

## Instructors

Ray Thompson

Mildred Twiss

COURSE NUMBER: EDUC. 478-04

COURSE NAME: Designs for Learning: Music

SEMESTER: Summer/1974  
(Intersession)

## CALENDAR DESCRIPTION

Planning for learning; creating learning environments; developing teaching strategies and materials.

## COURSE INFORMATION

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time(s)</u>
Ray Thompson		W	4:00 - 8:00 p.m.
Mildred Twiss		M	4:00 - 8:00 p.m.

## Range of Topics

- the primary music program
  - singing games, action songs
  - rhythmic activities and rhythm band
- the school choir and choral techniques and suitable song literature
- Kodaly as related to E.T.M. and Mary Helen Richards
- 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

## Recommended Reading

- \* Raebeck & Wheeler, New Approaches to Music in the Elementary School
- Nye & Nye, Music in the Elementary School
- Gelineau, R.P., Experiences in Music
- \* Available at S.F.U. Bookstore

## Requirements (Student Responsibilities)

- contribute to and be acquainted with a wide variety of children's song literature, rhythmic, and listening activities
- participate actively in workshop sessions
- keep a log book of all activities and handouts given
- read several books from the reading list
- develop some skill on classroom instruments
- 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.

FACULTY OF EDUCATION

EDUC. 478-04 Designs for Learning: Music

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

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 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
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Miss Twiss will emphasize primary music while Mr. Thompson will deal with intermediate and some secondary music. The instructors will alternate days, Miss Twiss on Mondays, and Mr. Thompson on Wednesdays. The students are expected to attend all sessions.

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

- contribute to and be acquainted with a wide variety of children's song literature, rhythmic, and listening activities
- participate actively in workshop sessions
- keep a log book of all activities and handouts given during the course
- read several books from the reading list

- develop some skill on classroom instruments
- 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.

#### Evaluation

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