



Course Syllabus: Secondary Music Foundations
Fain College of Fine Arts Fall 2025
MUSC 4823 Section 101
MWF 10:00am – 10:50 pm Fain C117C

Contact Information

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Course Description

Prerequisite(s): Must be a Junior, Senior, or Second Baccalaureate student. Must be accepted into the West College of Education. Must have completed MUSC 2621 Sight Singing and Ear Training II and MUSC 2623 Theory II with minimum grades of C.

From MSU Catalog:

A course designed for music education majors to learn curriculum development for the secondary music classroom. Students learn materials and pedagogy, teaching methodologies, lesson planning, rehearsal techniques, classroom discipline, and assessment.

Course Objectives

This course is designed to develop your knowledge, ability, and confidence to teach secondary music, inclusive of general music, choral and instrumental music, modern band, and mariachi. Students will learn age-appropriate activities that reflect both TEK's and the National Standards of Music. This includes singing, movement, listening, composition, playing instruments, and reading musical notation.

Students will:

- Develop the ability to prepare and teach lessons, assess your teaching, and assess student learning
- Teach micro-episodes
- Understand music development of secondary students (rhythmically, melodically, harmonically, and physically)

- Understand applications of Modern Band, Kodály, Music Learning Theory, and Suzuki teaching methodology and philosophy in the secondary music classroom
- Sequence, differentiate, and teach music elements, concepts, notation, movement, and listening activities. This includes implementing instructional strategies.
- Understand and develop classroom management in the secondary music classroom
- Understand and develop winding sequences and assessments
- Understand and implement adaptations (size, color, pacing and modality) and modifications
- Understand administrative tasks in secondary education

Textbook & Instructional Materials

- Feldman, Evan and Contzius, Ari. (2024). Instrumental Music Education: Teaching with the Musical and Practical in Harmony (4th edition). New York: Routledge.
- Tuning Fork A=440

Supplemental Materials (provided by Instructor)

- Hammel, A.M. & Hourigan, R. M. 3rd edition (2024). Teaching Music to Students with Differences and Disabilities: A Label-Free Approach. Oxford University Press.
- Hourigan, R., Hammel A., & Hackl-Blumstein, E. Universal Design for Learning in Music Education (2024). Conway Publications.
- Hammel, A.M., Hickox, R.Y. & Hourigan, R.M. (2016). Winding it Back: Teaching to Individual Differences in Music Classroom & Ensemble Settings. New York: Oxford University Press
- Music as a Second Language Modern Band and the Modern Band Movement (free online)
 - <https://musicwill.org/resources/>
 - <https://jamzone.musicwill.org/>

Student Handbook

Refer to: [Student Handbook](#)

Core Values

One of Midwestern State University's stated core values is: "People-Centered: Engage others with respect, empathy, and joy". The professor considers the classroom a safe place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The

professor's expectation is that ALL students consider the classroom a safe environment.

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading

The instructor reserves the right to cancel or adjust assignments as the course progresses.

To pass Piano Class, students must pass assigned activities and piano proficiencies. A rubric for each proficiency is on the piano proficiency form.

Table 1: Points allocated to each assignment

Assignments	Percentage
*Weekly Written Textbook Assignments/Discussion	30
*In-Class Teaching Opportunities with written lesson plans	15
Projects: Warm-ups, Grading Policy, Rubrics, Winding Sequence, Adapted Parts (choral and instrumental), review of instrument adaptations, student handbook, and modern band project to include song writing	25
Unit Plan (Practice MISL) <ul style="list-style-type: none">• Requirements to student teach• Submit into TK20• This is the Final Exam – teach from the MISL	15

Assignments	Percentage
In-Field Class Observation/Journal <ul style="list-style-type: none"> • Complete 20 observation hours • Write 2 lesson plans and teach in observation placement (preapproval required before teaching) • Record teaching • Watch recording with Dr. Harvey • Submit observation journal, observation forms and submit observation hours into TK20 	10
First 15 days observation and reflection: assignment uploaded into TK20 Must be completed to student teach (TEA requirement)	5
Total Percentage	100

*Students must earn a minimum of 70% for each:

- Textbook Assignments
- Teaching Opportunities
- MISL

The instructor reserves the right to cancel or adjust assignments as the course progresses. Students will be informed how this may affect grading.

Table 2: Total points for final grade.

