

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS ]

[MUSIC]

**Expanded Course Outline**

<b>Course Subject Area:</b>	<b>MU</b>
<b>Course Number:</b>	<b>3391</b>
<b>Course Title:</b>	<b>Teaching Music Literacy</b>
<b>Units:</b>	<b>3</b>
<b>C/S Classification #:</b>	<b>04</b>
<b>Component:</b>	<b>Lecture</b>
<b>Grading Basis:</b> (graded only, CR/NC only, student's choice)	<b>Graded only</b>
<b>Repeat Basis:</b> (may be taken once, taken multiple times, taken multiple times only with different topics)	<b>Taken once</b>
<b>Cross Listed Course:</b> (if offered with another department)	
<b>Dual Listed Course:</b> (if offered as lower/upper division or undergraduate/graduate)	
<b>Major course/Service course/GE Course:</b> (pick all that apply)	<b>Major course</b>
<b>General Education Area/Subarea:</b> (as appropriate)	
<b>Date Prepared:</b>	<b>Dec 2014</b>
<b>Prepared by:</b>	<b>Janine Riveire</b>

**I. Catalog Description**

Music methods, texts, songs, recordings, and instruments used in the elementary classroom, and their application to literacy building. Investigation of music reading activities appropriate for various grade levels. Practical strategies for teaching music notation. Application of music to connect across the curriculum.

**II. Required Coursework and Background**

Prerequisite: MU 1211 or MU 122

**III. Expected Outcomes**

Student will:

1. Examine and evaluate a variety of instructional materials used in teaching music literacy, including basal music series textbooks (like Silver Burdett's Music)
2. Explain the role of composition and improvisation experiences in the acquisition of music literacy.
3. Demonstrate a variety of foundational teaching strategies and learning activities in composition and improvisation.
4. Explore the common processes of reading written language and reading music notation.
5. Describe and appraise differences in developmental levels by age and music experience.

6. Collect and categorize musical materials (songs, melodies, arrangements, chord progressions, formulas for improvisation and composition, etc.) for use in music instruction to various learner groups.
7. Utilize common classroom instruments for the teaching and learning of music.
8. Explore activities that utilize multiple learning modalities (including movement, listening, singing, teamwork, and writing)
9. Sample a variety of assessment tools applicable to use in a foundational music course.

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

- #1: Perform a variety of music with expression and musical accuracy.
- #2: Communicate effectively--verbally and in writing--about specific musical works and musicians, about the creative process in music, and about music's role in human culture.
- #3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.
- #6: Develop specialized knowledge appropriate to the option or emphasis area.

**BA in Music:**

- #1. **Discuss and appraise** the role of music in a balanced life, using appropriate vocabulary and examples.
- #2. **Perform** a variety of music with expression and musical accuracy.
- #3. **Communicate effectively**--verbally and in writing--about specific musical works and musicians, about the creative process in music, and about music's role in human culture.
- #4. **Demonstrate** creativity, musicianship skills, an understanding of appropriate technology, and conceptual understandings.

**BM in Music:**

- #1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.
- #3. **demonstrate** basic keyboard competency as needed for musical analysis and interpretation of intermediate level repertoire.
- #4. **articulate** the distinguishing characteristics of multiple musical styles, traditions, and historical periods, **and apply** that knowledge to performance.
- #8. **promote** musical culture in the community.
- #9. **think, speak and write** clearly at the college level.

**BM in Music Education/Pre-Credential:**

- #3. **evaluate, select, prepare, and assess** music for performance.
- #4. **compare and contrast** common music teaching methods.
- #5. **differentiate** sequential repertoire appropriate to general music classes.
- #6. **integrate** specialized skills for teaching music literacy, including composition and improvisation.
- #7. **arrange** works for instruments and/or voices.

#### **IV. Instructional Materials**

- Barrett, Janet, et al. (1997) *Sound Ways of Knowing*. New York: Schirmer Books.
- Campbell, Patricia Shehan, and Scott-Kassner, Carol, 4th edition. (2014) *Music in Childhood*. NY: Schirmer Books.
- Cornett, Claudia E.(2007) *Creating Meaning Through Literature and the Arts*.New Jersey: Pearson Publishing
- Fleischman, Paul (1988). *Joyful Noise: Poems for Two Voices*. New York: Harper Trophy.
- Goodkin, Doug (2004). *Play, Sing and Dance* New York: Schott Music Corporation.
- Hall, Anne Carothers (2005) *Studying Rhythm*. New Jersey: Pearson
- Houlahan and Tacka (2008) *Kodály Today: A Cognitive Approach to Elementary Music Education*. New York: Oxford University Press.
- Kerchner and Abril (2009) *Musical Experience in Our Lives: Things We Learn and Meanings We Make*. Lanham, MD: Rowman & Littlefield Education.
- Lange, Diane (2005). *Together in Harmony: Combining Orff Schulwerk and Music Learning Theory*. Chicago: GIA Publications.
- Macmillan McGraw-Hill *Spotlight on Music*. (2005) Basal Music Series, K-8.
- Regelski, Thomas A (2004) *Teaching General Music in Grades 4-8: A Musicianship Approach*. New York: Oxford University Press.
- Roe, Betty, et al. (2011) *Teaching Reading in Today's Elementary Schools*. New York: Cengage.
- Schafer, R. Murray (1976). *Creative Music Education*. New York: Schirmer Books.
- Silver Burdett *Making Music*. (2005) Basal Music Series, K-8

#### **V. Minimum Student Material**

Notebook, staff paper and regular looseleaf paper  
Access to computers with notation software, internet access and word processing software.

#### **VI. Minimum College Facilities**

Classroom with space to move  
Commonly used classroom music instruments (Orff instruments, recorders, drums, etc)  
Audio/Video playback equipment  
Library with appropriate sample textbooks

#### **VII. Course Outline**

*This course will focus on the creation of foundational experiences in music that lead to notational fluency, which will include composition, improvisation and solfège as tools that lead to literacy in music.*

1. Child development and musical development through adolescence
2. Group and individual improvisation activities
  - a. speech-connected improvisation
  - b. graphic notation and aleatory

- c. melodic and ornamentation improvisation
- d. simple blues improvisation
- 3. Group and individual composition activities
- 4. Acquisition of language, the processes of reading, stages of reading development—and their parallels to music learning
- 5. Sequencing learning experiences for different student populations (by age, grade, experience level, performing/nonperforming course, etc.)
- 6. Solfège and its uses and sequencing of instruction
- 7. Use of movement and instruments in improvisation and composition
- 8. Textbooks and instructional materials for learning to read music notation; additional resources online and in libraries
- 9. Assessing music literacy

### **VIII. Instructional Methods**

Lecture Demonstration  
Small Group  
Discussion

### **IX. Evaluation of Outcomes**

Performance exams  
Written exams  
Small group collaboration  
Projects  
Notebook  
Discussion