

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 03/09/2021 Date revised _____

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Music Methods for Elementary Teachers
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU 8. Course Level: 3123

9. Number of Credits: Lecture 2 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course is designed to provide the classroom teacher with the knowledge and skills necessary to effectively teach music. Emphasis is placed on the acquisition of practical skills in music, an understanding of musical concepts, and knowledge of the various approaches and methods used in the classroom to teach these concepts. (Prerequisite: ART/MUSC 1250).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ART/MUSC 1250 Foundations of Anishinaabe and American Arts
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Musician's Guide to Fundamentals - With Access Code - 3rd edition by Jane Piper Clendinning, Elizabeth West Marvin and Joel Phillips, Publisher: W.W. Norton & Co., 2017

The Good Path: Ojibwe Learning and Activity Book for Kids by Thomas Peacock, Marlene Wisuri, 2009, MN Historical Society Press

Soprano Recorder
A-minor pentatonic Native Flute
Soprano Ukulele

14. **Course Content** (Provide an outline of major topics covered in course)

1. The Basic music elements, concepts and practices for use in the elementary classroom

2. Methods of teaching music and theories of multiple intelligences, learning styles and cultures, especially that of the Anishinaabe
3. Development of skills in singing, playing recorder, flute and ukulele
4. Development of skills in reading and interpreting music notation
5. Development of skills in creatively choosing and adapting music materials to fit varying contexts, needs, cultural perspectives, and developmental levels
6. The variety of ways music may effectively be used in the elementary classroom to contribute to classroom management, building community, motivation, and establishing a positive classroom environment
7. Foundations of several current approaches to music education curriculum
8. National and Minnesota content standards in music
9. Value of music education in the elementary school

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate knowledge of music concepts through performing, creating, describing and listening to music.	A, B	1
Design and practice music lessons at the appropriate developmental stage for use in a K-6 classroom.	A, B, C	
Perform using voice, recorder, Native flute and ukulele.	D	3
Demonstrate an understanding of music’s effectiveness in classroom management.	B, C	
Evaluate peer performance in the implementation of music lessons.	B	7

Demonstrate knowledge of National and State music standards.	A	
Develop a personal statement about the value of cultural music education in the elementary school.	B, D	2

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

Provide the required documentation to show course meets required licensing/certification standards.

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children's development stages in the visual and performing arts.

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