Teaching Music and Music Educator's Journal; 2) online access to General Music Today; Update: Applications of Research in Music Education and 3) the bi-monthly email, Member Update on Music Education.

Proposed Class Topics. Topics will be covered through lectures, discussions, class projects, teaching demonstrations, guest speakers, readings, and research.

Academic Language
Assessment and Evaluation
California Music Standards/ National Music Standards/ELD Standards
Classroom Management
Current Methods and Approaches in Music
Curriculum and Planning: Long and Short Term
Differentiated Instruction
Literacy in the Music Class
Professional Organizations
Social Justice in Music Education
Questioning Strategies
Teaching Music to Diverse Learning Communities

Class Content Assignments and Homework and Basis of Evaluation	Points
1. Reading Homework (14 @ 20 points)	280
2. “Danger of a Single Story” reflection	20
3. Music Teacher Auto-Philosophy	20
4. “Getting to Know Your Students”-Interest Questionnaire	20
5. Choral/ Instrumental HS or MS- 3 Lesson Unit Outline including 1 Lesson Plan Presentation	120
6. Middle/High School General Music- 3 Lesson Unit Outline including 1 Lesson Plan Presentation	100
7. Written Final	60
8. Class Participation: Regular attendance/punctuality and participation in class discussions.	40
Total Class Content Points	660

Students with Disabilities:

This instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students with Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Academic Integrity:

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus in listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes cheating, fabricating, facilitating academic dishonesty, and plagiarism. Review the University Catalog for specific policy information. The policy will be strictly enforced in this class. Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

AI Use: Learning to use AI responsibly and ethically is an important skill in today’s society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master “prompt engineering” by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies. If you merely use the instructional AI embedded within Packback, no disclosure is needed. That is a pre-authorized tool.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts
- Check grammar, rigor, and style; help you find an expression

Assignment Descriptions: More explanation of each assignment will be given in class.

I. Music Teacher Auto Philosophy 20 Pts. (Answer template in CANVAS)

As you work toward your Music Teaching Credential, it is important to start developing your personal teaching philosophy. Thinking about the why's, the how's and the what's of your instruction will shape your philosophy. This introspective is meant to examine the choices you will make as an educator, especially when confronted with the moral and ethical challenges of teaching.

II. Ted Talk Reflection: "Danger of a Single Story" Chimamanda Ngozi Adichie 20 Pts.

Watch the Ted Talk and complete the reflection template. (Template in CANVAS)

II. "Getting to Know Your Students" - Interest Questionnaire 20 Pts.

Create an activity, worksheet, or list of questions- a tool for you to get to know your students musically, academically, philosophically and socially. You could ask about their musical background, their current listening repertoire, family experience with music, what did they experience musically prior to HS or MS, what they like to do socially, what is their favorite subject in school, what are their goals for the future or for the class you are teaching etc. Formulate some of your questions to address higher order thinking skills that require description and explanation. The questionnaire is designed to get an insight into your student's personal experiences, backgrounds, lived experiences and cultural traditions related to music, the arts and their lives.

III High School or Middle School Comprehensive Instrumental or Choral Unit and lesson plan. Partner/Team Activity 120 Pts.

A comprehensive, standards-based approach to music instruction reinforces learning by providing a broader context to the piece of music being performed. Comprehensive Musicianship refers to learning about features of the music in addition to playing or singing the notes from the page, that enhance and deepen student understanding of the music, raises interest in the music and ultimately will improve performance. The unit will be designed to develop students' skills, knowledge, contextual understandings, and artistic expression and will address California Music Content Standards and ELD Standards.

