



# Syllabus

15800 Calvary Rd  
Kansas City, MO 64147

Course: MU446D.DN Teaching Secondary School Music  
Credit: 3 Semester Hours  
Semester: Fall 2021, Cycle 3  
Day/Time/Place: Wednesday/1:00pm-4:00pm/E. Ed. 109  
Instructor: Dr. Tom Stolberg  
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## I. DESCRIPTION

A study of methods, information, materials, and techniques to prepare the music teacher for teaching and directing in secondary schools. Special emphasis is given to understanding the needs of the student and providing methods for meeting those needs in the secondary music classroom and in the choral or instrumental music group. (Fee: \$30)

\*This is a blended class, meaning that both campus students and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom.

## II. OBJECTIVES

A. General competencies to be achieved. The student:

1. Should develop a solid understanding of the purposes for teaching music in the secondary school.
  - a. PLO 1, 2, 4
  - b. A, B, C, D, E, F, G, I, J
2. Should be able to make effective decisions regarding the content of courses taught in the secondary school.
  - a. PLO 1, 4
  - b. A, C, E, F, G, I, J
3. Should be able to maintain a good educational balance between performance and content in courses for the secondary school.
  - a. PLO 1, 3, 4
  - b. A, E, F, H, I, J
4. Should understand the unique characteristics of teenagers.
  - a. PLO 1, 2, 4
  - b. A, C, D, E, F, G, I, J

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

B. Specific competencies to be achieved. The student:

1. Will be able to set up a curriculum for all aspects of the secondary school music program.
  - a. PLO 1, 4
  - b. A, C, E, F, I, J
2. Will be able to set up short and long-range plans for music teaching in the secondary schools.
  - a. PLO 1, 4
  - b. A, C, E, F, I, J
3. Will know how to rehearse, direct, select music for, and teach the teenage instrumentalist at the secondary level.
  - a. PLO 1, 4
  - b. A, C, E, F, G, I, J
4. Will know how to rehearse, direct, select music for, and teach the teenage vocalist at the secondary level.
  - a. PLO 1, 4
  - b. A, C, E, F, GI, J
5. Will know how to teach middle school and high school non-performance classes.
  - a. PLO 1, 4
  - b. A, C, E, F, I, J
6. Will be able to plan and execute effective, creative, educational concerts.
  - a. PLO 2, 3, 4
  - b. A, C, E, F, G, H, I, J
7. Will know how to understand teenagers, manage classes, and assess learning.
  - a. PLO 1, 2, 3, 4
  - b. A, C, E, F, G, I, J

C. This course helps the student meet the following MoStep Music K-12: Instrumental and Vocal Competencies.

1. B12 using knowledge of basic physical properties and characteristics of sound to adapt to different performing venues.
2. D17 rehearsal techniques and procedures.
3. E21 applying historical knowledge to selecting music for solos, small and large ensembles, curriculum development, lesson planning, and daily classroom and performance activities.
4. F24 using technology to support students development of musical understanding.
5. F25 using computers and other music-related technologies to enhance the learning environment.
6. G27 forming and defending value judgments about music, based on an understanding of the context of the music, including but not limited to who, why, when, and where music is made.
7. G28 working with a comprehensive repertoire, including contemporary music and music from various cultures of the world and music of today.
8. G29 understanding basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.
9. G31 analyzing and making connections within music, among the fine arts, and across other curricular areas for the purpose of reinforcing concepts that cross the disciplines.
10. H33 articulating, verbally and in writing, a philosophy of music education.
11. H34 using professional literature to inform teaching content and methods.

12. H35 applying professional practices and ethics.
13. H36 participating in continuing professional development, including membership in professional organizations, attendance at professional conferences, etc.
14. H37 understanding basic administrative, financial, management, public relations and organizational aspects of an overall music program.
15. H38 planning a public performance of varied and balanced repertoire.
16. H39 understanding health issues related to music and employing safe practices and precautions related to school music programs.
17. H40 working effectively with school personnel and families.
18. 2.6 understanding the physiological development of the voice, including both male and female voice change.
19. 2.8 movement sufficient to enhance students awareness of tempo, pulse, and rhythm.
20. 2.9 organizing and conducting various vocal ensembles, such as jazz and show choirs, musicals, solos, and ensembles.
21. 3.6 organizing and conducting instrumental ensembles, including string groups, marching, jazz, and concert bands.

