| MUS 514 – SECONDARY MUSIC CURRICULUM Syllabus | |
|---|---|
| Instructor: Dr. Catherine M. Wilson | |
| E-mail: Catherine.wilson@wku.edu | Phone: 270-745-5925 |
| Class Location: FAC 364 | |
| Instructor's Office Hours: By Appointment | |

**This class will be taught online. Weekly assignments are located on Blackboard. Online discussion and interaction is expected.**

*\*Note: This document and other class related materials are available at https://blackboard.wku.edu.*

**Course Description:** Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.

**Prerequisites:** Graduate Standing

**Learning Outcomes:** Upon completing this course, students should be able to:
• Develop a general music curriculum map
• Develop a performing ensemble curriculum map
• Develop a unit of study for a general music class
• Develop a unit of study for a performance based music class using a musical composition
• Use various assessment tools to demonstrate student learning and understanding
• Articulate a philosophy of music education
• Compare curriculums to identify similarities and differences as well as alignment to state and national standards
• Develop learning objectives based on national and state standards
• Uncover research for use in planning curriculum and implementing instructional techniques
• Use technology to plan and implement instruction
• Implement appropriate classroom management strategies
• Take leadership roles in curriculum development

**Textbooks and Required Materials:**
Duke, R. A. (2010). *Intelligent music teaching: essays on the core principals of effective instruction*. Austin, TX: Learning and Behavior Resources.

Townsend, A. S. (2011). *Introduction to effective music teaching: artistry and attitude*. Lanham, MD: Rowman and Littlefield Publishers, Inc.

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

**Major Course Topics:**
**The goal of this course is to provide information that will allow students to become leaders in developing curriculum for the music classroom.**

Major course topics listed by Kentucky Teacher Standards include:

1. *The Teacher Demonstrates Applied Content Knowledge:*

   Knowledge of $21^{st}$ Century curriculum frameworks, Kentucky curriculum documents, foundations, principles and issues and its impact in teaching music appropriate for junior/high school students. (Alignment to TCHL 530) *2. The*

2. *Teacher Designs and Plans Instructions*
   Development of developmentally appropriate curriculum maps with *Understanding by Design* standards-based units, lesson plans using selected best practices for classroom use, evaluate the success of the implementation and respective assessments (formative and summative) aligned to state standards. (Alignment to TCHL 530, 540, 558) Compilation of teaching resources. (Alignment to TCHL 540,550)

3. *The Teacher Creates and Maintains Learning Climates*
   Discussion of classroom management strategies, study of contemporary music education curricula, course offerings, best practices applicable for junior and high school non-performing classes. (Alignment to TCHL 540, 548)

4. *The Teacher Implements and Manages Instruction*
   Discussion of classroom management strategies, study of contemporary music education curricula, course offerings, best practices applicable for junior and high school non-performing classes. (Alignment to TCHL 540, 548)

5. *The Teacher Assesses and Communicates Learning Results*
   Explain principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments. (Alignment to TCHL 558)

6. *The Teacher Demonstrates the Implementation of Technology*
   Use of multiple modes of technology applicable for teaching and assessing music as well as a means to support classroom management initiatives resulting in improved student achievement. (Aligned to TCHL548)

7. *Reflects on and Evaluates Teaching and Learning*
   Utilize technology to communicate knowledge, ideas, and information about instructional strategies with other class members. (Alignment to TCHL 540)

8. *Collaborates with Colleagues/Parents/Others*
   Determine the components of successful school and stakeholder partnerships and create a plan that is designed to enhance student success. (Alignment to TCHL 544).

9. *Evaluates Teaching and Implements Professional Development*
   Utilize multiple modes of technology applicable for teaching and assessing music. (Alignment to TCHL 550, 558)

10. *Provides Leadership Within School/Community/Profession*
    Demonstration of professional leadership within the school, with other colleagues and

within the community. (Alignment to TCHL 544)
**Description of Course Assignments:**

