Prerequisites:  
EDUC 201 and 211; concurrent enrollment in MUS 304 Field Experiences in Music Education

Description:  
(Credit: 3 hours). This course introduces the student to the role of a school music teacher, various models of school music programs, K-12 music curriculum, and current pedagogical approaches for teaching music. School music teaching will be explored through class discussions and assignments, guided observations, and beginning teaching experiences in school settings. Students will observe and assist in school music classrooms and teach mini-lessons or rehearse a small group of students.

Textbook:  

Required:  
Membership in Collegiate MENC—The National Association for Music Education  
Assigned readings from *Music Educators Journal* and *Teaching Music*

Conceptual Framework of the College of Education and Human Development:  
The College of Education and Human Development’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

Objectives:  
Upon completion of this course, the candidate will:

1. advocate the need for music and the arts in the school curriculum. [CK]
2. demonstrate the characteristics of an effective music teacher through classroom participation and in leading musical activities with students. [SM, KL, CK]
3. identify components of the K-12 music curriculum, including national and state standards. [CK, PS]
4. describe various approaches for teaching music to students at elementary and secondary levels. [SM, CK]
5. implement at least one teaching approach in a lesson/rehearsal with students in a school setting. [CK, SM, KL]
6. identify means for assessing musical aptitudes and musical achievement. [CK, SM]
7. articulate a convincing philosophy for music education in the schools to present to professional colleagues, administrators, and parents. [CK]
8. exhibit ability to positively interact with students of diverse backgrounds and abilities in guided observations and individual teaching in a classroom/clinical setting. [SM, KL, PS]
9. demonstrate uses of instructional technology for enhancing music teaching and learning. [SM, PS]
10. demonstrate effective communication skills in classroom assignments and discussions, and in work with students in field settings. [KL, PS, SM]
11. demonstrate interest in professional development and life-long learning through membership in a professional organization and active participation in professional development opportunities. [PS]
**Assessment:**
Candidates will be assessed on written reports of professional readings and classroom observations, classroom performance in group and other activities, written exams on course content, and experiences with students in the school setting. Rubrics and assessment scales will be used as instruments for measuring achievement. Demonstration of potential as a teacher also will be evaluated through a professional attributes scale.

**Resources and Materials:**


