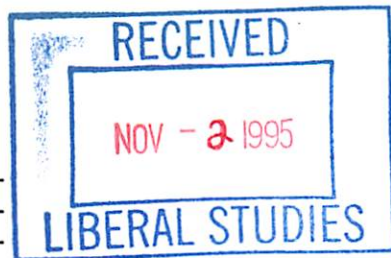


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 95-46  
Submission Date: App 12/12/95  
Action-Date: Senate App 2/6/96

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Dr. Lorraine Wilson Phone 357 7918  
Department Music

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** General Music in Middle Schools  
Suggested 20 character title

**New Course \*** MU 337 General Music in Middle Schools  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program \*** \_\_\_\_\_  
Program Name

**Program Revision \*** \_\_\_\_\_  
Program Name

**Program Deletion \*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

Department Curriculum Committee \_\_\_\_\_ Department Chair \_\_\_\_\_  
College Curriculum Committee \_\_\_\_\_ College Dean \_\_\_\_\_  
+Director of Liberal Studies (where applicable) \*Provost (where applicable) \_\_\_\_\_

## Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This course will be elective for students in the Bachelor of Science in Music Education program. The course is not intended for inclusion in the Liberal Studies program. At a recent reaccreditation evaluation for the National Association of Schools of Music, as well as in our own internal evaluation, one evaluator, Dr. Timothy Gerber, from Ohio State University recommended that such a course be added to our curriculum.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other course of department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other courses or programs in the department.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.

This course has not been offered at IUP on a trial basis.

- A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

This course is not intended to be dual-level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience to each student? Who will make this determination and by what procedures?

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples.

Similar courses are offered at these institutions: Pennsylvania State University, General Music Methods and Materials; Ohio State University, Teaching General Music in Middle and Junior High Schools; Towson State University (Maryland), Teaching Music in the Secondary School; University of South Florida, Classroom Music in the Secondary School.

- A7 Is the content, or are the skills, of the proposed course recommended or required by professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

The Music Educators National Conference recommends but does not require this course in its national voluntary standards in music.

## Section B: Interdisciplinary Implications

B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

This course will be taught by one instructor.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed changes(s).

This course does not overlap with any other courses at Indiana University of Pennsylvania.

B3 Will seats in this course be made available to students in the School of Continuing Education?

Two seats in the course could be reserved for students in the School of Continuing Education.

## Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

No new faculty are needed to teach this course. One section of the course could be accommodated in Dr. Lorraine Wilson's spring teaching schedule each year.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- \*Space
- \*Equipment
- \*Laboratory Supplies and other Consumable Goods
- \*Library-Materials
- \*Travel Funds

- a. Current space allocations are adequate to offer this course.
- b. There are no additional equipment needs.
- c. The departmental budget should be sufficient to purchase supplies for this course.
- d. Library holdings will be increased in order to accommodate needed resources.
- e. A small financial commitment will be needed to transport students for a field experience to the North Allegheny School District near Pittsburgh. Their middle school general music classes are exemplary in their offerings.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)
- No grant funds are associated with this course.
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
- The course should be offered each year spring semester or summer.
- C5 How many sections of this course do you anticipate offering in any single semester?
- One section of the course will be offered.
- C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.
- Enrollment will be limited to 25 students due to the classroom available and the need for field experiences.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
- No enrollment limits are specified by professional societies or accrediting agencies.

**Section D: Miscellaneous**

As stated above, during the internal evaluation of the Department of Music, conducted simultaneously with a reaccreditation evaluation, by the National Association of Schools of Music, one evaluator, Dr. Timothy Gerber, from Ohio State University, strongly recommended that such a course be made available to music education majors at IUP.

**Catalog Description**

MU      General Music in Middle Schools    3 credits  
   3 lecture hours  
   (3c-01-3sh)

Prerequisites: MU 331, Junior Standing

This course will provide general practices and pedagogy related to recent standards for a comprehensive, sequential middle school general music curriculum. Specific focus on curriculum development, lesson planning, instructional strategies, adolescent behavioral characteristics, as well as diverse materials and resources.

**Course Objectives**

1. Students will be able to articulate orally and in written form a clear philosophy of music education and a rationale for general music for middle school students.
2. Students will know the purposes, function and content areas of the new National Standards, K-12, designed as a framework for improving the quality of the school program music.
3. Students will analyze learning theories as related to music, adolescents and effective teacher behaviors.
4. Students will demonstrate knowledge of how middle school students learn and develop.
5. Students will examine and use multicultural instructional materials, technology and resources that are creatively and effectively based on individual needs, relevancy and appropriateness.
6. Students will construct music lesson plans that correlate to the new standards in music education and promote active learning.