**All assignments are due on Saturday evening at 11:59 PM of the semester week listed in the calendar.**

| Assignment Name | Point Value | Due Date |
|---|---|---|
| Curriculum Definition | 20 | Week One (Jan. 26) |
| Music Education Philosophy Paper | 50 | Week Three (February 2) |
| Article Review #1 – Technology Use in the Music Classroom | 25 | Week Five (February 16) |
| Music Technology Software Review | 25 | Week Six (February 23) |
| Curriculum Comparison Mid-Term Project | 100 | Week Eight (March 16) |
| Article Review #2 – Assessment | 25 | Week Nine (March 23) |
| Article Review #3 – Classroom Management | 25 | Week Ten (March 30) |
| Teaching Resource Portfolio | 25 | Week Twelve (April 5) |
| Article Review #4 – Learning/Teaching/Practice | 25 | Week Fourteen (April 19) |
| Curriculum Maps Final Project | 200 | Week Sixteen (May 3) |
| Weekly Reading Assignments/Responses 13 weeks x 10 pts.= 130 total points | 130 | See weekly assignments sheet |
| Online Discussions (7 discussions on Blackboard relevant to readings and assignments, 50 points each) | **350** | See discussion board on Blackboard |
| **TOTAL** | **1000** | |

1. *Music Education Philosophy:* Articulate your philosophy of music education using "Introduction to Effective Teaching" as a guide.
2. *Article Reviews:* Find articles of interest in peer reviewed journals that address each specified topic. Post a review of the article on the blackboard discussion board to share with your peers.

3.  *Curriculum Comparison Mid-Term Project:* Compare the music curriculum of your school
4.  district with the national and state music education standards. Findings will be presented to the class.
5.  *Curriculum Map Final Project:* Develop a nine-week curriculum map for a secondary performance based class and a nine-week curriculum map for a secondary general music class. Select one map and develop a five-day standards-based unit of instruction.

6.  *Teaching Resource Portfolio:* Research a minimum of 15 teaching ideas including 5 websites. Ideally these could be used as resources in your curriculum map. These will be shared with other teacher candidates on the blackboard discussion board.
7.  *Music Education Software Review:* Review one piece of software currently used or under review for use in your music classroom.
8.  *Curriculum Definition:* Research a definition of curriculum that resonates with you. Share your justification for selecting this definition.
9.  *Music Education Philosophy:* Articulate your philosophy of music education using "Introduction to Effective Teaching" as a guide.
10. *Article Reviews:* Find articles of interest in peer reviewed journals that address each specified topic. Post a review of the article on the blackboard discussion board to share with your peers.
11. *Curriculum Comparison Mid-Term Project:* Compare the music curriculum of your school district with the national and state music education standards. Findings will be presented to the class.
12. *Curriculum Map Final Project:* Develop a nine-week curriculum map for a secondary performance based class and a nine-week curriculum map for a secondary general music class. Select one map and develop a five-day standards-based unit of instruction.

13. *Teaching Resource Portfolio:* Research a minimum of 15 teaching ideas including 5 websites. Ideally these could be used as resources in your curriculum map. These will be shared with other teacher candidates on the blackboard discussion board.
14. *Music Education Software Review:* Review one piece of software currently used or under review for use in your music classroom.
15. *Curriculum Definition:* Research a definition of curriculum that resonates with you. Share your definition as well as your justification for selecting this definition.

**Course Grading and Evaluation:**

The following represents the grade equivalent for accumulated points:

A = 900-1000 (90-100%)
B = 800-899 (80-89%)
C = 700-799 (70-79%)
D = 600-699 (60-69%)
F = <599 (<60%)

**Attendance and Participation Policy:**
This is a blended course so all content will be delivered electronically through the WKU Blackboard platform as well as through email messages. Online courses, by their very nature, do not require a physical presence (with the exception of on-campus presentations) but participants will still be expected to keep up with all classroom reading, assignments, discussion board posts and their prescribed deadlines. While blended courses do offer the participants a certain amount of flexibility it is important that assignment deadlines (especially discussion board posts) be strictly followed. Students who do not participate in classroom activities (presentations, assignments and discussion board posts) will find their grades reduced accordingly.