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Weekly Written Assignments (due Monday each week)

The instructor will assign a grade that represents your ability to satisfactorily complete weekly reading assignments and textbook review questions, and classroom participation. Weekly written assignments from the textbooks may be submitted in outline form when appropriate. Clarity and understanding of material will be assessed through writing and discussion.

Written responses are to be typed. Late assignments are not accepted.

Weekly class topics will be from written assignments, supplemental readings, and guest speakers. Topics not from the textbook will include, but not limited to:

mariachi, modern band, song writing, teacher ethics, rehearsal/teaching strategies, recruiting, placing students on instruments, adapted instruments, Pinstruments, selecting repertoire, etc.

Guest speakers will be invited to present to the class. Topics include but not limited to: UIL Choral Sight-Reading, Budgeting, Technology Apps. Students are expected to attend when guest speakers are presenting.

Weekly Written Assignments mirror weekly topics in class. For weekly assignments – see Textbook questions for topics.

Project Due Dates

Projects are due on designated dates. Late assignments are not accepted. All projects are to be typed and submitted hard copy unless otherwise indicated. Projects more than one page are to be stapled.

For teaching presentations, students are required to turn in their lesson plan the first day of presentations. Students who do not turn in a lesson plan on time will earn a 0% for the project and will not teach.

Students are expected to attend class on presentation/teaching days. Contact Dr. Harvey if there are extenuating circumstances.

Late Work

Late assignments are not accepted. See above.

In-Field Class Observation Journal

The Texas Education Agency (TEA) requires 50 observation hours to be completed prior to student teaching. Students are required to observe 20 hours in a secondary school placement approved by Dr. Harvey. 15 hours must be dedicated to engaging with students in instructional or educational activities. The remaining hours will be complete in MUSC 4873 Elementary Music Foundations.

Students must register as a volunteer with the approved school district, requesting a secondary placement. This will be submitted the first day of class.

Students answer weekly questions for their observation journal. Students also will teach twice in their placement. This includes: writing 2 lessons; videotaping your teaching; receiving teaching feedback from Dr. Harvey and the cooperating teacher with signatures from each; and placing observation feedback forms and lesson plans into TK20.

Observation hours must be completed by Wednesday, December 10, 2025 and logged in TK20. Completing observation hours is required by the West College of Education before a grade may be received. Observation hours are a TEA mandate prior to student teaching.

Students will receive an F if observation hours are not completed this semester. No incompletes will be given for this class.

Mid-Term-Final Exam

No mid-term will be given.

Attendance on the final exam date is required.
Students will teach part of their Unit Plan during this time.

Final Exam

Wednesday, December 10, 2025

10:30am – 12:30pm Final Exam Time

MSU Final Exam Link:

<https://msutexas.edu/registrar/schedule/fallfinalexamschedule.php>

AI Statement

The use of generative AI tools (e.g. ChatGPT, AI Chat, etc.) are not permitted in this course; therefore, any use of AI tools for work in this class may be considered a violation of MSU Texas' Academic Integrity policy and the Student Code of Conduct since the work is not your own. The use of unauthorized AI tools will result in referral to the Office of Student Conduct.

Important Dates

Last day for term schedule changes: August 28, 2025

Deadline to file for graduation: September 22, 2025

Last Day to drop with a grade of "W:" November 24, 2025

Refer to: [Drops, Withdrawals & Void Academic Calendar](#)

Desire-to-Learn (D2L)

Pertinent information such as the class syllabus will be available through the MSU D2L system. Students are expected to understand how to navigate D2L.

You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Google Drive

A Google drive will be set up for the class. Handouts will be added to the drive for students to access. Homework may be submitted into the drive.

Attendance

Students participate in daily group activities designed for secondary class instruction. Activities are cumulative, building on previously learned concepts.

Therefore, attendance is crucial to personal development. Students may miss class three times without a final grade reduction. Each absence above the allotted absences reduces the final grade one letter grade. Tardies count toward

absences. Students who arrive ten minutes late will be marked absent from class. Nonparticipation in class equals one absence for each occurrence. Save absences for when you are sick or for extenuating circumstance.

This course is not offered every semester. Students who do not pass this class must wait until the course is offered again. This class cannot be offered as an independent study due to teaching and learning activities.

The instructor may drop a student from the course for excessive absences (5 or more). A verbal or written warning will be given to a student prior to being dropped from the class.

