

EDUCATION 478-4 DESIGNS FOR LEARNING: MUSIC

This course is intended to provide opportunities for elementary teachers to think deeply about the nature of music education, the purpose and efficacy of a variety of classroom activities for children, and the role teachers play in providing children with music as part of a general education.

A part of this course has to do with experiencing different uses of sound by humans in various societies. Four listening tapes provide a wide variety of musical sounds from many cultures. Another part of this course is concerned with developing some basic understanding of what sound is. Using the human voice as the model, you will learn about the basic physics of sound and how it is used in music. Another part of the course concerns the development of Western musical theory, and you will experience some of the music that arose out of theory. Other parts deal with how to develop the use of notations in the classroom, how to provide opportunity for children to develop practical skills and self-expression in making music, and how to plan music lessons. Another part deals with children composing their own music.

PREREQUISITE: EDUC 401/402.

REQUIRED TEXTS:

Meyer-Denkman, G. *Experiments in Sound*. Universal Edition Ltd., 1977.

Walker, R. *Musical Beliefs*. Teachers College Press, 1990.

Walker, R. *Sound Projects*. Oxford University Press, 1976.

COURSE REQUIREMENTS:

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| 1. Response to Listening Tape #1 | 15% |
| 2. Essay Topic #1 (1000 words) | 10% |
| 3. Essay Topic #2 (1000 words) | 10% |
| 4. Response to <u>one</u> of Listening Tapes
#2, #3, or #4 | 15% |
| 5. Composition | 10% |
| 6. Individualized Project (2500 words) | 40% |

03/04/93

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.

**EDUCATION 478-4
DESIGNS FOR LEARNING: MUSIC
(PRIMARY)
(D1.00)**

Summer Session, 1992
(July 6 – August 14)
Monday & Wednesday, 8:30 a.m. – 12:20 p.m.
Location: MPX 7610

Instructor: Colin Durrant

PREREQUISITE: EDUC 401/402

COURSE DESCRIPTION

The main purpose of the course is to enable students to consider the implications of Music in the curriculum in schools, and focus on the musical activities that the primary school music curriculum leader can provide for the pupils. This will be achieved by careful study of recent theoretical and practical developments, looking in particular at Music as a creative area of the curriculum. The course intends to equip teachers with certain skills and confidence to be able to teach music effectively in the primary school.

COURSE CONTENT

- the nature of musical experience
- musics across the world
- music within an integrated arts network
- composing, improvising, performing and listening
- singing – song accompaniment and arrangement
- aspects of sound generation – acoustic and electronic synthesis
- the expressive nature of music
- designing a music curriculum

Students will gain confidence in teaching music by examining the relationship between theory and practice in music education and develop their ideas of what constitutes musical experience largely through practical seminars and assignments and in discussion.

Much emphasis will be placed on presenting music as a creative area of the curriculum for all pupils. Time will be spent on looking at musical activities practically, developing understanding of the nature of sound with access to acoustic and electronic sources. Evolving and preparing curriculum ideas and lesson plans will be a main component of coursework, and a presentation of materials in a project will form the culmination.

ASSESSMENT

- (i) a small written assignment (750 – 1000 words);
- (ii) one individual (or group) composition;
- (iii) a curriculum design/lesson plans

PLEASE NOTE LATE START AND END DATES OF THIS COURSE

(PLEASE TURN OVER)

REQUIRED TEXTS

Belle Farmer (Ed.). (1982). Springboards. (Ideas for Music). Nelson, Australia. ISBN 0-17-006055-1.

Flying Around (88 rounds and partner songs). A & C Black, London, U.K. ISBN 0-7136-2255-5

OTHER MATERIAL

Frances Webber Aranoff. (1979). Music and Young Children (Expanded edition). Turning Wheel Press, N.Y. ISBN 0-9602590-0-7

F.W. Aranoff. (1982). Songs and Activities for Young Children. (Move with the Music). Turning Wheel Press, N.Y. ISBN 0-9602590-1-5

Jean Gilbert. (1981). Musical Starting Points with Young Children. Ward Lock Educational, U.K. ISBN 0-7062-4045-6

Barry Gibson. The Music Box Songbook. BBC Enterprises, London. ISBN 0-563-21343-4

Swanwick, K. (1988). Music, Mind and Education. Routledge, London and New York. ISBN 0-415-01479-4