**Student Disability Services:**
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity:**
We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:**
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Sexual Misconduct Assault Policy:**
*Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at*
*https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and*
*Discrimination and Harassment Policy (#0.2040) at*
*https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.*
*Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment*

*and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.*

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX  Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)**
**Course Required P-12 Classroom Observation or Clinical Experiences**: N/A **Course Assignments and Experiences Related to:**
• The Kentucky Academic Standards (KAS)
•  The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction: N/A
•  Candidates Using the KAS Framework in Lesson Planning
•  Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework   Course Assignments Serving as an Education Preparation Program "Key Assessment": N/A Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION**
**(EPSB Program Level Requirements)**

**Course Required P-12 Classroom Observation or Clinical Experiences**:  N/A

**Course Assignments and Experiences Related to:**

- **The Kentucky Academic Standards (KAS)**

| Course Assignment | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| Curriculum map final project assignment | As part of the curriculum map assignment teacher candidates will:<br>• Use KAS to write objectives for learning targets<br>• Plan a curriculum map using KAS |

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction:**  N/A

- **Candidates Using the KAS Framework in Lesson Planning**

| Course Assignment | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| Curriculum map final project assignment | As part of the curriculum map assignment teacher candidates will use the KTIP lesson plan format to design instruction for one unit of the curriculum map. |

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

| Course Assignment | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| Curriculum map final project assignment | As part of the curriculum map assignment teacher candidates will include formative and summative assessments. |

**Course Assignments Serving as an Education Preparation Program "Key Assessment":**  N/A

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

| SPA Standard # and Description | Course Experiences and Assessments |
|---|---|
| XIV-E-1 Students demonstrate advanced competencies in music education. | Curriculum map final project assignment |
| XIV-E-3  Students develop graduate-level perspectives on contemporary issues and problems | Curriculum comparison mid-term project assignment. |

| | | in music education.  This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means. | |

**3723S MUS 514 500 (SECONDARY MUSIC CURRICULUM)**

| Date | Class | Content for Class |
|---|---|---|
| 23-Jan | #1 | Teachers Schools and Curriculum in Historical Perspective<br>Introduction to Effective Teaching Chapter 1 Hist/Research Effective Music Teaching |
| 30-Jan | #2 | Understanding by Design (UbD) - Chapter 1 Backward Design<br>Introduction to Effective Teaching Chapter 7 Personal Philosophy |
| 6-Feb | #3 | UbD - Chapter 2 Understanding Understanding<br>Intelligent Music Teaching - Precision in Language and Thought - Page 9-22 |
| 13-Feb | #4 | UbD - Chapter 3 Gaining Clarity on Our Goals<br>Intelligent Music Teaching - What to Teach - Page 23-47<br>National and State Music Standards |
| 20-Feb | #5 | UbD - Chapter 4 The Six Facets of Understanding<br>Introduction to Effective Teaching - Chapter 4 - The Critical Element: Teacher Attitude |
| 27-Feb | #6 | UbD - Chapter 5 Essential Questions: Doorways to Understanding<br>Intelligent Music Teaching - Transfer - Page 139-157 |
| 6-Mar | #7 | UbD - Chapter 6 Crafting Understandings<br>Introduction to Effective Teaching - Chapter 2 - Artistry in Effective Teaching:<br>Command of Content and Matery of Methods |
| 20 Mar | #8 | YouTube - curriculum comparison presentations |
| 27-Mar | #9 | UbD - Chapter 7 Thinking Like an Assessor<br>Intelligent Music Teaching - Assessment - Page 49-87 |
| 3-Apr | #10 | UbD - Chapter 8 Criteria and Validity<br>Intelligent Music Teaching - Feedback - Page 121-137 |
| 10-Apr | #11 | UbD · Chapter 9 Planning and Learning<br>Intelligent Music Teaching - Sequencing Instruction - Page 89-120 |
| 17-Apr | #12 | UbD - Chapter 10 Teaching for Understanding<br>Introduction to Effective Teaching - Chapter 3 - Effective Instruction |
| 24-Apr | #13 | UbD - Chapter 11 The Design Process<br>Introduction to Effective Teaching - Chapter 5 - Effective Communication and Six<br>Components of Effective Teaching: Artistry and Attitude Together |
| 1-May | #14 | UbD - Chapter 12 The Big Picture: UbD as Curriculum Framework<br>Introduction to Effective Teaching - Chapter 6 - Effective Leadership |
| 8-May | #15 | Intelligent Music Teaching - Effecting Change - Page 159-169<br>Intelligent Music Teaching - A Teaching Life - Page 171-178<br>YouTube - curriculum map presentations |