### Course Description

This course is designed to assist the learner in the acquisition of a sound philosophy of music education. The course examines in detail the referents upon which a philosophy can be based, including referentialism, formalism and absolute expressionism. Those categories are investigated so that the student will be able to formulate and articulate a personal view of music education that expresses, and is consistent with the philosophy of the professionals in the field. The class also continues its discussions of the major music education teaching methods (kodaly, Orff, Dalcroze, etc.), and visits classrooms of professionals in the field where those methods are being practiced.

### Course Purpose

This course will provide music majors with the tools needed to teach general music to the elementary school population.

### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

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**F**=Florida Educator Accomplished Practices Standards (FEAPS)  
**I**=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
**K**=Knowledge  
**S**=Skill  
**D**=Disposition

*Approved/Revised* 10/30/07
DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>(K</th>
<th>S</th>
<th>D)</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>(K)</td>
<td>1.2</td>
<td>(S,D)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>1.2</td>
<td>(S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>(S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>(S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>(K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>(S)</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>(S)</td>
<td>Use of available technology and software to support student learning.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.2</td>
<td>(S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10, 12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>2.3</td>
<td>(K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>2.4</td>
<td>(K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.5</td>
<td>(S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.6</td>
<td>(S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.7</td>
<td>(S)</td>
<td>Facilitate the use of technology by students.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>(S)</th>
<th>Description</th>
<th>F:</th>
<th>I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>(S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2,5</td>
</tr>
</tbody>
</table>

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(K)=Knowledge (S) Skill (D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>CF:</th>
<th>3.2 (S)</th>
<th>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</th>
<th>F:11,6</th>
<th>I: 9,10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF:</td>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>

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(K)=Knowledge      (S)=Skill        (D)=Disposition  

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CRITICAL THINKING

• CF 4

Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 I: 4 |

PROFESSIONALISM

• CF 5

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 I:5,9 |
| CF: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 I: 2,10 |

URBAN/RURAL EDUCATION

• CF 6

Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 I: 6 |

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Approved/Revised 10/30/07
Overall Goals of the Course
This course is designed to assist the learner in the acquisition of a sound philosophy of music education. The course examines in detail the referents upon which a philosophy can be based, including referentialism, formalism and absolute expressionism. Those categories are investigated so that the student will be able to formulate and articulate a personal view of music education that expresses, and is consistent with the philosophy of the professionals in the field. The class also continues its discussions of the major music education teaching methods (kodaly, Orff, Dalcroze, etc.), and visits classrooms of professionals in the field where those methods are being practiced.

Specific Behavioral Objectives
- Students will be able to express a visual image through movement.
- Students will be able to sing music representing various cultures, genres, and styles.
- Students will be able to perform on classroom instruments and respond to tempo, balance and blend cues from a conductor.
- Students will be able to independently perform melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments with appropriate instrumental techniques.
- Students will be able to read rhythmic and melodic notation, using traditional and non traditional symbols.
- Students will be able to play, sing, and teach pentatonic melodies from the Kodaly, Dalcroze and Orff methods.
- Students will be able to write a sound philosophy of music education.
- Students will be able to write a complete unit plan in music education.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC standards</th>
<th>Professional organizations</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and presenting lessons plans</td>
<td>Student will write lesson plan suitable for elementary age children.</td>
<td>4, 6, 9, 15</td>
<td>1-9</td>
<td>2, 3, 4, 7, 8, 9, 12</td>
<td>1, 2, 7</td>
<td>2.1 2.3 3.4 4.1 4.2 5.1</td>
</tr>
<tr>
<td>Writing unit plans.</td>
<td>Student will be able to write a complete Unit plan suitable for elementary age children.</td>
<td>1, 2, 4, 7, 8</td>
<td>8, 9</td>
<td>4, 5</td>
<td>1.1 1.4 1.7 1.8 2.1 2.8 3.5 3.8 7</td>
<td>1.1 2.1 4.3 5.1 5.2 5.5</td>
</tr>
<tr>
<td>Writing philosophy.</td>
<td>Students will be able to write a sound philosophy of Music Education.</td>
<td>2, 3, 9</td>
<td>4, 5, 6, 10</td>
<td>3.2 2.1 2.8</td>
<td>1.1 1.3 1.5 3.4 4.1 5.5 5.3 6.4 6.2</td>
<td></td>
</tr>
</tbody>
</table>
National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and created instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, student, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: Collaboration, Ethics, and Relationships**
The teacher communicates and interacts with partners/guardians, families, school colleagues, and the community to support students' learning and well-being.

