FACULTY OF EDUCATION

EDUC 407: Field Based In-Service (Music)

1987 Spring Semester (January - April)

Instructor: Joi Carlin (291-4517: messages)

Focus:

This section of Education 407-5 will focus on the interrelation of music with other subject areas. In consultation with the instructor, participants will design and implement an independent project that combines music with art, dance, language arts, social studies, science, or other areas in their own classroom.

Rationale:

Children experience life holistically, not compartmentally. Although teaching a subject involves some compartmentalization in order for concepts and skills to be learned, most teaching stops there, and the child is left on his own to fit all the "bits" he acquires into a meaningful "whole". By the process of interrelated learning, the child can take relevent information about separate things and put them together to make a substantial whole.

<u>Music is a cultural phenomenon</u> - we see this by its various uses in society. <u>Music is a scientific entity</u> - we see this when we learn how sound and instruments are physically created. <u>Music is an aesthetic experience</u> - we see this by our physical, emotional and psychological reactions to it. <u>Music is an intellectual and physical activity</u> - we see this as we learn its skills of notation and performance. Therefore, learning music in schools with an approach which interrelates various subject areas seems both natural and appropriate.

Components of the Course:

(A) Classroom Project: The emphasis of Education 407 is on the implementation of an independent project. Frameworks within which to teach the elements of music and concepts important to interrelating music with other subject areas will be considered in designing the projects. The instructor will visit students in their classrooms to provide observation, feedback and support.

(B) Seminars: The seminar component will bring students together for:

(1) Workshops on selected aspects of music education with an emphasis on interrelating music with other subject areas.
(2) Discussing the issues of implementing new ideas in the music curriculum.

Evaluation:

Students are evaluated on a pass/withdraw basis. To successfully complete the course, students must:

(1)   design and implement an individual project which combines music with the subject area.

(2)   demonstrate an understanding of the theory and practice of classroom implementation.

(3)   participate in seminars and collegial discussion.

Prerequisite:

EDUC. 478 (Designs for Learning: Music); or a strong music background. Currently teaching elementary music. Permission of the instructor.

Students should:

- have a working understanding of elements of music, specifically: rhythm, timbre, melody, harmony, form, texture, and dynamics
- have developed aural and aesthetic skills through 1) listening to quality music of various eras, styles and cultures, 2) performing compositions on a variety of instruments, both traditional and non-traditional, 3) creating compositions for a variety of sound sources.
- understand the four basic parameters of sound: 1) wave form (timbre), 2) frequency (pitch), 3) amplitude (dynamics), 4) duration (rhythm), and have experience with them on traditional and non-traditional instruments and synthesizers.
- be able to write and teach a cohesive and sequential music lesson and write out a general, sequential unit in a chosen area within the prescribed music curriculum.

Note:

For futher information about Education 407 call Joi Carlin at 291-4517 (messages).

EDUCATION 407-5 (E1.01) LANGLEY   FALL 1987

Theory and Practice of Implementation - Social Studies

Instructor: Wanda Cassidy

Enrolment: 26

EDUCATION 407-5 SPRING 1987

THEORY AND PRACTICE IMPLEMENTATION

E1.00   I. Andrews

E2.00   J. Carlin

E3.00   P. Holborn

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SUPERVISED OBSERVATION AND TEACHING

D1.00	On Campus	Faculty
D2.00	Kelowna	Faculty
D3.00	Ft. St. John	Faculty
D4.00	Pr. George	Faculty