

EDUC. 478-4 DESIGNS FOR LEARNING: MUSIC

SPRING, 1982

INSTRUCTOR: Dr. Bob Walker

Thursday, 4:30 - 8:20

LOCATION: on campus

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 - i.e. 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 how to listen.

REQUIREMENTS:

No formal musical training or knowledge is necessary. The course seeks to achieve the impossible: 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:

No texts are prescribed, but throughout the course students will receive large amounts of printed notes which they build into sets of curriculum material for classroom use.

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 course work 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 4 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.

COMMENT:

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.

Sequence of course work and assignments

There are four main topics to be covered each session. They are :

1) Composing with sounds, 2) traditional music concept development, 3) listening skills, 4) singing and general repertoire. Each session will be divided into the following time slots :

- 4.30 - 5.30 Composing with sounds
- 5.40 - 6.15 Traditional music concept development (part 1)
- 6.15 - 6.45 Break
- 6.45 - 7.15 Listening skills
- 7.15 - 7.45 Singing and general repertoire
- 7.45 - 8.20 Traditional music concept development (part 2)

Assignments

1) Project - carrying 50% of the total mark allocation. This is to be in the form of a written long essay. The student is free to choose a topic related to any one of the four covered in the course, or any mixture of these. In length about 3,000 words is required, but between 2,500 and 3,000 is acceptable. Throughout the course students are advised to consult with me at any stage about their project. Any time after week 10 the project can be handed in, but it must be in my hands by the Friday of week 12 by the latest, unless special arrangements have been made beforehand. Students will be penalised in marks if there is no satisfactory arrangement or reason for lateness.

2) Topic assignments There are 4 of these which carry marks towards assessment grades. Each carries equal merit, and is awarded up to a maximum of 12.5% of the total marks. Weekly arrangement of assignment is as follows :

Topic 1 - composing with sounds - notice given in week 5 to hand in by week 7 (Friday), for assignment 1. Notice given in week 7 to hand in by week 10 (Friday) for assignment 2. Note each assignment is assessed but students may choose which one of these two to put forward for final assessment.

Topic 2 - traditional music concept development - notice given in week 3 of preliminary assignment (not assessed) for completion in week 4. Notice is given in week 7 of assignment to be handed in by Friday of week 12. This is assessed and contributes towards final grade.

Topic 3 - listening skills - assignment given in week 3 to be handed in by Friday of week 7. Lateness will be penalised in marks if prior arrangement, or good excuse is not made.

Topic 4 - singing and general repertoire - assignment given in week 5 for completion by Friday of week 11. Lateness will be penalised etc., as in topic 3 assignment.

3) In addition students will be required to contribute as follows :

- 1) Composing with sounds : to work in groups, individually and in the class as a whole. Activities will be based on these groupings.
- 2) Traditional music concept development : to work individually, in pairs, groups and within the class as a whole. Tasks will be set on this basis.
- 3) Listening skills : students will be expected to conduct sessions with the class after week 5 , for short periods (approximately 10 minutes each).
- 4) Singing and general repertoire : students will be expected to conduct sessions with the whole group after week 4, for short periods as in 3 above.

