

SFU - FACULTY OF EDUCATION

Recommendations for future courses in Elementary Music Education

STAFFING:

Assuming that the enrollment is 80 students

- 2 lecturers - one a primary specialist
- one an intermediate & secondary specialist
- 2 T. A.'s - one primary
- one intermediate

SPACE:

Two large rooms
Several smaller practice areas
The competition from typewriters and surrounding offices in building β is quite distracting for groups using the main area.

TIME:

A.M. as the afternoons are unusually warm in those buildings (in July and August).

EQUIPMENT NEEDED:

Complete Bowmar Listening Library
10 books for each grade of T.I.M.

COURSE:

Class should be divided into primary and intermediate interest areas.

Full group (80 students) could meet approx. 2 hours per week and the interest groups meet for approx. 6 hours.

Various interest groups (e.g. guitar, uke, autoharp) could meet from within this framework to develop playing skills. These groups must be led by a T.A. or instructor.

CONTENT:

As previously outlined - a survey of all aspects of elementary music education.

STUDENT EVALUATION:

As previously outlined.

However student progress is very difficult to measure in this kind of course and it is obvious that a number of students are taking a very casual approach. The only compulsory assignment is the term project.

Perhaps a 'contract' system would work better - plus some way of definite evaluation of various readings and instrumental skills that are suggested.

Because of the interest in Music Education it would be wise to consider other course offerings: e.g.

- Kodaly & Orff Music Teaching Methods
- Choral Techniques in the Classroom

- Summer School Chorus

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FACULTY OF EDUCATION
SIMON FRASER UNIVERSITY
ED. 478-4 Designs for Learning: Music

COURSE INFORMATION: SUMMER SESSION 1973

Mr. Ray Thompson

Texts: Raebeck & Wheeler, *New Approaches to Music in the Elementary School*
Nye & Nye, *Music in the Elementary School*
Gelineau, R.P., *Experiences in Music*

Any one of the above.

This course will be designed mainly for the elementary school teacher with limited musical background who wishes to learn some basic techniques which will help him/her establish a successful music program.

The course will be as practical as possible with the class being formed into a demonstration group. Students will be given every opportunity to learn some common classroom instruments: e.g. recorder, guitar, autoharp, and a choir will be formed to introduce the students to a wide variety of suitable song material for elementary grades. Opportunity will be given for all to conduct a short music class.

AREAS TO BE EXPLORED

The areas to be explored will include:

- the primary music program
 - singing games, action songs
 - rhythmic activities and rhythm band
- the school choir and choral techniques and suitable song literature
- Kodaly and Orff methods of teaching music
- rhythmic activities for all grades
- classroom instruments and the formation of a school orchestra
- exploration of sounds and electronic music in the classroom
- getting boys interested in music
- creativity in music: e.g. the classroom composer, creative rhythms, home-made musical instruments
- secondary music program for those interested, especially band
- presenting school music concerts
- use of music texts and complementary resources in B.C. schools
- when and what to teach in music theory
- listening activities and basic record libraries
- resource lists in all areas of music education

There will, of course, be a wide range of musical abilities of those taking the course. For those who "cannot read a note" a beginners' class for music reading will be set up. For those with considerable previous music training a more self-directed approach will be encouraged.

The course will be organized to give a broad overview of all aspects in

music education, but individual students will be encouraged to specialize in areas of their own interest.

STUDENT RESPONSIBILITY

1. Contribute to and be acquainted with a wide variety of children's song literature, rhythmic, and listening activities.
2. Participate actively in workshop sessions.
3. Keep a log book of all activities and handouts given during the course.
4. Read several books from the reading list.
5. Develop some skill on classroom instruments.
6. Select a professional problem and enhance your growth in that area: e.g. a collection of songs suitable for primary or intermediate grades, rhythms and music in the classroom, music related to other subject areas, creative music activities in the classroom, the adolescent in the general music class. Write about your explorations and growth.

COURSE EVALUATION

Final grade will be based upon the satisfactory fulfillment of the above requirements.