1. A Grade 1.5- 3 score is the criteria for you to use for this assignment.

- a. With your team, you will choose an **academically and culturally relevant piece of instrumental or choral repertoire**. You will analyze the score and develop a **3-50 min lesson** unit outline that addresses some of the components of the piece you think will develop an **in-depth** understanding of the piece. Think of your unit as more than just the preparation of a piece of music for a concert. An excellent resource to help you with this assignment is **Teaching Music Through Performance in Band/Orchestra/Chorus. (In Oviatt Library and STUDY ONLY excerpted chapters in CANVAS).**
- b. **Prepare** an overview and analysis of the score and composer. (Template in CANVAS)
- c. Based on your study of this music, you will **identify** a central/unit focus. (Consider the unit as 3 lessons)
- d. **Prepare** broad based long-term unit outcomes/objectives, strategies and assessments that encompass your 3 lessons.
- e. You will **determine** the objectives for lessons **1 and 2** and write a brief outline of concepts/activities for those 2 lessons.
- f. **Write** one detailed sequential lesson plan from **Lesson 3** addressing the topic from your central/unit focus. You will use the edTPA lesson plan format. (Template in CANVAS)
- g. **Design** a formative assessment and rubric that demonstrates content understanding of the unit concept.
- h. **Peer sharing of lesson**

IV. Culturally Relevant/Socially Just School General Music Unit Plan. Large Group (class) and Partner Team Activity. 100 Pts.

- **Scenario:** You have been hired to teach middle school instrumental or choral music in an urban setting. One or more of your classes will be a general music or non-performance-based class. You can teach any aspect of music you wish. However, past experiences tell us the 'music appreciation' classes are often less than successful, and the students generally do not like or *appreciate* them. You will plan and teach this class so the students will actively participate in "doing" music while developing knowledge and skills in music. These students may or may not have background in music other than what they listen to or are exposed to at home. Many middle schools have a nine or ten-week exploratory wheel or a whole semester general music course. High schools have semester classes or full year classes and sometimes these classes must meet a fine arts requirement. You will refer to the 2 required texts for content and subject appropriate concepts and materials. "**Middle School General Music, The Best Part of Your Day .2nd edition**"/ "**Music Lesson Plans for Social Justice**".

Part 1

We will prepare the first two components **as a class**. These include:

- Rationale for why this is an important musical opportunity.
- A list of **unit topics** developed by class members.

Part 2: Partner Activity

- Develop a Learning Segment (Unit) of **3–50-minute lessons** based on your chosen topic.
- Prepare an outline of content for your 3 lesson-unit
- Write a lesson plan for **one 50-minute class** based on the **objective from lesson 3** of your Learning Segment
- Develop a rubric and formal assessment of the unit content.
- Present **lesson 3** to your peers in the 525 class in an abbreviated version_ (approx. 20 minutes)
- Lesson plan will be written according to edTPA format (in **CANVAS**) and must address California Music Content Standards and ELD Standards.
- Prepare a bibliography of sources/resources used in your planning including books, CD's, DVD's and websites.

V. Reading Homework 14 @ 20pts: 280 Pts

VI: Written Final: 60 Pts.

VII: Class Participation: 40 Pts

GRADING: Semester grades are calculated by adding the total points earned on all required work/assignments divided by the total points possible.

Ex. Total earned points 442 divided by total possible points 500 = 88% = B+

93- 100% = A

90-92% = A-

86-89% = B+

83-85% = B

80-82% = B-

76- 79% = C+

73-75% = C

70-73% = C-

66- 69% = D+

63-65% = D

60-62% = D-

59- Below = F

FALL 2024 Course Calendar SED 525 MU

(Calendar and or topics/assignments subject to change on discretion of instructor.)