7. Students will demonstrate an understanding of the adolescent voice and accompaniment skills for appropriate song materials.
8. Students will exhibit broad understandings and affirmation of cultural, ethnic and socioeconomic diversity.
9. Students will display knowledge of appropriate techniques for outcome based assessment.
10. Demonstrate an understanding of middle classroom management strategies, scheduling, and other common practices.
11. Students will observe a model middle school music program.

III. Course Outline

- A. A discussion of the philosophical base and structural model of a middle school general music program (3 lectures)
- B. The National Standards for Music Education: A New Vision (5 lectures)
  1. Vision Statement
  2. Creation and Performance
  3. Cultural and Historical Context
  4. Perception and Analysis
  5. The Nature and Value of the Arts
- C. Learning theories, strategies, methods and effective teacher behaviors for middle school general music education (8 lectures)
  1. Madeline Hunter
  2. Howard Gardner
  3. Carl Orff, Zoltan Kodaly, Jacques Dalcroze, Gordon
  4. Cooperative Learning Strategies
  5. Successful teaching behaviors

- D. Examination of diverse and multicultural instructional materials, technology and resources (6 lectures)
1. Basal Texts
  2. Music! It's Role and Importance in Our Lives
  3. Applications of computer based instruction
- E. Approaches to music listening, performing, singing, analyzing, movement, creating, and improvisation (8 lectures)
1. Perceptive Listening
  2. Developing Skills in Playing, Singing
  3. Folk, Popular, Classical
  4. Jazz and Its Influences
  5. Musical Theater, Opera, Film
  6. World Cultures and Dance
  7. Integrating Computer Technology
- F. Innovative lesson planning, instructional media, outcomes based education and assessment (6 lectures)
1. Music Content Standards
  2. Model lesson plans
  3. Teaching Creativity through Technology
  4. Process for Developing Outcomes Based Curriculum
  5. General Music Outcome Statements
  6. Outcome Assessment Tools
- G. The Middle School Model (4 lectures)
1. Characteristics of Middle Schools
  2. Scheduling Practices
  3. Classroom Management
  4. Student Attitudes
  5. Other Problems and Practices
- H. On-Site Observation/ Videotaped exemplars of model general music teaching and learning (1 visitation/lecture)
1. North Allegheny School District

#### IV. Evaluation Methods

The final grade for this course will be determined as follows:

- 25%      **Written Assignments**
  - (a) philosophy of music
  - (b) rationale for general music
  - (c) evaluation of textbooks, materials and resources
  - (d) field and video observations
  - (e) critiques of assigned articles
  
- 25%      **Presentation of general music lessons (3)**
  - (1) music listening, analyzing, creative, multicultural)
  - (2) singing and movement for learning and enjoyment
  - (3) jazz in general music
  
- 15%      **Cooperative Learning Group Presentation (3 member team)**  
comprehensive general music lesson
  - use of thematic unit
  - interdisciplinary approach (music, art, literature)
  - emphasis on musical theater, non-western culture, women who compose and perform, computer technology projects for the general music class
  
- 10%      **Proficiency in classroom instrument playing, singing and piano accompaniment**
  
- 25%      **Mid-semester exam and Final exam**

#### V. Required Textbooks

- The School Music Program: A New Vision. MENC. 1994.
- An Agenda for Excellence in Music at the Middle Level. MENC. 1994.
  - Teaching General Music: A Course of Study. MENC. 1991.
- Wilson, L. (1995). Creative Approaches for Teaching General Music in Middle Schools.

All students are expected to subscribe to General Music Today, MENC.



## Supplemental Books, Readings, Recordings, Videos

Bessom, et al. Teaching Music in Today's Secondary Schools, 2nd ed., New York: Holt, Rinehart & Winston, Inc. , 1980.

Carder, P. The Eclectic Curriculum in American Music Education (rev. ed). Reston, VA: MENC. 1990.

Fowler, C., Gerber, T., and Lawrence, V., Music! Its Role and Importance in Our Lives. New York: Glencoe-MacMillan/McGraw-Hill, 1994.

Metz, Donald. Teaching General Music in Grades 6-9. Columbus: Merrill. 1980.

Share the Music, 6-8. Macmillan/McGraw-Hill. New York, 1995.

The Music Connection, 6-8. Silver Burdett Ginn. Morristown, New Jersey, 1995.

### Music Educators National Conference Publications

General Music Today, 1993-1995

History of Public School Music in the United States, 1988.

Music at the Middle Level: Building Strong Programs, 1994.

Opportunity to Learn Standards for Music Instruction, 1994

The Reimer/Gordon Debate on Music Learning:

Complimentary or Contradictory Views? 1994.

TIPS: Thinking Skills in the Music Classroom, 1993

TIPS: Discipline in the Music Classroom, 1989.

TIPS: Technology for Music Educators, 1990.

Singing in General Music, 1994.

Sounds of the World, 1986, 1987, 1989, 1990.

The World's Greatest Music, 1988.

What Works: Instructional Strategies for Music Education, 1989.

