

MU 1550: Intro to Teaching Music

Dr. Andrea Maas, Music Building 306

(802) 279.3866 • andrea.maas@uvm.edu

Office Hours: Mondays and Wednesdays 11:00-12:00, by appointment, in-person or via Teams

Time and Location

MWF 9:40-10:30

Southwick Hall 206

Prerequisites and Corequisites

Acceptance into the licensure program in Music Education; Enrollment in the UG Certificate in Teaching Artist in Music; Permission of the Instructor

Required Text:

Wiggins, J. (2014) *Teaching for Musical Understanding* (3rd ed). Oxford.

Must be the Third Edition! Paperback or E-version are fine. Music Ed majors **will use this text again in other courses throughout the entire 4 years of the program** including the development of the VT Licensure Portfolio. Note: it seems Oxford is now (as of this month! only selling this in digital E book edition. If you want a hard copy you may need to look on other sites but [here is the link to Oxford](#) so you can see what it looks like or order the Ebook.

Additional Readings will be provided as PDF's via Brightspace.

Brightspace : All course materials and assignments will be posted on our UVM Brightspace site, and assignments will be submitted there. Some assignments will require sharing a link to an editable Google document.

Other Required Materials/Tools:

You will need a digital device such as a laptop or tablet for taking notes, accessing shared documents, recording and sharing musical work. A phone is not an adequate tool for writing, editing and word processing. Please see UVM's policy below on digital devices and reach out if you need assistance. <https://www.uvm.edu/it/students>

Technology

Students are expected to utilize appropriate devices for note taking, access to online media examples, shared documents, making and sharing audio and video recordings. While technology is a very important and useful tool students will be held to a high expectation to use devices responsibly and respectfully while in class. Practice a focused use of technology by not texting or surfing the web. Reserve use for necessary applications. Close and put away the device when not in use. Be attentive and focused on classroom interactions to foster relationships of mutual respect and trust.

Classroom Expectations:

Cultivating positive and engaging learning environments is a critical skill of an effective educator. Students will practice and demonstrate skills and dispositions necessary for fostering relationships built on mutual respect and trust including:

- Students come to all in-person classes with devices for collaborating and accessing shared documents, and the internet.
- Readings and assignments will be completed and submitted on-time so that learners and peers can gain the maximum benefit from group discussion and collaboration.
- Students are open to trying new things and will participate with positive effort, considering the positionality of future students in the process.
- Students use technology and digital devices as a classroom resource and tool. Phone calls and texts should only be received and attended to in the case of an emergency and advanced notice is appreciated by the instructor when possible.

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Course Description:

This course introduces students to the opportunities, challenges, issues, roles, and duties associated with teaching music in various settings. Students will participate through reading, writing, observing, and discussing, as well as individual and group projects. This course seeks to promote the development of students into well-educated citizens, reflective practitioners, and principled educators. The course fulfills a requirement within the B.S. in Music Education Program and serves as an elective for other majors.

Course Learning Objectives:

Students will demonstrate:

- Understanding of the course topics
- The ability to apply course concepts and skills toward planning and teaching musical experiences
- The ability to communicate effectively through speech and writing
- The ability to organize thought, interpret readings, reflect, form and articulate opinions
- Professional behavior : Use of language, respectful dialog and relationship development, attendance at class meetings, preparedness for class discussions...
- Participation, commitment, and follow through of class discussion, activities, collaboration, assignments.
- Dispositions toward diversity, equity, and inclusion

Course Topics:

Course topics are subject to change due to the nature of teaching and learning as a responsive act, allowing the curriculum to be flexible in order to meet the needs of the learners and instructors.

- Developing personal orientations toward teaching music.
- Historical and changing roles of music teaching and learning in schools and communities.
- Musical learners and learning
- Philosophies and approaches to teaching music
- Direct instruction v. constructivism in music (Music Learning as a socially constructed activity)
- National Music Standards, National Core Arts Standards
- Diversity, Equity, Inclusion, and Access (DEIA) in music teaching and learning
- Culturally Responsive and Sustaining Teaching
- Planning musical learning experiences
- Assessing musical learning in music

ASSIGNMENTS

Assignments will vary in nature from week to week. See Brightspace for details. Assignments consist of readings, responses to readings or other media, discussion forums, musical and creative projects, peer teaching, self-reflections of teaching etc...