DATE Week	FOCUS	READING/ASSIGNMENTS/HOMEWORK
#1 8/28	<p>"Ice Breaker"</p> <p>Intro to 525: Overview of Course/Texts/ Requirements</p> <p>Conceptual Framework of the Michael D. Eisner School of Ed</p> <p>Teacher Auto Philosophy</p>	<p>Homework: Watch :Ted Talk: "Danger of a Single Story" Chimamanda Ngozi Adichie (Discuss 9/4) https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en Reflection Template in CANVAS (Due: 9/3)</p> <p>Homework: Complete- "Music Teacher Auto-Philosophy" (Due: 9/3) (Volunteer Class Share Out-9/4) Template in CANVAS</p> <p>Review: CA Music Standards (in CANVAS files)</p>
#2 9/4	<p>Unpack CA Music Standards</p> <p>"Danger of a Single Story" Implications in Music ED- Discussion Volunteer Share-Philosophy</p>	<p>Read "Planning Instruction in Music" Introduction & Ch. #1</p> <p>Homework: Questions Template CANVAS/Assignments: (Due: 9/10) Be prepared to discuss next week</p> <p>Reading: "Asset Based Pedagogy" (In CANVAS-Reading Resources) Discussion 9/11</p> <p>Review: CA ELD/CA Common Core Standards (in CANVAS files)</p>
#3 9/11	<p>Discussion on "Planning Instruction in Music" Ch. #1 questions</p> <p>Unpack ELD Standards/CACCSS</p> <p>Asset Based Pedagogy</p>	<p>Homework: Design "Getting to Know You" Survey Questionnaire (Due 9/17)</p> <p>Read "Planning Instruction in Music" Ch. #2</p> <p>Homework: Questions Template in CANVAS/Assignments. (Due 9/17) Be prepared to discuss next week.</p> <p>Read: "Culturally and Linguistically Responsive Teaching" (In CANVAS- Assignments) Reflection Template in CANVAS (Due: 9/24)</p>
#4 9/18	<p>Share Survey Questions</p> <p>Class Discussion on "Planning Instruction in Music" Ch. #2 questions</p> <p>Choosing Culturally relevant Repertoire-Unit Preparation discussion- Repertoire Preparation</p>	<p>Read "Just Good Teaching Handout" Ch: #1 & 2 Planning/Outcomes (Objectives)/Strategies/Assessments (CANVAS-Module/Resources)</p> <p>Homework: Answer questions at end of both chapters (pg. 7 & 18) and prepare to discuss. (Due: 9/24) Be prepared to discuss 9/25</p> <p>Read: "Culturally Diverse Music in the Classroom" Repertoire Selection</p> <p>Homework: Reflection Template in CANVAS (Due: 9/24)</p> <p>Choose Unit Plan Repertoire Piece & Prepare with your team an Overview and Analysis of the score and composer for in class presentation (Sample Selections and Analysis/Overview template in CANVAS (Due 10/1) Class share 10/2</p>

#5 9/25	<p>Discussion on Just Good Teaching Reading Ch. 1 & 2 questions</p>	<p>Develop Repertoire rationale: "What age/skill group is this appropriate for? Why will this selection be interesting to the class? What are the prior skills and knowledge needed to perform this selection?"</p> <p>Read: "Developing A Culturally Responsive Mind-Set in Elementary General Music"</p>
----------------	---	--