### III. REQUIREMENTS

- A. Read, study, answer assigned questions and be prepared to discuss assigned chapters of the text.
- B. Write a paragraph or two that clearly and succinctly articulates a philosophy of music education. Also place in course notebook.
- C. Read 5 magazine/journal articles that pertain to key aspects of this course, write a brief summary of each, and share valuable information from 2 articles with the rest of the class. Place article copies & summaries in course notebook. Suggested journals are Teaching Music, Music Educators Journal, and Choral Journal Also see Internet for helpful materials/articles.
- D. Watch a video of Mr. Holland's Opus and write a brief review, noting any important teaching concepts illustrated in this film as well as things you disagreed with or would have done differently. Share & discuss briefly with class.
- E. Secondary Music Methods notebook. Complete a notebook of helpful articles, materials, sources, and much more for topics related to teaching music in the secondary schools. The instructor will give helpful guidelines for categories, topics, and sources. The instructor will also give handouts and information to put in the student notebook.
- F. Complete 4 projects:
  1. Select 1 musical work that might be included in the repertoire of a high school choir, vocal ensemble, band, or orchestra. Decide what you could teach the students about music as the group works on and learns the piece over a 6 week period. Share with the class. Place in course notebook.
  2. Plan a unit of study for a Middle/Jr. High School General Music class. The unit should be at least 4 sessions long. Teach a 10 minute segment from this unit in class. Place in course notebook.
  3. Review a Secondary Music Curriculum, write a report, and present a summary to the class. Materials are either in the Calvary Library, Calvary Music Department, or to be found at Wingert-Jones/JW Pepper Music. The instructor will help with guidelines

and criteria. Place in course notebook.

4. Plan a 1 hour Christmas or Spring secondary school concert. This should include both Middle/Jr. High & High School vocal and instrumental music groups. Plan music by at least 4 larger music groups, 2 from each level, and at least 2 or more smaller ensembles. Select the music, give details of ways that you are enhancing the programming of some of the pieces, and print a program. Also place in course notebook.

- G. Do a minimum of 3 observations of actual secondary school teaching/ rehearsing. Additional observations are encouraged and will be considered extra credit. The instructor will provide an observation form. The instructor will help student locate secondary school teaching situations. It is preferred that the student observe a variety of class and school types (private, public, urban, suburban, rural, small, medium, large). Share with the class about your observations. Also place in course notebook.

Select from the following class/group options.

1. Middle/Jr. High school general music class (or other non-performance class – music appreciation, piano class, guitar class, etc)
2. Middle/Jr. High choir rehearsal or vocal ensemble reh. (girls, boys, select)
3. Middle/Jr. High band rehearsal
4. Middle/Jr. High orchestra/strings rehearsal
5. High School non-performance class (music theory, music appreciation, music history, class piano, class guitar, etc)
6. High School choir rehearsal or vocal ensemble rehearsal (girls, boys, select)
7. High School band rehearsal, wind ensemble or marching band
8. High School orchestra or string ensemble rehearsal

- H. Attend at least one secondary school music performance and write a review. The instructor will provide information on area concerts and an observation form to use. Also place in course notebook.

- I. Prepare a research project and report on classroom management covering the general principles of managing the classroom along with best practices for managing the music classroom. The paper should be approximately 2500 words long (10 pages, double-spaced, 12 pt. type) with at least 5 sources. The presentation should be 20 minutes long.

- J. Final, practical test over material covered during the semester. Taken during exam week.

#### IV. METHODS

A. In-class methods: lecture, discussion, listening, observation, teaching, reports.

B. Out-of-class methods: reading, study, observation, work on projects, research.

A. Grading

- |                                                   |    |
|---------------------------------------------------|----|
| 1. Journal reading & report                       | 5% |
| 2. Video viewing & report                         | 5% |
| 3. Teaching music in a performing group project   | 5% |
| 4. Statement of Philosophy of Music Education     | 5% |
| 5. Middle/JH School general music unit & teaching | 5% |
| 6. Secondary music curriculum review & report     | 5% |
| 7. Secondary concert program project              | 5% |

|                                             |            |
|---------------------------------------------|------------|
| 8. Secondary music methods notebook         | 5%         |
| 9. 4 observations & reviews                 | 10%        |
| 10. Reading & answering questions from text | 10%        |
| 11. Research Paper and Report               | 30%        |
| 12. Final test                              | <u>10%</u> |
| Total                                       | 100%       |

## V. MATERIALS

Hoffer, Charles R. *Teaching Music in the Secondary Schools*, 5<sup>th</sup> edition. Belmont, CA: Wadsworth Publishing Co., 2001. ISBN-13: 978-0534141363, **New: \$212.06 USED: \$22.99 on amazon.com**

Class notes and materials from the instructor. The instructor will also use and show materials from MENC, State of Missouri Department of Education, and many other sources.

### Course Load Assignments

| Assignments                   | External/Online |                     |
|-------------------------------|-----------------|---------------------|
|                               | Hours           | Assigned            |
| “Seat Time” in class          | 24              |                     |
| Music Activity                | 6               |                     |
| Exams                         | 6               | 2 written, 1 skills |
| Reading                       | 52              | 600 pages           |
| Concept Lessons               | 10              | 2                   |
| Concert Attendance            | 4               |                     |
| Observations and Review       | 6               |                     |
| Research Project/Presentation | 27              |                     |
| Total                         | 135             |                     |

## VI. Other Important Information

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

In-class attendance and discussion is mandatory and is part of the student's overall final grade.

Grading Scale: See grading scale in the university catalog.