Instructor Class Policies

Students are required to participate in all class activities. Students are to read weekly assignments, prepare written responses, and discuss assigned material. Assignments are reviewed in class for clarity and understanding.

Students are to conduct themselves in a professional manner so that all students may learn without distraction or disruption. This includes cell phones turned off and no texting.

College students are adults and are expected to behave accordingly. Classroom behavior that interferes with either the instructor's ability to conduct class or the ability of the other students to benefit from instruction will result in the instructor's removing the disruptive student(s) from class, either temporarily or permanently (instructor drop). Any disruptive student asked to leave class will receive an absence.

Weather Statement

This course follows MSU Guidelines for inclement weather. Classes will not meet if campus is closed during the time of class. The class will NOT meet online if campus is closed. If assessment deadlines coincide with university closure, an extension will be stated the next class meeting.

Cell Phones and Other Recording Devices

The use of cell phones and other recording or electronic devices is strictly prohibited during class. The instructor may direct, from time to time, on the possible use of cell phones for legitimate class reasons. Recording the class is prohibited, unless it is part of a reasonable accommodation under ADA, or by obtaining written consent by the instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss students' academic progress or other matters with their parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state,

and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week 1 August 25-29

- Go over course syllabus
- Sign up for observations placement
- Complete 2-hour in-person public school visit during first 15 days of public school
- Teacher responsibilities first day and week of school

Week 2 September 1-5

- Finish teacher responsibilities first day and week of teaching
- Define Sound-to-Symbol
- Begin warm-ups – choral, band, orchestra

Week 3 September 8-12

- Finish warm-ups
- Include what music concept is being taught by the warm-up
- Teach 1-2 warm-ups to class

Week 4 September 15-19

- Presentation from OAKE Conference
- Tone Matching -choral and instrumental
- Pretty Saro – teaching sequence sound to symbol
- Including warm-up strategies and sequencing instruction sound to symbol

Week 5 September 22-26

- Male Changing Voice
- Adapting Parts for Male changing voice
- Create an adapted part for Male changing voice for Ferry Me Across the Water
- Teach adapted part to class

Week 6 September 29-October 3

- Create adapted part for band or orchestra
 - Piece to be assigned
- Teach adapted part to class
- Website review for instrumental adaptations

Week 7 October 6-10

- Rehearsal Strategies
- Size, Color, Pacing, and modality
- Winding instruction for individuals (not for ensembles)
- Conducting strategies
- Macro-micro-macro
- Create lesson plan for assigned piece with size, color, pacing and modality

Week 8 October 13-17

- Classroom Management
- Curriculum Assessment, and Grading
- Create a rubric for band, orchestra, or choir (voice)• Directing other ensembles: Mariachi, jazz band, show choir, guitars, ukuleles, etc.

Week 9 October 20-24

- Selecting Repertoire
- Select a concert program for your band and choir
- W Pepper is a resource to listen – more information given to each student in class

Week 10 October 27-31

- Culturally Responsive Teaching (CRT)
- Social Emotional Learning (SEL)
- Opportunities for all students to be in music – this includes access

Week 11 November 3-7

- Recruiting
- What to look for when placing students on instruments
- Managing Concert
- Copyright

Week 12 November 10-14

- Managing Sound Levels
- Professional Development / Life-long learning
- Resources – online, publishers, etc.
- Start Modern Band

Week 13 November 17-21

- Continue Modern Band
- Parent Communication
- Unit Lessons
- Ensemble Handbook

Week 14 November 24-26

- Continue Modern Band
- Pinstruments
- Composition, arranging, song-writing

Week 15 December 1-5

- Student Modern Band presentation

Week 16 Exam Week - Final Project

- Wednesday, December 10, 2025
- 10:30am – 12:30pm Final Exam Time

TBA – guest speaker topics

- Booster Organizations
- Budgeting and paperwork
- Choral UIL Sight-Reading
- Technology in secondary ensembles

Appendix A: Standards/Competencies

Texas State Board for Educator Certification Music Standards (2020)

Standard II. The music teacher sings and plays a musical instrument.

