

COURSE OUTLINE

Fundamentals of Music

Course Description

MU 105. Fundamentals of Music. 3 credit hours. This course will enable the student to discuss how music can be used in the regular classroom as a powerful tool to help him/her learn more effectively, including music's ability to control behavior and enhance creativity. This course will also enable the student to demonstrate their understanding of the rudiments of music.

Course Relevance

All education majors are required to have a basic foundation in music. Teaching effectively requires many different techniques and approaches. In the regular classroom the teacher can use music to help the student learn in creative ways that don't have to be the province of the music teacher alone. Music can be used to help the slower student learn better, and the accelerated student to learn more creatively.

Required Materials

MU 105 Textbook:

Hoffer, C., (2005) *Music for elementary classroom teachers* (3rd ed.). New York, NY: McGraw Hill

Learning Outcomes

The intention is for the student to be able to

1. Demonstrate an understanding of the basic language and materials of music by performing elementary pieces on the recorder and the piano
2. Discuss ways to use music effectively in the regular classroom
3. Articulate what is meant by the "Mozart Effect"

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Problem Solving
 - Write an essay discussing the ways that music can be used in a regular classroom to improve learning, enhance creativity, and control behavior
2. Critical Thinking
 - Demonstrate the rudiments of music by performing a piece on an instrument

Secondary skills (developed but not documented):

Self-Concept

Time Management
Teamwork
Leadership
Writing Listening
Nonverbal Communication
Computer Literacy

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Writing a one-page essay on why the “Mozart Effect” may be able to help in the classroom, and at least two other ways that music can help both teacher and the student
2. Performing several elementary music pieces on a recorder and the piano to show a basic understanding of the rudiments of music

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Music can affect behavior in the classroom
 - B. Music can enhance learning and creativity
 - C. Music has a basic vocabulary that we can learn and use quickly
 - D. Music can help us understand ourselves and other cultures
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Rudiments of music must be used to make music for them to be meaningful
 - B. Making music uses eyes, ears, fingers/mouth, and critical thinking skills all at the same time
 - C. Music should not just happen in “Music” class
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Learning the basic notes, rhythms, chords, and scales is only the first step in making music
 - B. Performing music can improve learning in other areas, as well as build self-confidence
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Identify the names of the notes on a grand staff
 - B. Identify the name of the keys on a keyboard
 - C. Demonstrate the fingerings for the notes on a recorder
 - D. Demonstrating an ability to count, clap, and recognize basic rhythmic patterns
 - E. Demonstrate what scales and chords are
 - F. Demonstrate what melody and accompaniment mean
 - G. Learn the most common instruments in an orchestra and be able to place them in one of the four major instrumental groups that make up an orchestra

Learning Units

- I. Reading notes
 - A. Notes of the grand staff
 - B. Note names of the keys on a keyboard
 - C. Sharps, flats, and naturals

- II. Basic Rhythms
 - A. Values of notes and rests
 - B. Time Signatures
 - C. Measures, barlines, ties
 - D. Counting and clapping

- III. Orchestral Instruments
 - A. SATB
 - B. Woodwinds
 - C. Brass
 - D. Percussion
 - E. Strings
 - F. Prokofieff,s “Peter and the Wolf”, story set to music
 - G. Ravel’s “Bolero, timbre and crescendo
 - H. “Stomp”, rhythm
 - I. “Fantasia”, music set to stories

- IV. “Mozart Effect”
 - A. Left/Right Brain, Creative/Analytical
 - B. Calming/Excitability
 - C. Music Therapy
 - D. Increased learning potential

- V. Recorder/Piano
 - A. Songbooks
 - B. Learn fingerings
 - C. Perform basic songs

- VI. Vocabulary/Spelling
 - A. Basic Italian Terms
 - B. Tempo
 - C. Dynamics
 - D. Signs
 - E. Articulations
 - F. Acoustics
 - G. Timbre

- VII. Intervals
 - A. Basic
 - B. Qualities

- VIII. Scales
 - A. Key Signatures
 - B. Major
 - C. Minor

D. Other scale forms

E. Formulae

IX. Triads and Chords

A. Qualities of triads

B. Primary triads

C. Chords of more than three tones

D. Inversions

E. Popular Chord Symbols

Learning Activities

Activities include lecture, discussion, worksheets, quizzes, exams, viewing of DVDs, listening to CDs, practicing recorders and pianos together, and other activities appropriate to the learning environment

Grade Determination

The students will be graded on attendance and punctuality, the quality of his/her major assessment tasks, scores on quizzes and exams, and participation and attitude during discussions and other class activities.