## VI. Special Resource Requirements

Technology- two hour blank video cassette  
Three-Piece Recorder with book

## VIII. Bibliography

### Books

Brooks, Tilford. America's Black Musical Heritage. Englewood Cliffs: New Jersey. 1984.

Choskey, Lois et al. Teaching Music in the Twentieth Century. Englewood Cliffs: New Jersey. 1986.

Edelman, Marian Wright. The Measure of Our Success: A Letter to My Children and Yours.

Elliott, David J., Music Matters. New York: Oxford. 1995.

Hinely, Reg and Ford, Karen., Education in Edge City. New York: St. Martin. 1994.

Karre, Idahlynn. Cooperative Learning Tools in the College Classroom. University of Northern Colorado: Greeley. 1994.

Cook, Nicholas. Music, Imagination and Culture. Oxford: Clarendon. 1992.

Johnson, David W. et al. Active Learning: Cooperation in the College Classroom. Edina, MN: Interaction Book Company. 1991.

Fowler, C., Gerber, T., and Lawrence, V., Music! Its Role and Importance in Our Lives. New York: Glencoe-MacMillan/McGraw-Hill. 1994.

Handy, D. Antoinette. Black Women in American Bands and Orchestras. Metuchen, NJ: Scarecrow. 1981.

Metz, Donald. Teaching General Music in Grades 6-9. Columbus, Ohio: Merrill. 1980.

Marsalis, Wynton and Stewart, Frank. Sweet Swing Blues on The Road. New York: Norton. 1994.

Regelski, Thomas A. Principles and Problems of Music Education. Englewood Cliffs: Prentice-Hall. 1975.

Share the Music Series, Grades 6,7,8. MacMillan/McGraw-Hill. 1995

Southern, Eileen. The Music of Black Americans. New York: Norton. 1971.

Tellstrom, A. Theodore. Music in American Education-Past and Present. New York: Holt, Rinehart and Winston, Inc. 1971.

The Music Connection Series, Grades 6, 7, 8. Silver Burdett Ginn. 1995

#### Journals

General Music Today. Music Educators National Conference. 1993-1995.

Journal of Music Teaching and Learning. Manny Brand (ed). University of Northern Colorado. 1994.

Journal of Music Teacher Education. Hilary Apfelstadt and Ann Small (ed). 1994-1995

Music Educators Journal (selected articles)

#### Articles

Seven Principles for Good Practice in Undergraduate Education. Chickering Artheur and Gamson, Zelda. American Association of Higher Education Bulletin. March, 1995.

#### Other Resources

MENC Professional Resources Catalog, 1994-95.

Pennsylvania Department of Education. Outcomes Based Curriculum for Music K-12. Rev. 1993.

Teacher Education at IUP: Theme and Knowledge Base. 1993

The Soundtree General Music Curriculum for Middle School General Music Classroom. Westbury: Soundtree. 1995.

Why Man Creates (Film) 1969.

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Date: October 6, 1995

Subject: New Course Approval - Department of Music

To: Mark Staszkiwicz  
Provost

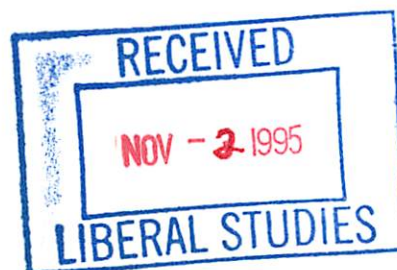
From: John H. Heyer  
Dean, College of Fine Arts

I have endorsed the Music Department's request for a new course entitled "General Music in the Middle Schools" This course is being proposed in response to the last NASM Evaluation. It is certainly a course that merits implementation; my only concern is resources.

I have reviewed the Music Department's Music Educational Service courses. I am pleased to say that it appears we have moved through the bubble of students who needed the EL 211 course. Accordingly it appears to me that Dr. Wilson could offer this course at least once annually without adding resources to the department.

Accordingly, I ask that it be forwarded to the Curriculum Committee for review and approval.

JHH:ss  
Enclosure  
XC: Calvin Weber





Date: September 14, 1995

Subject: Request for New Course Approval

To: John Heyer, Dean  
College of Fine Arts

From: Calvin E. Weber, Chairperson.  
Department of Music

A handwritten signature in black ink, appearing to read 'Calvin E. Weber', is written over the typed name in the 'From:' field.

The attached documents relate to request for approval of a new course, General Music in Middle Schools. This course proposal was initiated by Dr. Lorraine Wilson and seems to be an appropriate follow-up to a recommendation made to the IUP Department of Music by Dr. Timothy Gerber of Ohio State University, who served as an internal evaluator for the department some years ago. It would seem desirable to have such a course in place prior to our next NASM evaluation which would normally occur in 1998. Your consideration of this request and prompt response is sought at this time so that the course proposal may be moved through the necessary levels for approval to offer the course during the 1996-97 academic year.