

Foundations and Principles of Music Education

MUS 640 – 1001 (3 credits)

University of Nevada Las Vegas

Purpose: An examination of the historical, psychological, and philosophical foundations of music education and teaching principles derived from these foundations. A chronological survey of historical issues related to the inclusion of music in general education also will be discussed.

Required Text:

Abeles, H. F., Hoffer, C. R., & Klotman, R. H. (1994). *Foundations of music education* (2nd ed.). New York: Schirmer Books.

Mark, M. L. (2002). *Music Education: Source Readings from Ancient Greece to Today*. (3rd ed.). New York, NY: Routledge

Course Goals:

The student will become familiar with the history of music education in this country and major individuals and movements from other countries that influenced it. The student will also understand and be able to discuss recent/ongoing major philosophies in music education.

Learning Outcomes: Student will

1. Discuss readings on music education in the Ancient World and the Middle Ages and recognize their relevance to contemporary music education.
2. Read, outline, and report on the development of music education in the United States.
3. Identify and analyze the impact of historical events and the development of technology on contemporary music education.
4. Evaluate the influence of societal changes on the music education curriculum.
5. Read about and share their experiences with current trends in music education
6. Identify and describe varying philosophical views of music education as well as identify their own philosophical opinions.

Attendance Policy: Consistent class attendance is indicative of professional interest, and will be expected of all students. Students will be expected to attend every class period. Unexcused absences will result in a lowered grade. All make-up assignments and exams must be initiated by the student.

Attendance/Participation:	25%
Tests:	25%
Written Assignments	50%

If all assignments have been completed, the final grade will be based upon the percentage earned:

93-100 A	77-84 C	Below 70 F
85-92 B	70-75 D	

Assignments:

All assignments must be typed, preferably word-processed. Handwritten assignments will not be read or graded. Assignments will be graded on scholarship and timeliness. **Please note: Points will be subtracted from all assignments for errors in spelling, grammar, punctuation, and syntax.**

Quiz on history of music education in the US	10 pts.
Report on a major figure in US music education with oral presentation	20 pts.
Review of one historical research article or graduate thesis	20 pts.
Critique of assigned philosophy readings	20 pts.
Tenets of personal philosophy	10 pts.
Participation	10 pts.
Final Examination	10 pts.

Discussion Forum Guidelines:

In order to take part in a discussion, you will need to have read the assigned materials and considered the issues on the topic in order to clearly formulate your thoughts. In a discussion forum, you will be asked to make your thoughts public, therefore, feedback will be given that may either confirm your own thoughts or suggest alternatives for you to consider.

Discussion forums are an important part of this course. After the discussion question is posted, you will be expected to respond to the post and to your classmates' responses. One response is not enough, you are expected to log-in several times over the course of two weeks to respond. I will read the posted responses and may respond either publicly or privately by posting a comment to one you have made or sending a private e-mail. You will be graded for your participation.

Course Outline:

I. Music Education in the Ancient World and the Middle Ages

Greek Educational Curriculum - mind, body, and soul	The Doctrine of <i>Ethos</i>
Plato's Republic	Music in the Christian Church
Aristotle's Politics	Boethius' De Institutione Musica
	Guido of Arezzo's Micrologus

II. The Development of Music Education in the United States

Colonial Education - public attitudes	vocal tradition
The Singing School - development of the	Educational Reform (1700-1900)

Lowell Mason - music in the school curriculum
American Educational Thought
The Emergence of Technology - music

publishing
John Dewey - progressivism

III. The Changing Music Education Curriculum

Music Teacher Education
The Music Appreciation Movement
The Rise of Instrumental Programs

The Changing Choral Art
Methodologies from Abroad

IV. Contemporary Music Education

The Contemporary Music Project (1957)
Sputnik (1957)
The Yale Seminar on Music Education (1963)

The Juilliard Repertory Project (1964)
The Tanglewood Symposium (1967)
The Goals and Objectives Project (1969)

V. Current Trends in Music Education

The Inclusion of Pop Music
The Effects of Technology
Exploring World Musics and Ethnicity

Interdisciplinary Collaboration
The Related Arts Approach

VI. Philosophical Views of Music Education

The Importance of a Personal Philosophy
Referentialism - music for nonmusical gains
Expressionism - aesthetic experience

Formalism - music for its own sake
Philosophical Thought and Curricular activities

Additional Resources:

- Birge, E. B. (1937). *History of public school music in the United States*. Philadelphia: Theodore Presser.
- Elliott, D. J. (1995). *Music matters: A new philosophy of music education*. New York: Oxford University Press.
- Labuta, J. A., & Smith, D. A. (1997). *Music Education: Historical contexts and perspectives*. New Jersey: Prentice-Hall, Inc.
- Langer, S. K. (1976). *Philosophy in a new key*. Cambridge: Harvard University Press.
- Mark, M. L., & Gary, C. L. (1992). *A history of American music education*. New York: Schirmer Books.
- Swanwick, K. (1994). *Musical knowledge: Intuition, analysis, and music education*. New York: Routledge.
- Tellstrom, A. T. (1971). *Music in American education: Past and present*. New York: Holt, Rinehart, & Winston.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)