



REFLECTION ON LEARNING

MUSC 235: PRINCIPLES OF TEACHING MUSIC

By: Liz Dondlinger

SIGNIFICANT WORK

Curriculum/Material Development

- Engaging, meaningful graphics
- Song curation and adaptability
- Song and chant creation
- Fun and intentional classroom materials
- Folk dances and movement
- Troubleshooting

Teaching

- Relevant materials and diverse, quality music
- Developmentally appropriate materials, instruments, and teaching
- Incorporating student preference and experience
- Rote teaching and in-time “classroom improv”
- Instruments and Teaching Tactics

MAJOR IDEAS!

Developmentally Informed Teaching
(Ch. 4-8, reviewed in lectures)

Transitions and Connection to
Classroom Management
(feedback and teaching observations)

Utility of Imagery

Follow-through! (feedback loops and
expectations/rule enforcement)

Sequencing and Higher Level Thinking

Vocabulary + Precise Wording/Terminology

“Become friends, not simply acquaintances, with the
music that teachers, parents, and the children
themselves find significant”
(Cambell and Scott-Kasner, Ch. 9).

Creativity + Parameters:

- creative (divergent) thinking
- extensiveness (number of ideas)
- flexibility (variations)
- originality

Accessibility and Universal Design

STRATEGIES + COMPARISON

Psychology: Developmentally Informed

Educational Experience: Engagement with Prepared Educational Materials that Flow

Science + Lit Studies + Women/Gender Studies: Roles of Imagery

Ensembles and Leadership: Follow-through and expectations

Organization and Depth: Sequencing and Higher Level Thinking

Lit Studies + Education and Disability Studies + Theory: Precise Vocabulary

Cross Cultural Perspectives: Familiarity, Exposure to Diverse Cultures and Perspectives



Independent Studies/BVL: Creativity Choral Methods + Programming + Composition: Parameters

Education + Women and Gender Studies + Disability Studies and Research: Accessibility and Universal Design



CANDIDATE COMPETENCIES

How Am I Better Prepared?

- *“Developmentally appropriate practices”*
 - Physical + Motor Development
 - *Role of Play*
 - Activities that enforce interpersonal, communal, and/or societal responsibilities
 - *Learner-oriented classrooms*
 - Letting students show understanding and inference
 - **Interacting influences on child development/learning**
 - Peers, environment, accessibility
 - *Tech as a positive tool*
 - **Materials designed explicitly for the grade levels assigned**
 - **Curriculum that is exploratory and relevant**
 - *Assessment that authentically measures student performance*
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MY UNIT: 5TH GRADE

Final Performance

I Love the Mountains:
Singing, Orff Percussion, Guitar, Body Percussion, Dancing/Movement

Performance Decisions &
Student Priorities for Musical Expression

Objectives and Activities

- Analyzing Folk Song Context + Lived Experience
- Singing in Canon
- Guitar Chords and Guided Harmonization
- Ostinato Listening and Creation (Environmental Soundscape)

Literature + Resources

- Good Morning Dear Earth
- Goodbye Song: "Alright, friends it's time to go; I hope you had fu-un; see all of you next time; but for now we're do-ne" (sung to the tune of Lucy Locket)
- Pentatonic Scale: Yellow River Piano Concerto
- Ostinati:
 - Bartok's "Ostinato," Schubert's "Erlkonig," Ravel "Balero"
 - Stand By Me, Bitter Sweet Symphony, Superstition, Another One Bites the Dust