	<p>Culturally Relevant Repertoire discussion</p> <p>edTPA lesson Plan Template</p> <p>In class Unit Plan Repertoire partner work</p>	<p>Homework: Reflection Template in CANVAS (Due: 10/8)</p> <p>Read “Academic Language Handouts” (in CANVAS) and choose a Language Function that will create opportunities for students to engage in discourse to develop their understanding of the objectives of your lesson unit. Class Discussion: 10/2</p>
<p>#6</p> <p>10/2</p>	<p>Present Repertoire Piece Analysis</p> <p>Language Function Discussion</p> <p>Developing Academic Language/Literacy/Discourse discussion</p> <p>Discuss Central Focus/Unit Concepts</p> <p>Planning and Assessment</p>	<p>Homework: Develop Instrumental/Choral Unit Plan Outline for 3 lessons based on the repertoire selection.</p> <p>Write: With your team, write 1 detailed 50 min sequential lesson plan addressing 1 objective from lesson #3 and an assessment reflecting the unit objective. (Due: 10/22)</p>
<p>#7</p> <p>10/9</p>	<p>Instrumental/Vocal Unit Plan in class partner work</p> <p>A Culturally Responsive Mind-Set discussion</p>	<p>Reading: “Culturally Sustaining Pedagogy” (In CANVAS)</p> <p>Homework: Reflection Template in CANVAS (Due: 10/15)</p> <p>Read “Planning Instruction in Music” Introduction, Ch. #3 (Due: 10/22)</p> <p>Homework: Questions Template in CANVAS/Assignments</p>
<p>#8</p> <p>10/16</p>	<p>Instrumental/Vocal Unit Plan in class partner work</p> <p>Culturally Sustaining Pedagogy discussion</p>	<p>Prepare with your team Instrumental/Vocal lesson presentation- 10/23 & 10/30</p> <p>Read: “Music Lesson Plans for Social Justice/ A Contemporary Approach for Secondary School Teachers” Pg.1-14 Be prepared to discuss on 10/30</p>
<p>#9</p> <p>10/23</p>	<p>HS/MS Comprehensive Instrumental or Choral Unit Presentation Groups #1-#3</p> <p>Class Discussion on “Planning Instruction in Music” Ch. #3 questions</p>	<p>Read “Planning Instruction in Music” Introduction, Ch. #4</p> <p>Homework: Questions Template in CANVAS/Assignments. (Due: 11/5)</p> <p>Be prepared to discuss 11/6</p> <p>Read: “Knowing Their World” Urban Choral Music Educators’ Knowledge of Context” (Pg. 198-218) Julia T. Shaw- Class Discussion 10/30</p>
<p>#10</p> <p>10/30</p>	<p>HS/MS Comprehensive Instrumental or Choral Unit: Presentation Groups #4-#6</p> <p>Class Discussion: Secondary Music Lesson Plans for Social Justice</p>	<p>Read: Diverse Learners Accommodations and Adaptations Handout in CANVAS files. Prepare to discuss on 11/27</p> <p>Read: “Middle School General Music” Ch 1 &2 (Prep for GM unit plans)</p> <p>Homework: Discussion Topics Template in CANVAS/Assignments (Due: 11/5)</p>

	Develop GM Topics List-Choose Teams	Homework: With your team, choose General Music Topic/ Music Lesson Plans for Social Justice: Develop Central Focus/Unit Focus. Develop a 3 lesson General Music Unit with your team based on your chosen topic. (Template in CANVAS) (Preliminary Outline-Part 1-Due: 11/17)
#11 11/6	Class Discussion on “Planning Instruction in Music” Ch. #4 questions Middle School General Music Curriculum Large Group Part 1 In class partner work MS General music Unit	Read: “Middle School General Music” Ch 3 & 4 & Appendix B (Prep for GM unit plans) Homework: Discussion Topics Template in CANVAS/Assignments (Due: 11/12) Read: Equity in Music Education: Why Equity and Social Justice in Music Education? Juliet Hess (In CANVAS Files) Discuss 11/13 Homework: Reflection Template in CANVAS (Due: 11/12)
#12 11/13	General Music Curriculum Large Group Part 2 Discuss-Equity in Music Education-Discussion General Music Unit-in class group work	Homework: Continue to work with your team on developing General Music Unit and lesson plan Presentations Read: “Classroom Management/Music Room” Part 1 Homework: Discussion Topics Template in CANVAS/Assignments- (Due: 11/19)
#13 11/20	Class Discussion: Classroom Management Part 1 In class partner work-General Music presentation Groups: Assessment	Write: With your team write 1 detailed 50 min. sequential lesson plan from lesson 3 addressing topic from your General Music Unit. Prepare to present an abbreviated portion of your General Music lesson (20 minutes) on 12/4 Due: Lesson 3 edTPA format/Assessment/Rubric (Part 2- Due: 12/1) Read: “The Big Picture-“Imagining the Future of Music Education Through the Lens of DEI” Dr. Judy Bond Read “Classroom Management/Music Room Part 2 Homework: Discussion Topics Template in CANVAS/Assignments- (Due: 11/26)
#14 11/27	Diverse Learners Discussion Adaptations/Modifications Classroom Management Part 2 Instructional Supports	Read: “Music Teachers’ Experiences with Implementing Diversity, Equity and Inclusion”. NAfME 2023 Cara Bernard and Brent C. Talbot
#15 12/4	General Music Presentations	Write: Prepare a “Mission Statement” of your individual professional goals. (Due: 12/10)
#16 12/11	Class Meeting Time 5:30-7:30 Mission Statement Share Out Class Debrief	In Class Written Final