Course Title: Teaching Music in the Middle School
Course Number: MUS 412
Class meetings: T-R 11:10-12:30
Professor: Dr. Robyn K. Swanson
Office: FAC 364
Office Phone: 745-5925
e-mail: robyn.swanson@wku.edu

I. Catalogue Description and Credit Hours of the Course.
A required course for music education majors which deals with special techniques, methods and materials for children 9-14. Both general music as well as vocal performance areas are emphasized. (3 credit hours)

II. Prerequisites: MUS 312

I. Required Texts:
   • Music 412 Course pack

IV. Course Objectives: The objectives of MUS 412 are to:
1. identify and be able to defend music’s unique role for the total growth and development of all middle school age student, age 9-14, grades 5-8.
2. identify and be able to defend a personal philosophy and objectives for teaching music to the middle school age student.
3. identify appropriate music performance skills and music concepts for the middle school age student.
4. identify, discuss, utilize and teach contemporary music education methods techniques and approaches suitable for the middle school levels of music instruction.
5. design original, appropriate teaching materials utilizing contemporary music education curricula, methods, techniques and approaches with stated with performance outcomes and music concepts.
6. demonstrate an understanding of the developing vocal mechanism of this age student, especially the changing voice.
7. study, compare and utilize published materials for middle school age students.
8. are able to arrange and teach music for specific middle school instrumental groups ie. Orff instrumentarium and recorder choirs.
9. demonstrate an understanding of designing curriculum, instruction and assessment in alignment with the National Standards in Music Education and the appropriate KERA documents through the design of a teacher work sample.

10. designs individualized learning stations as well as the use of technology in the music classroom.

V. Grading and Student Requirements:
Final Grades in Music 412 will be based upon satisfactory completion of the following requirements:

1. attendance and participation are **required.**
   (Discuss any absence with the instructor.)

2. design four different original lesson plans that comprise a unit of study (The Teacher Work Sample appropriate for teaching music to middle school students. The plans will follow the Teacher Work Sample Guidelines).

3. design four learning packets (small group and individualized) for middle school students that include learning to play one classroom instrument: recorder, guitar, piano etc.

4. observe two general music classes, one band and one choir at the middle school level.

5. Compile a portfolio that should have a table of contents, page numbers and/or side tabs. Include all items that demonstrate your understanding of course content in relationship to the Kentucky New Teacher Standards.
   **Due at the time of the Final Exam.**

6. present an overview of your work sample and teach one lesson in a middle school setting.

7. daily assignments and quizzes.

8. two exams, a mid-term and a final exam.

Work not turned in at the beginning of the class period is considered as late work!!! Therefore, your grade will be dropped one notch, ie A to A-, for each day it is late.

All assignments must be typed.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Teacher Work Sample and Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>(Critical Performance)</td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Daily work, quizzes, notebook, observations etc</td>
<td>25%</td>
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MUS 412 Critical Performance – Practice Teacher Work Sample (TWS)


Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for **MUS 412**.

**Graded Product:** Practice Teacher Work Sample (TWS)

**Task:** The students will develop a practice (five-day) teacher work sample using the Teacher Work Sample (TWS) Standards. The practice TWS will be aligned to the age appropriate standards of the Kentucky Music Core Content for Assessment (KCCT) and the Program of Studies (POS). The practice TWS must meet the following performance indicators:

1. Develops significant age-appropriate music objectives aligned with specific music knowledge and music skills (perform, analyze and/or create music) for all learners.
2. Uses contextual data to design instruction relevant to the students.
3. Plans multiple types of authentic music assessments to guide instruction and measure learning objectives.
4. Plans age-appropriate instructional strategies and a variety of music activities, which include the use of technology for instruction/assessment designed in collaboration with the music instructor and a middle school music practitioner.
5. Teaches a portion of the teacher work sample to middle school students and writes a reflection about the learning climate and the instructional process.
6. Identifies teaching strengths and areas for growth based on self-reflection and the middle school music practitioner’s evaluation of the mini-teaching experience.

**Standards Based Mini Teacher Work Sample (TWS) Analytic Scoring Guide/Rubric**

<table>
<thead>
<tr>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
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<tbody>
<tr>
<td>Objectives are age-appropriate, reflective of differentiated activities for students with special learning</td>
<td>Objectives are age-appropriate, but not reflective of differentiated activities for students with special learning</td>
<td>Objectives are age-appropriate and reflect age-appropriateness, differentiated activities for students with special learning</td>
</tr>
<tr>
<td>Develops significant age-appropriate music objectives for all students, aligned with specific music knowledge and music skills</td>
<td>Objectives are not age-appropriate, reflective of differentiated activities for students with special learning</td>
<td>Objectives are age-appropriate, but not reflective of differentiated activities for students with special learning</td>
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<td>(perform, analyze and/or create music) (KCCT and POS).</td>
<td>needs and not aligned with specific music knowledge and skills within the Music Core Content and Program of Studies.</td>
<td>needs AND/OR not aligned with specific music knowledge and skills within the Music Core Content and Program of Studies.</td>
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<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Uses contextual data to design instruction relevant to the students.</strong></td>
<td>Little to none of the instruction is clearly and appropriately based on significant contextual factor data.</td>
<td>Some instruction is clearly and appropriately based on significant contextual factor data.</td>
</tr>
<tr>
<td><strong>Plans multiple types of authentic music assessments to guide instruction and measure learning objectives.</strong></td>
<td>Few to no authentic music assessments are used to guide instruction and measure learning objectives.</td>
<td>Some types (2 or more) of authentic music assessments are used to guide instruction and measure learning objectives.</td>
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<tr>
<td><strong>Plans age-appropriate instructional strategies and a variety of music activities which includes the use of technology for instruction/assessment designed in collaboration with the music instructor and a middle school music practitioner</strong></td>
<td>Little to none of the instructional strategies are age-appropriate, include a variety of music activities, use technology for instruction/assessment and designed in collaboration with the music instructor and a middle school music practitioner.</td>
<td>Some instructional strategies are age-appropriate, include a variety of music activities, use technology for instruction/assessment and designed in collaboration with the music instructor and a middle school music practitioner.</td>
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<tr>
<td><strong>Teaches a portion of the teacher work sample to middle</strong></td>
<td>Teaches but the instructional process is not sequential.</td>
<td>Teaches but lacks complete understanding about</td>
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<td>school students and writes a reflection about the learning climate and the instructional process.</td>
<td>Writes a reflection but does not address the learning climate and/or the teaching/learning process.</td>
<td>sequential instructional processes. Writes a reflection which lacks specifics about the learning climate and/or the teaching/learning process.</td>
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<td>Identifies teaching strengths and areas for growth after self-reflection and the middle school music practitioner’s evaluation of the mini-teaching experience.</td>
<td>Few to no teaching strengths and areas of growth are identified after self-reflection and the middle school music practitioner’s evaluation of the mini-teaching experience.</td>
<td>Some teaching strengths and areas of growth are identified after self-reflection and the middle school music practitioner’s evaluation of the mini-teaching experience.</td>
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**TOTAL POINTS POSSIBLE = 24**

**TOTAL POINTS EARNED:** 4/2

**NOTE TO STUDENTS:** After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 6-10
- Holistic Score of 2 = Analytic Rubric Score Range 11-14
- Holistic Score of 3 = Analytic Rubric Score Range 15-19
- Holistic Score of 4 = Analytic Rubric Score Range 20-24

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**Plagiarism Policy:**
Refer to the University policies for plagiarism.