Key Assessments:

TOPIC	SKILLS/ UNDERSTANDINGS	ASSESSMENT
Personal Orientations to Music Teaching and Learning	Develop and expand notions of what music education is and who it is for. . Develop personal relationship to music teaching and learning by identifying musical and cultural assets	Musical Portraiture Music Teacher Observations

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	and imagining possibilities for music teaching and learning.	
	Understand Historical and Philosophical Perspectives in Music Education Understand Social Functions of Music/ Culturally Sustaining Practices in Music Teaching and Learning Develop and articulate core values and beliefs supported by related literature	Teaching Philosophy Statements
Music Teaching & Learning in Action!	Begin to understand the central skills, concepts, contextual knowledge and the artist processes that ground music teaching and learning across all PK12 settings.	Peer Teaching - Direct Instruction Constructivist Group Music Making Projects : Theme & Variation, Covers, Parodies...
	Incorporate learner-centered practices through questioning and the use of critical thinking skills and processes	Lesson Plan
	Begin to understand the functions and applications of assessment in music	Lesson Plan Final Portfolio Assessment

Music Teacher Observations:

There will be one “long term” assignment that will require you to conduct **2 field observations** of music teachers of your choice throughout the semester. You will be guided through creating a plan and schedule for conducting these. You will need to travel off-campus but can select your own locations to suit your mode of transportation, schedule etc... You may observe with peers so that you share transportation/ carpool. See “Teacher Observations” module in Brightspace for details.

Final Exam:

The final “exam” is a portfolio style assessment that **will be presented in person during the scheduled final exam time**. Students develop an E-Portfolio (simple website) through which they demonstrate what they have learned and how they have learned it. Students will revise, refine, and post specific artifacts of work from the semester, and will present these to peers during our scheduled final exam time.

FINAL EXAM : MONDAY DECEMBER 14th 10:30-1:15

IMPORTANT DATES:

- **Friday October 9th** - VT Music Educator’s Association (VMEA). Annual state conference hosted at UVM- Optional but highly recommended professional development opportunity. UVM students are invited to attend for FREE.
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ATTENDANCE POLICY & CLASSROOM ENVIRONMENT

The success of this class and your learning depends on each of our regular commitment and collaboration requiring you to be prompt to class and in attendance at every class meeting. Your presence is critical to our work and you and your peers deserve to be met with integrity and respect demonstrated by “showing up”. Communication about absences is very helpful to my ability to plan effectively for our work each week and advanced notice via email when possible, is greatly appreciated. It also demonstrates professional dispositions and attributes expected of educators in the field. Please use email to correspond with the instructor and notify them of any absences as soon as you are able. Notification of lateness or absence should go directly to the instructor when possible. Each student is granted ONE absence without penalty or question. Absences from class discussions and activities cannot be made up. Chronic absence or lateness may warrant a discussion with the instructor about your ability to continue in the course. Being “present” also implies a readiness to be focused, contribute to discussions, collaborate with peers, and possess the necessary materials for class participation.

In this class, we will work together to develop a learning community that is inclusive and respectful. As a learning community we will seek to encourage and appreciate expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach and the ability of students to engage may result in my asking a student to temporarily leave the classroom.

CLASS RECORDINGS

Classrooms are places for the exploration of ideas, sometimes controversial or uncomfortable. In order to protect that exploration and to foster an environment where everyone feels free to participate, recording of class sessions (audio or video) is not permitted without my prior permission. If permission is granted, recordings are for personal, educational use only and may not be shared or posted online. Students who need recordings as part of an approved accommodation should contact Student Accessibility Services (A170 Living/Learning, (802) 656-7753).

[UVM attendance policy](#) outlines additional expectations for attendance.

[Classroom Code of Conduct](#) outlined in the Student Rights and Responsibilities (p. 443-444)..

GRADING & ASSESSMENT

Consistent attendance in class, participation in class discussions and activities, and completion of assignments are all necessary for success in this course. Failure to meet these expectations will warrant a discussion with the instructor about one’s ability to continue in the course.

Assignments will not be *graded* throughout the semester. Rather, assignments, class discussions, and class activities will be *assessed* for understanding and application of concepts and skills. Frequent self and peer assessments will serve as valuable reflection points and opportunities for collaborative learning. Written and verbal feedback will be provided by the instructor during in class discussion, activities and online for key assessments. It is expected that students will attempt to apply feedback to subsequent learning experiences.

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RATIONALE

As educational leader Jerome Bruner once said, our goal is to create an intellectual and professional environment where students can “experience success and failure not as reward and punishment but as information.” Therefore, assessment is situational in that it is dependent on the learning context. It focuses on your personal learning process, is formative and qualitatively-driven, and can take a number of forms such as: in-class active learning, verbal and written feedback, personal interactions with peers and instructors, observations, self-reflections, and the extent to which thought and effort are demonstrated in work and meet course and/or criteria attached to specific course components. I am required to give a final numeric grade using the College scale; this number will serve as a summative reflection of the quality of your work in meeting the criteria listed above and criteria associated with specific learning projects and activities.

Assessment and grading are inter-related but distinct concepts. Grades are not assessment, and assessment is not equivalent to grades. Grades, as Elliot Eisner points out, are merely the result of a data reduction process. Assessment is the gathering of data related to learning which function to guide student inquiry and the cultivation of professional dispositions. Assignments are an integral part of learning and can be thought of as undertakings that help you develop more sophisticated understandings and enhanced skills in an area of inquiry. All assignments are designed to further your professional learning of music teaching and learning.

