

Midwestern State University
MUSC 4823 101 – Secondary Music Foundations
Fall 2024 Syllabus

	Instructor Course Information
Instructor	Dr. Susan Harvey
Time	MWF 9:00a – 9:50a
Place	Fain Fine Arts Center C117C
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Office	C117O Fain
Office Hours	TBA: posted outside office
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Course Description

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.

Course Objectives

- To develop oral and written teaching micro-episodes (lesson planning)
- To teach micro-episodes
- To understand music development of secondary students (rhythmically, melodically, harmonically, and physically)
- To understand applications of Modern Band, Kodály, Music Learning Theory, and Suzuki teaching methodology and philosophy in the secondary music classroom
- To develop the ability to prepare and present lessons, assess your teaching, and assess student learning
- To sequence, differentiate, and teach music elements, concepts, notation, movement, and listening activities. This includes implementing instructional strategies.
- To understand and develop classroom management in the secondary music classroom
- To understand and develop winding sequences and assessments
- To understand and implement adaptations (size, color, pacing and modality) and modifications
- To understand administrative tasks in secondary education

Required Textbooks and Materials

Feldman, Evan and Contzius, Ari. (2015). Instrumental Music Education: Teaching with the Musical and Practical in Harmony (2nd edition). New York: Routledge.

Tuning Fork A=440

Supplemental Materials (provided by Instructor)

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.

Hammel, A.M. & Hourigan, R. M. 2nd edition (2017). Teaching Music to Students with Special Needs: A Label-Free Approach. 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/>

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 (10 points). 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.

Students Expectations/Conduct

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.

Special Needs

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center 940(397-4140) and make an appointment with the professor as soon as possible.

Grading Scale

%	Letter Grade
90-100	A
80-89	B
70-79	C
60-60	D
59-below	F

Course Evaluation

%	Assignments
30	*Weekly Written Textbook Assignments/Discussion
20	*In-Class Teaching Opportunities with written lesson plans
20	Projects: Warm-ups, Grading Policy, Rubrics, Winding Sequence, Adapted Parts (choral and instrumental), concert programming, etc.
10	Unit Plan (Practice MISL)
10	In-Field Class Observation/Journal Complete 20 observation hours Write 1 lesson and teach in WFISD placement Observation forms and journal to be uploaded into TK20
5	First 15 days observation and reflection: assignment uploaded into TK20 Must be completed to student teach (TEA requirement)
5	Modern Band Project and Performance

Students must earn a minimum of 70% for each: Textbook Assignments and Teaching Opportunities, to pass the class with a minimum of a C.

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

In-Field Class Observation Journal

Students are required to observe 20 hours in a WFISD secondary school placement prior to student teaching. 15 hours must be dedicated to engaging with students in instructional or educational activities. This is required by the Texas Education Agency.

Students must register as a volunteer with the Wichita Falls Independent 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 one time in their placement. This includes: writing 1 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 plan into TK20.

Observation hours must be completed by Wednesday, December 11, 2024 and logged into TK20. Completing observation hours is required by 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.

Requesting Field Observations

It is an electronic request from the WFISD

- Go to: <https://www.wfisd.net/departments/curriculum-instruction/clinical-observations>
- Step 1: **Online Application (for Background Check)**

- Complete WFISD's online application to be a [Volunteer / Clinical Observer](#).
- Step 2: **Clinical Observation Survey**
- Provide information about your program requirements by completing an [online survey](#).
- Step 3. **Wait to hear** from WFISD regarding your placement

The WFISD website, has two ways to register for observation hours. This is the second link: <https://wfid.tedk12.com/hire/index.aspx>

Project Due Dates

Projects are due on designated dates. Late assignments are not accepted. All projects are to be typed and submitted hard copy, not emailed. 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 will earn a 0% for the project and will not teach.

Students are expected to attend class on presentation days.

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.

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

Notebook (may be Electronic)

Each student is to maintain an organized notebook – electronic or digital to collect chapter notes, lesson plans for instrumental and choral, handouts, observation forms, written assignments, class notes, and activities from class.

Final Exam

Attendance on the final exam date is required:

- Monday, December 9, 2024 8:00 am – 10:00 am

Students will teach part of their Unit Plan during this time.

Student Privacy

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 a student's academic progress or other matters with his/her 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. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual's to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a 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.

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.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [MSU Campus Carry Rules](#).

Semester Topic Timeline

Week 1 August 26-30

- Go over course syllabus
- Sign up for observations with WFISD
- 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 4-6

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

Week 3 September 9-13

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

Week 4 September 16-20

- 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 23-27

- 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 30-October 4

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

Week 7 October 7-11

- 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 14-18

- 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 21-25

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

Week 10 October 28-November 1

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

Week 11 November 4-8

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

Week 12 November 11-25

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

Week 13 November 18-22

- Parent Communication
- Unit Lessons
- Ensemble Handbook

Week 14 November 15-27

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

Week 15 December 2-6

- Student Modern Band presentation

Week 16 Exam Week - Final Project

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 educators are required to accept, and the high expectations for students in this state;	candidates receive practical experience with teaching three lessons reflecting a 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 objectives and activities to relevant state standards.	Course Objectives #2, 3 Assessed through weekly projects, mock teaching examples, and score study/MmM projects.
(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	Course Objectives # 7, 8, 9 Students are instructed to design assessments to measure effective instruction and student progress, including self-assessments.

sources of data to measure student progress and adjust instructional strategies and content delivery as needed.	
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