

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	4021
Course Title:	Song Culture for Schools
Units:	2
C/S Classification #:	04
Component:	Lecture
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Taken once
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major course
General Education Area/Subarea: (as appropriate)	
Date Prepared:	Dec 2014
Prepared by:	Janine Riveire

I. Catalog Description

Methods for song leading and strategies for community-building and inclusion of all school constituencies; identifying and developing song resources from around the world. Presentation of singing activities appropriate for various age groups from kindergarten through high school.

II. Required Coursework and Background

Prerequisite: MU 117 or MU 1171S

III. Expected Outcomes

The students will:

1. Evaluate and utilize different sources of song literature for the teaching of school children.
2. Collect, learn, and classify songs of varying difficulty and pedagogical purpose, then organize and maintain a song collection for use in a variety of school settings.
3. Demonstrate a variety of methods for teaching a song.
4. Acquire and demonstrate strategies for integrating movement and instrument play in music and song instruction.
5. Explore and apply research findings for use of songs and singing for the development of community, motivation, brain stimulation, and enhanced learning.

6. Formulate and implement music objectives, both cognitive and motor.
7. Make connections across the curriculum through the medium of music.
8. Apply the California Content Standards in Music to sample school situations.

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

- #3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.
- #5: Articulate a holistic understanding of the many influences on any musical endeavor (e.g., cultural, artistic, technological, economic, etc.).
- #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.
- #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.
- #2. **utilize** current/recent technologies appropriate to the musical endeavor.
- #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.
- #5. **perform** a wide variety of solo and ensemble repertoire for varied audiences.
- #6. **analyze, interpret, and defend** judgments of various musical works for audiences of scholars and amateurs.
- #7. **demonstrate** healthy body mechanics and technique.
- #8. **promote** musical culture in the community.

IV. Instructional Materials

Anderson, William M. and Campbell, Patricia Shehan (2011) *Multicultural Perspectives in Music Education*, Rowman & Littlefield Education.

Campbell, Patricia Shehan (1998) *Songs in their Heads: Music and Its Meaning in Children's Lives*, Oxford University Press.

Campbell, Patricia Shehan, and Scott-Kassner, Carol (2009) *Music in Childhood*. NY: Schirmer Books.

Glazer, Tom (1970) *Songs of Peace, Freedom and Protest*. New York: David McKay Company, Inc.

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.

Merrion, Margaret ed.(1989) *What Works: Instructional Strategies for Music Education*. Reston, VA: Music Educators National Conference.
Richards, Mary Helen. (1977) *Aesthetic Foundations for Thinking - Rethought: Part 1 Experience*. Portola Valley, CA: Richards Institute.
Richards, Mary Helen. (1985) *Let's Do It Again! The Songs of ETM*. Portola Valley, CA: Richards Institute.,
Seeger, Pete (2009). *Where Have All the Flowers Gone? A Singalong Memoir*. New York: W.W. Norton.

There are many additional and appropriate collections of folk songs and popular songs from cultures around the world, from which the instructor should feel free to draw from freely as inspired by student need.

Selected readings from journals published by the National Association for Music Education and other similar organizations.

V. Minimum Student Material

Music and regular Notebook, Pencil; Soprano recorder.

VI. Minimum College Facilities

Large room, removable chairs, audiovisual equipment, auto harps, Orff instrumentarium.

VII. Course Outline

1. Singing traditions in human culture; their uses and effects; the introduction of singing to public schools (historically and currently)
2. How children and adolescents learn; approaching inexperienced and non-singers through song
3. Multicultural song repertoires introduced by age-appropriateness and pedagogical purpose
4. Methods and strategies for teaching songs. (from rote to note and all ways in between)
5. Methods and strategies for leading group singing
6. Enhancing the singing experience: instruments, movement, and improvisation
7. Curriculum - repertoire sources and resources; lesson planning, music and the integrated curriculum; the content standards
8. Technology and its use with and without the internet for school music and singing
9. Reaching beyond the classroom walls: singing across the campus and as part of the community

VIII. Instructional Methods

1. Lecture with student discussion
2. Modeling and demonstration
3. Student performance
4. Student organization and presentation with the class taking the role of elementary class students.

IX. Evaluation of Outcomes

1. Class attendance and participation
2. The performance and presentation of children's songs
3. Performance of instrument skills
4. Performance of movement skills
5. Lesson plans
6. Final test
7. Song Collection's quality, organization and classification evaluated by rubric.

Outcome	Attend/ participate	Perform / Lead Songs	Instruments	Movement	Lesson Plan	Final Test	Song Collection
1					X	X	X
2	X	X					X
3		X	X	X	X		
4		X	X	X			
5	X					X	X
6	X				X		
7	X				X		
8	X				X	X	

This course addresses aspects of standards 5, 6 and 8 in the California Single Subject Matter Preparation standards for Music.