Attendance will be recorded in Brightspace as follows:

P = Present / Prepared

P/U=Present/ Unprepared (lacking materials or preparation needed for participation in class work)

A/E = Absent / Excused (Advanced notification when possible-documented illness, emergency.)

A/U= Absent / Unexcused (undocumented illness, failure to communicate)

L= Late

A Final Grade using the UVM grading scale will be submitted as per university requirements. The final grade will be determined collaboratively between the student and instructor based on:

- consistent attendance and preparation for class
- demonstration of understanding and application of skills through course assignments, class discussions and activities - Instructor, peer, and self assessments
- students' final self assessment and grade submission

Grading:

[This link](#) offers information on grading and GPA calculation.

Grade Conversions:

A+	Excellent	4.00	98-100
A	Excellent	4.00	95-97
A-	Excellent	3.67	92-94
B+	Good	3.33	88-91
B	Good	3.00	85-87 (required for Music Education Majors to continue in program)
B-	Good	2.67	82-84
C+	Fair	2.33	78-81
C	Fair	2.00	75-77
C-	Fair	1.67	72-74
D+	Poor	1.33	68-71

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D	Poor	1.0	65-67
F	Failure	0.00	64 and below

ACADEMIC INTEGRITY AND AI

The Code of Academic Integrity has been updated to include specific information regarding student use of artificial intelligence. Within the policy, Standard 4: *Cheating has been updated to include the following: "Students may not claim as their own work any portion of academic work that was not created by the student. Work generated by artificial intelligence is not considered to be created by the student and is not permitted unless expressly stated by the instructor."* Please consider reviewing the full [Code of Academic Integrity](#) online.

ADDITIONAL STUDENT RESOURCES

Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with [Disability Related Flexible accommodations](#) will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;

802-656-7753

access@uvm.edu

www.uvm.edu/access

Important UVM Policies:

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

<https://www.uvm.edu/registrar/religious-holidays>

Academic Integrity:

It is expected that students will be familiar with and abide by the UVM Code of Academic Integrity.

The policy addresses plagiarism, fabrication, collusion, and cheating.

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

Code of Student Conduct:

<http://www.uvm.edu/policies/student/studentcode.pdf>

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Grade Appeals:

If you would like to contest a grade, please follow the procedures [outlined in this policy](#).

General statement regarding potential changes during the semester:

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

FERPA Rights Disclosure:

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing:

<https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS):

Phone: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at

<https://www.uvm.edu/studentaffairs>

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Course Evaluation:

All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course.

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FOR PROGRAM ACCREDITATION

Alignment of course work with VT Teaching Standards

1. Knowledge Standards:

Demonstrate knowledge of music and music education concepts and skills delineated in current national professional standards and in the National Core Arts Standards, including:

1.1. The processes and stages of student musical development

MU 1550 - Introduction to Music as a Socially Constructed Experience (Wiggins); Understanding learners and learning in musical settings.

1.2. Philosophies and methods of music education for example, Dalcroze, Feierabend Kodaly, Orff,

MU 1550 - Introductory understanding of historical and current, philosophical, and practical foundations of music teaching and learning in school contexts

1.3. The historical development and role of music in contemporary and past cultures and music as a fundamental expression of human emotion and form of communication

MU 1550 - Introductory understanding of historical and current, philosophical, and practical foundations of music teaching and learning in school contexts

1.4. Music theory, including an understanding of composition, arranging and expressive elements

MU 1550 - Introduction to Creative Music Strategies :Theme and Variation, Covers and Parodies project; General application of musicianship skills in all musical encounters

1.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles

MU 1550 - Introduction to Creative Music Strategies :Theme and Variation, Covers and Parodies project

1.9. Awareness of career opportunities available in music and how to introduce them to students

MU 1550 - Introductory explorations in situating and contextualizing music teaching and learning.

1.10. Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment

MU 1550 - Introduction to purposes, problems, possibilities for authentic music assessment. Assessment in Music Education unit.

1.11. Best practices for arts integration

MU 1550 - Introductory understanding of historical and current, philosophical, and practical foundations of music teaching and learning in school contexts

2. Performance Standards:

Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the educator:

2.4. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

MU 1550 - Initial development of core values and beliefs that inform a teaching philosophy and are foundational to curriculum development.

2.7. Models the use of the vocabulary of music to respond and connect to musical works

MU 1550

2.8. Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music

MU 1550- Introduction to Culturally Responsive and Sustaining Teaching Philosophies and Practices in Music

2.9. Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum

MU 1550 Introduction to frameworks for assessment in Music Education

2.11. Advocates for a rich music education for all students at the earliest possible age

MU 1550 - Initial development of core values and beliefs that inform a teaching philosophy and are foundational to curriculum development.