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Week	Topic 1	Week	Topic 2
1	<u>Exploring sounds</u> 1) Class-identifying differences in timbre, length of sound, pitch, noise, contrasts. 2) Group work - describe and classify sounds, use contrast and similarity as basis for a composition.	1	Basic rhythm patterns - use of words, names, identifying relationships, use of cross-modal notations.
2	<u>Basic shapes in sound</u> 1) Class- crescendo, arc form, no change. 2) Group- identify different shapes, make up a piece, write down descriptions.	2	Use of Rhythm Cards (A Series), clapping, constructing pieces, combining names, words and card rhythms in construction of pieces.
3	<u>Sound Pictures 1</u> 1) Class- water, waterfall, ice, heat, fog. 2) Group - make up sound pictures, each member of group to prepare a sound picture for performance by group next week.	3	Rhythm Cards (A Series), students working in pairs, practise writing a rhythm to be played by partner, compose a rhythm to be played next week by partner.
4	<u>Sound Pictures 11</u> 1) Preparation of individual's sound picture in groups 2) Performance of compositions.	4	Pitch concepts-basic use of voice (high-low), timbre sounds(ethnic), visual notations, basic pentatonic patterns, perform rhythms composed from last week.
5	<u>Sound Patterns 1</u> 1) Class- repeated patterns(rhythm and pitch), pentatonic patterns, modal, ostinato, tune and accompaniment. 2) make up patterns - prepare for <u>assignment 1</u> - each student to compose a piece with patterns.	5	Pitch concepts, pentatonic patterns, composing pentatonic tunes in pairs, making up a series of graded pentatonic tunes to be read off in pairs.
6	<u>Sound Patterns 11</u> Performance of patterns by groups - work on assignment, trying them out, experimenting , modifying.	6	Revision of rhythm cards, and pitch concepts, and work with both in combination.
7	<u>Stories in Sounds 1</u> (Assignment 1 due on Friday) 1) Class - Popocatapetl, Enchanted House, Beowulf. . . performances 2) Prepare for <u>assignment 2</u> - select 2 stories, one for younger, one older.	7	Composing pieces using pitch and rhythm, to be played by pairs of students. <u>Assignment explained, to be handed in by Friday of week 11</u> - a composition in three parts using pitch and rhythm.
8	<u>Stories in Sounds 11</u> Explanation of layout and presentation. Group discussions to prepare further, aim at a group performance <u>1 story by each student</u> . Introduction to improvised materials for making sounds-students to start search for materials.	8	Further work in composition and on assignment, working in small groups.
9	Performances of stories. Further discussion and possible use improvised materials for making sound.	9	More complex rhythms and patterns, new scale patterns - whole tone, chromatic, major and minor.
10	<u>Assignment 2 due on Friday</u> Performances of stories. Improvised materials.	10	Preparation of assignment and performances.
11	<u>Improvised Instruments</u> Further use and classifications of improvised materials for producing sound.	11	same as 10, including performances of pieces.
12	As for week 11.	12	<u>Assignment due on Friday.</u>
13		13	same as 11.

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<u>Week</u>	<u>Topic 3</u>	<u>Week</u>
1	<u>Musical Experience</u> 1)The adult experience- 19th century eroticism in music, Ravel,Wagner,etc.	1
2	2)The child's experience - music related to context,use in films,auditory/visual relations, everyday sounds describing the environment,the sound world of the baby.	2
3	<u>Listening to Patterns</u> a)medieval dance patterns b)minimalist music c)counterpoint <u>Assignment</u> -categorize 5 items of Pop.	3
4	<u>Musical Genres</u> a) baroque sounds b) jazz c) chamber music d) religious music e) ethnic music f) pop music	4
5	Genres(contd.)and Sound for its own sake- Cage,Varese,Pavarotti's voice etc. 5 Explain presentations to be made by students from next week onwards.	5
6	<u>Student presentations</u> Each student will devise a short presentation of listening activity using popular idioms, with examples on tape or record. Reverse order of alphabet.	6

-- thru to 12.

Week 7 Friday is deadline for
assignment given in week 3.

<u>Week</u>	<u>Topic 4</u>
1	Fun songs - Elephant, Rhino, display of materials.
2	More Fun songs and materials for class performances.
3	Nursery songs
4	Songs for young children. Each student to prepare a 10 minute lesson of activity(any type)aimed at specific age group, starting week 6,in alphabetical order,conducting the whole group.
5	Explain assignment for completion by <u>week 11 (Friday)</u> . Plan a sequence of lessons including songs,listening, and performance activities, for 4 twenty minute sessions aimed at a specific age group.
6	Student presentations - -- thru to 12.

Week 11 Friday is deadline for
assignment given in week 5.