

INTERSESSION, 1984 FALL
Mondays/Wednesdays, 8:30 - 12:20

INSTRUCTOR: Dr. Bob Walker

LOCATION: on campus

MDX 7610

MAIN FOCUS OF THE COURSE:

Musical activity for the classroom is the main focus. The assumption is that the student is anxious to acquire teaching and organizational skills suitable for the general music lesson in the elementary school (grades K through 7). General classroom music is seen as educating children to become intelligent and sensitive appreciators of music through improvisation and composition, and thus learning to listen.

REQUIREMENTS:

A basic literacy in music is asked for. Students should contact the instructor if they feel any doubt over this. The course seeks to give students a basic musical training suitable for the elementary school classroom, and at the same time to develop skills as music teachers. Thus students learn how to do it and how to teach it at the same time.

COURSE CONTENT:

The following topics are covered:

1. Basic musical concept development in pitch and rhythm
2. Compositional techniques related to these
3. Basic understanding of broad musical concepts from a multicultural viewpoint
4. Composition and improvisation techniques related to these
5. Listening as an active involvement for the individual
6. Development of auditory perception in general
7. Guidelines for sequencing and structuring learning in music
8. Ample material for curriculum planning

TEXTS:

Sound Projects -- R. Walker, (Oxford University Press) 1976

Music Education - Tradition and Innovation -- R. Walker (Charles Thomas) 1983

ASSESSMENT:

All students will develop the ability to read music and compose during the lecture time. This activity will form a major part of the coursework each week, and competence will be built up gradually. Students should not fear this development of musical literacy in terms of their assessment grades. The type of work assessed is related to how well the student adapts material for classroom use rather than how well they perform as musicians. Performance as a musician cannot be a criterion for assessment in a course like this. Each week a task will be set, but formal assessment will begin only after the 4th week, so as to give all students a chance to develop confidence in the use of given materials.

One written assignment in an approved project relating to classroom music will be required by the end of the semester (50% of the marks), in length about 3,000 words, and in addition 2 musical assignments (50% of the marks) will be required during the last half of the course. There is scope for individual choice and students' personal interests and aptitudes in all assessment work.

COMMENTS:

The belief is that music lessons should be fun, should be broad based in content, and should be well organized in execution. This is an approach to music teaching which does not necessarily require skills in instrumental performance so much as understanding of music education issues. Learning to play instruments like guitars, etc. cannot, therefore, be a part of the coursework.