

# MUS M24: INTRODUCTION TO MUSIC EDUCATION

**Originator**

belliott

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**College**

Moorpark College

**Discipline (CB01A)**

MUS - Music

**Course Number (CB01B)**

M24

**Course Title (CB02)**

Introduction to Music Education

**Banner/Short Title**

Intro to Music Education

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

Presents pedagogical principles and best practices for teaching music in elementary education. Introduces the elements of music, vocal and instrumental pedagogy. Analyzes the role of elementary music education with historical, cultural, and global perspectives.

**Taxonomy of Programs (TOP) Code (CB03)**

1004.00 - Music

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Credit by exam, license, etc.  
Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

26.25

**Maximum Contact/In-Class Lecture Hours**

26.25

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

26.25

**Total Maximum Contact/In-Class Hours**

26.25

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

52.5

**Maximum Outside-of-Class Hours**

52.5

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

78.75

**Total Maximum Student Learning Hours**

78.75

**Minimum Units (CB07)**

1.5

**Maximum Units (CB06)**

1.5

**Corequisites**

DANC M24

**Requisite Justification****Requisite Type**

Corequisite

**Requisite**

DANC M24

**Requisite Description**

Corequisite

**Level of Scrutiny/Justification**

Required by 4 year institution

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | create an elementary music lesson plan incorporating vocal or instrumental music. |
| 2 | identify and assess the elements of music in performance.                         |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | understand the components and strands of music education found in the Visual and Performing Arts Framework and Student Academic Content Standards. |
| 2 | demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation.             |
| 3 | use basic techniques to create vocal and instrumental music with children.   |
| 4 | identify and explain styles and types of music and instruments from a variety of times, places, and cultures.                                      |
| 5 | make judgments about musical works based on the elements and concepts of music.  |

**Course Content****Lecture/Course Content****10% Introduction to Music:**

- Review of Visual and Performing Arts Framework and Student Academic Content Standards as they specifically apply to music

**15% Melody:**

- Students will learn about pitch, pitch notation, interval, scales, melodic contour, and structure
- Analyze and illustrate why certain melodies are memorable

**20% Multicultural Music Perspectives:**

- Using the music fundamentals and knowledge of genres to analyze differences and similarities amongst cultures (African, African-American, Hispanic, Asian)
- Students will view, listen read, and embody these different music forms

**25% Genre Exploration:**

- Students will be presented with varying genre examples (Chamber, Symphonic, Opera, Choral, Solo works, Jazz, Pop, Film Music) of music throughout history
- Students will have to apply knowledge of time, melody, instrumentation, texture, shape, space and effort in recognizing and understanding different manifestations of music

**15% Instrumentation and Musical Texture:**

- Students will learn about the organization of musical sounds through exploration of the various instruments used in the orchestra

**15% Rhythm:**

- Students will learn about the movement of music in time, to include rhythm and organization of beats in music (beat, meter, and measure)
- Demonstrate rhythmic pattern and musical time organization through performance of popular melodies

**Laboratory or Activity Content**

N/A

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Skills demonstrations  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Classroom Discussion  
Essay exams  
Group projects  
Individual projects  
Objective exams  
Performances  
Projects  
Problem-solving exams

Participation  
 Role playing  
 Reports/Papers/Journals  
 Skills demonstrations

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Distance Education  
 Group discussions  
 Guest speakers  
 Lecture  
 Observation  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

Small group work in reviewing sample music lessons plans.  
 Individual skill demonstrations on leading portions of a music lesson in class.  
 Individual or small group demonstration of music fundamentals such as rhythm or call-and-response singing.

## Representative Course Assignments

### Writing Assignments

write sample lesson plan.  
 write a music critique of a live music performance analyzing elements learned in class.  
 write a field observation of a music lesson.

### Critical Thinking Assignments

create a 16-measure melody as a teaching tool that incorporates different elements of music.  
 observe and appraise a music lesson or performance.  
 design a lesson plan that incorporates music concepts.

### Reading Assignments

read empirical articles on music pedagogy.  
 read sample lesson plans.

### Skills Demonstrations

facilitate or lead music lessons in class.  
 demonstrate musical knowledge such as basic rhythm.

## Outside Assignments

### Representative Outside Assignments

read materials/articles on dance education or sample lesson plans.  
 attend a music concert.  
 observe a music class.

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	PA 210	Understanding Dance and Music for Elementary Education	3
CSU San Bernardino	MUS 2114	Introduction to Music Education	2

**Comparable Courses within the VCCCD**

MUS R130 - Understanding Music and Dance for Elementary Education

EDU V09 - Dance and Music for Transitional Kindergarten through the Elementary Years

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
Pasadena City College	MUSC 32	Introduction to Music Education	2

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2019

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Proposed

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Campbell, Patricia. *Music, Education, and Diversity: Bridging Cultures and Communities*. Teachers College Press, 2018.

### Resource Type

Textbook

### Description

Lindeman, Carolynn. *Musical Classroom: Backgrounds, Models, and Skills for Elementary Teaching*. 9th ed., Routledge, 2018.

### Resource Type

Textbook

### Description

Houlahan, Micheal, and Philip Tacka. *Kodály Today: A Cognitive Approach to Elementary Music Education*. 2nd ed., Oxford University Press, 2015.

### Resource Type

Other Resource Type

### Description

*The Music Educators Journal* (SAGE) Provides peer-reviewed, scholarly, and practical articles on teaching approaches to music. Available in EBSCO Academic Search Complete.

## Library Resources

### Assignments requiring library resources

Research using the Library's print and online resources.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Utilize library resources to research on such topics as equity in music education.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Weekly discussion forums focused on various pedagogical principles related to Music Education.
Synchronous Dialog (e.g., online chat)	To supplement in-person class discussions, students would have synchronous dialogue once every other week to receive peer feedback on lesson plans, teaching demonstrations, etc.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Weekly discussion forums focused on various pedagogical principles related to Music Education.
Other DE (e.g., recorded lectures)	Various online (Canvas) assignments, such as music fundamentals quizzes, VAPA framework quizzes, and light research projects.
Synchronous Dialog (e.g., online chat)	To supplement in-person class discussions, students would have synchronous dialogue once every other week to receive peer feedback on lesson plans, teaching demonstrations, etc.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Weekly discussion forums focused on various pedagogical principles related to Music Education.
Video Conferencing	Weekly synchronous meetings via Zoom or similar platform to have peer-to-peer discussions, teaching demonstrations, and lesson plan outlining.
Other DE (e.g., recorded lectures)	Various online (Canvas) assignments, such as music fundamentals quizzes, VAPA framework quizzes, and light research projects, and creation of video teaching demonstrations.
E-mail	24 hour response time to all student emails for questions. Hosting of online drop in office hours.



## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

MUSIC

## Review and Approval Dates

### Department Chair

02/05/2021

### Dean

02/05/2021

### Technical Review

02/18/2021

### Curriculum Committee

3/2/2021

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000599290

### DOE/accreditation approval date

MM/DD/YYYY