



COURSE OUTLINE : MUSIC 130

D Credit – Degree Applicable

COURSE ID 010440

Cyclical Review: October 2019

COURSE DISCIPLINE : MUSIC
COURSE NUMBER : 130
COURSE TITLE (FULL) : Introduction to Music Education
COURSE TITLE (SHORT) : Intro to Music Education

CATALOG DESCRIPTION

MUSIC 130 introduces students to Music Education is a survey of the philosophical, historical, cultural, psychological and curricular foundations of music education. This course includes guided field observation and analysis of K-12 classes, and in-class teaching demonstrations. This course is for music majors entering or considering music teaching as a career.

CATALOG NOTES

Students should be able to play an instrument at the college level prior to enrolling.

Total Lecture Units: 3.00

Total Laboratory Units: 1.00

Total Course Units: 4.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 108.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: MUSIC 101 and MUSIC 120.



COURSE OUTLINE : MUSIC 130

D Credit – Degree Applicable

COURSE ID 010440

Cyclical Review: October 2019

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	MUSIC	120	Music Appreciation	Recognize the relationship between music and society in Western European history;	Yes
2	MUSIC	120	Music Appreciation	evaluate potentials for change as society and music evolve;	Yes
3	MUSIC	120	Music Appreciation	recognize musical forms from different historical periods;	Yes
4	MUSIC	120	Music Appreciation	identify instruments visually and aurally;	Yes
5	MUSIC	120	Music Appreciation	distinguish between authentic and non-authentic performance practices;	Yes
6	MUSIC	120	Music Appreciation	recognize the primary stylistic tendencies of the principal eras of Western music.	Yes
7	MUSIC	101	Music Fundamentals	read and write basic Western music notation;	Yes
8	MUSIC	101	Music Fundamentals	recognize and follow musical terminology and symbols;	Yes
9	MUSIC	101	Music Fundamentals	write accurate examples of scales, intervals, chords, key signatures and rhythms;	Yes
10	MUSIC	101	Music Fundamentals	analyze the metric, tonal and basic harmonic structure of musical examples.	Yes

EXIT STANDARDS

- 1 Trace the major milestones of music education;
- 2 explain and juxtapose the elements of aesthetic music education and praxial music education;
- 3 observe and analyze master teachers and peers in K-12 classrooms both orally and in writing;
- 4 summarize teaching approaches and developmental stages of K-12 music students;
- 5 recognize music teaching approaches, such as Dalcroze, Orff and Kodály;
- 6 reflect on their own teaching effectiveness;
- 7 draft a lesson plan on a music topic with at least two teaching approaches;
- 8 deliver a lesson to peers, along with at least one rubric and assessment;
- 9 assess the professional and personal qualities necessary to be a successful music teacher; develop and articulate their own philosophy of music education that addresses the role of music in society,
- 10 the importance of music in human life, the function of schools in this context, and the nature of music as a subject.



COURSE OUTLINE : MUSIC 130

D Credit – Degree Applicable

COURSE ID 010440

Cyclical Review: October 2019

STUDENT LEARNING OUTCOMES

- 1 Discuss the basics of American music education history and music education philosophy.
- 2 Observe, participate in, and reflect upon of a variety of teaching approaches.
- 3 Create and deliver effective lessons for instrumental, choral and/or classroom music.
- 4 Begin to establish a personal philosophy of music education.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Why are you here? <ul style="list-style-type: none"> • The role of music in your life • your most influential teacher • effective teaching. 	3	0	3
2	Historical and philosophical overview of music education in the U.S. <ul style="list-style-type: none"> • Standards • Goals • Objectives • The professional music education community 	6	0	6
3	Teaching observation I	3	8	11
4	Learning theories <ul style="list-style-type: none"> • Pavlov • Thorndike • Skinner • Guthrie • Bandura • Maslow • Gardner • Gordon 	6	0	6
5	Teaching observation II	3	8	11
6	Approaches to music education <ul style="list-style-type: none"> • Kodaly • Orff • Dalcroze • Other approaches 	9	3	12



COURSE OUTLINE : MUSIC 130

D Credit – Degree Applicable

COURSE ID 010440

Cyclical Review: October 2019

7	Current approaches • choral • instrumental • primary general music education • secondary general music education	9	3	12
8	Teaching observation III	3	8	11
9	Development and delivery of own lesson plan.	6	16	22
10	Revisit and revise own philosophy of music education.	6	8	14
				108

OUT OF CLASS ASSIGNMENTS

- 1 Teaching observations at local school's K-12 music programs.
- 2 Creation of lesson plans.
- 3 Writing article summaries.
- 4 Journaling.

METHODS OF EVALUATION

- 1 Midterm examinations
- 2 Oral assignments: in-class discussions, peer reviews
- 3 Project: in-class teaching demos
- 4 Final examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



COURSE OUTLINE : MUSIC 130

D Credit – Degree Applicable

COURSE ID 010440

Cyclical Review: October 2019

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Music Education in Your Hands: An Introduction for Future Teachers	Required	Routledge	1		Michael L. Mark	9780415800907	2010
Musician and Teacher: An Orientation to Music Education	Supplemental	W.W.Norton	1		Patricia Campbell	978-0393927566	2007