Professional Organization/Learned Society Standards

**National Standards of Music Education**
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music.
- Listening to, analyzing and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

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Approved/Revised 10/30/07
National Association of Schools of Music Standards

Students Acquire:
1. Knowledge of and performance ability on string instruments sufficient to teach beginning students effectively in groups.
2. Experiences in solo instrumental performance as well as in both small and large instrumental ensembles.
3. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
4. The ability to compose, improvise, or both at a basic level in one or more musical languages.
5. An understanding of the common elements and organizational patterns of music and their interaction, and ability to employ this understanding in aural, verbal, and visual analyses.

Educator Accomplished Practices Florida (FEAPs)

- Practice 1 – Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. **Assessment**
- Practice 2 – Use effective communication techniques with students and all other stakeholders. **Communication**
- Practice 3 – Engages in continuous professional quality improvement for self and school. **Continuous Improvement**
- Practice 4 – Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students. **Critical Thinking**
- Practice 5 – Uses teaching and learning strategies that reflect each student’s cultural learning styles, special needs, and socioeconomic background. **Diversity**
- Practice 6 – Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. **Ethics**
- Practice 8 – Demonstrates knowledge and understanding of the subject matter. **Subject Matter**
- Practice 9 – Creates and maintaining positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. **Learning Environments**
- Practice 10 - Plans, implements, and evaluates effective instruction in a variety of learning environments. **Planning**
- Practice 11 – Uses appropriate technology in teaching and learning processes. **Technology**

Sunshine State Standards

- **Standard A Skills and Techniques**
  The student performs on instruments, alone and with others, a varied repertoire of music. The student reads and notates music.
- **Standard C Cultural and Historical Connections**
  The student understands music in relation to culture and history.
- **Standard D Aesthetic and Critical Analysis**
  The student evaluates music and music performance.
- **Standard E Applications to Life**
  The student understands the relationship between music, the other art, and disciplines outside the arts. The student understands the relationship between music and the world beyond the school setting.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of music theory, history, and literature

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1.1 Identify and discriminate between rhythmic structures (e.g. beat, meter, pattern, polyrhythms).
1.4 Identify and discriminate between standard music forms.
1.7 Identify and discriminate between music of other cultures.
1.8 Identify and interpret terms and symbols found in music scores.

2. Knowledge of curricula and instructional planning
2.1 Identify appropriate skills, teaching strategies, and sequence of concepts for developing students’ musical independence.
2.8 Identify the relationships between music, the other arts, and disciplines outside the arts.

3. Knowledge of instructional and assessment procedures
3.2 Select teaching strategies that motivate and promote students’ musical growth, independence, and creativity.
3.5 Identify techniques for assessing and evaluating student progress.
3.8 Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

Topical Outline

- Vision 2020
- Why have a philosophy of music education
- Understanding and writing goals and objectives
- Bloom's Taxonomy
- Writing lesson plans
- Presentation of teaching demonstrations general music concepts
- FTCE Module to include presentations of materials relative to passing the examination
- Writing unit plans
- Assessment
- General Music Classroom Fundamentals
- Journal writings

Teaching Methods

Teaching methods include lecture, student reports, written reports, teaching demonstration

Course Evaluation

Evaluations are done written and orally

Grading

- Classroom participation 10%
- Reports 20%
- Journals 15%
- Exams 25%
- Final Project 30%

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Course Policies

Attendance
Students are expected to be in class on time. **The professor reserves the right to assign a course grade of “F” to students who miss three or more classes regardless of exam and assignment grades.**

Academic Dishonesty:
Academic dishonesty of any sort (i.e. cheating, assuming credit for work not done by oneself, plagiarism, exam tampering, etc) will not be tolerated and offenders will be sent to the university judicial office.

Oral Presentations:
Students will give weekly oral presentations. If not dressed appropriately (professional business attire) students will not be allowed to present and will receive a grade of “F” for that weeks presentation.

Examinations:
Cellular telephones are not permitted. Phones should be turned to the off position not vibrate. Students will receive a grade of “F” is a cellular phone is seen or heard during an examination. **No Exceptions.** Once the student receives the examination he or she will not be permitted to leave the classroom for any reason. If a student chooses to leave he or she must turn in the examination for grading.

Late and Make-up Exams:
Students are expected to attend class on each exam date. Make up exams will not be administered unless a student submits an official excuse from the Deans Office. Furthermore, the exam must be made up no more than one week for the original exam date.

Late and Make-Up Assignments:
Late assignment will not be accepted unless an official excuse from the Deans Office is submitted. The student has until the next class meeting to submit the assignment and it will be held without grading for an additional week while an excuse is being requested. If after one week the excuse is not submitted to the professor the assignment will be returned to the student without a grade.

Tentative Course Schedule

Vision 2020  Ongoing

Writing a Philosophy of Music Education  Ongoing

Journal Writings  Ongoing

Weeks 3-4
Bloom’s Taxonomy

Weeks 5-6
Writing Lesson Plans

Weeks 7-9
General Classroom Concepts

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Week 10
Classroom Presentations

Week 11
Assessment

Weeks 12
Writing Unit Plans