2.1s sing and play an instrument, demonstrating accurate intonation and rhythm;**

2.2s demonstrate advanced techniques on a principal instrument or voice using literature at all levels of difficulty;

2.3s demonstrate, through performance, knowledge of musical styles using appropriate literature;

2.4s perform a varied repertoire of music representing styles from diverse cultures, including music of the United States;

2.5s perform music expressively from memory and notation; and

2.6s demonstrate basic performance skills on a range of instruments, including voice

Standard IV. The music teacher creates and arranges music.

4.1s transpose music;

4.2s improvise melodically, rhythmically, and harmonically;

4.3s compose and arrange simple vocal and instrumental music;

4.4s utilize compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution); and

4.5s arrange vocal and instrumental music for specific purposes and settings.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;

6.2s evaluate specific musical works and styles using appropriate music terminology;

6.3s apply evaluative criteria appropriate for the style of given musical works;

6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*

6.5s diagnose performance problems and detect errors accurately;*

6.6s offer meaningful prescriptions for correcting performance problems and errors;

6.7s offer constructive suggestions for the improvement of a musical composition; and

6.8s apply knowledge of music forms.*

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

7.1s use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS;*

7.2s provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful;*

7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*

7.4s provide instruction that promotes students' understanding and application of fundamental principles of music;*

7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*

7.6s use varied materials, resources, and technology to promote students' creativity, learning, and performance;*

7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*

7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*

7.9s provide each student with opportunities to contribute to the music class by drawing from their personal experiences;*

7.10s teach students concert etiquette;*

7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music;*

7.12s incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions;*

7.13s integrate music instruction with other subject areas;*

7.14s promote music as an integral element in students' lives, whether as a vocation or as an avocation;*

7.15s encourage students to pursue musical knowledge independently;*

7.16s teach students proper health techniques for use during rehearsals and performances;*

7.17s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

7.18s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and

7.19s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.

8.1s manage time, instructional resources, and physical space effectively for the music class;

8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings; and

8.3s manage and document the use and condition of musical instruments and other materials in the music program.

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

9.1s use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding;*

9.2s use ongoing assessment results to help develop instructional plans;*

9.3s use standard terminology in communicating about students' musical skills and performances;* and

9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting;*

10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music;*

10.3s establish and maintain effective communication with other music educators;

10.4s collaborate professionally with other music educators to strengthen and promote music education;

10.5s maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits;*

10.6s serve as an advocate on behalf of the music program; and

10.7s serve as an active member of professional music education organizations

Texas Examinations of Educators Standards
Music EC-12

- Competency 004: The teacher knows how to read, write and interpret standard music notation.
- Competency 005: The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.
- Competency 008: The teacher demonstrates knowledge of methods and techniques for singing.
- Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.
- Competency 010: The teacher knows how to conduct vocal and instrumental performances.
- Competency 011: The teacher knows how to plan and implement effective music instruction.
- Competency 012: The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.

TAC §228.30 Alignment

(4) the skills that educators are required to possess, the responsibilities that	candidates receive practical experience with teaching three lessons reflecting a
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educators are required to accept, and the high expectations for students in this state;	gradual release of responsibility in a classroom aligned with the specific certification area, lessons are aligned to TEKS and educator standards, lessons are evaluated based upon T-TESS and require reflection on student growth.
(5) the importance of building strong classroom management skills;	The key to effective classroom management is the creation and implementation of high quality engaging lessons, lesson plans are evaluated on the capacity to meet this objective while candidates are also evaluated as part of the T-TESS on effective classroom management techniques
(7) appropriate relationships, boundaries, and communications between educators and students;	Candidates complete 3 observed lessons which include a pre conference, observation and post conference along with a written reflection after evaluation utilizing the T-TESS tool adopted by WCOE for all clinical observations

TAC §149.1001 Alignment

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objectives #1, 2, 3, 4, 5, 6, 7, 8, 9 Assessed through discussion and activities based on effective dissemination of materials in a modified classroom setting.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objectives #1, 3 Assessed through classroom discussion of teaching practices and weekly demonstration of performance skills, culminating in the final jury performance of the semester.
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match	Course Objectives #2, 3 Assessed through weekly projects, mock teaching examples, and score study/MmM projects.

objectives and activities to relevant state standards.	
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.	Course Objectives #1, 2, 5, 7 Assessed through weekly interactions with the instructor of the course and discussed when appropriate during lessons.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.	Course Objectives # 7, 8, 9 Students are instructed to design assessments to measure effective instruction and student progress, including self-assessments.