

MUED 179 -Syllabus

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Objectives

1. each student will develop audiation skills necessary for singing tonic and dominant tonal patterns in major and minor
2. each student will write a lesson plan and revise it after implementation
3. each student will develop a teaching assessment and implement it in a UD class

Assignments

1. Lead the class in singing tonic and dominant tonal patterns (at least 8) with neutral syllables. Establish and maintain your tonality. Add solfege to patterns. Sing neutral and have class sing/play. solfege. Turn in revised lesson plan the week after you lead the class.
Nov. 6, 13 major, Nov. 20, 27 minor see assignments attached
2. Design an assessment form for teaching and use it in a UD class. Due Dec. 4

Grading I will forward my grades to Dr. Burton. Your grade will be determined by your performance in class, attendance, and written assignments.

11/6 Bisaro, Crivaro, Daino, Diver
11/13 Fedewitz, Gospodinsky, Hauge, Iacovella
11/20 Iannucci, Kong, Labelle, Lerner
11/27 Martelli, McCord, Michalowski, Murray

Lesson Plan Format

Standard/s (which national/states standard/s does this lesson address?)

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Objective (what is the *specific* objective of the lesson—you can't use “run through the piece and stop for problems” as your objective) The objective must state what students will do (with an active verb like *perform, demonstrate understanding, evaluate*—similar to the wording of each of the standards. Think about what you want students to learn, and then decide how they will learn it, and how they will demonstrate that they have learned it.

Materials (what materials do you and your students need to implement this lesson)

Sequence of activities (list your planned activities in logical order)

Assessment—this is the assessment of your students—did they achieve your objective?
How will students demonstrate that the objective has been achieved? (This is not the place for your assessment—“I was pretty confident and only said ‘you guys’ twice.”)

Revision After you present the lesson, reflect on how you did and how the students did.
Revise your lesson plan in **bold**—showing what would you do differently next time. You might change your objective, sequence, or assessment.

Comments—here is the place for your assessment of your own teaching skills, strengths, and areas for improvement.

Major scale -- do re mi fa so la ti do

Major patterns

Tonic	I	any combination of do mi so
Dominant	V	“ “ so ti re fa
Subdominant	IV	“ “ fa la do

Establish tonality by singing tonic followed by dominant in neutral syllables:

(Do mi so fa re ti do)

Ask class to sing resting tone: in major the resting tone is do

Minor scale – la ti do re mi fa so (si) la

Minor patterns

Tonic	i	la do mi
Dominant	V	mi si ti re

Establish tonality by singing tonic followed by dominant in neutral syllables

(la do mi re ti si la)

Ask class to sing the resting tone: in minor the resting tone is la