



BABCOCK UNIVERSITY

SCHOOL: EDUCATION AND HUMANITIES
DEPARTMENT: MUSIC AND CREATIVE ARTS
SEMESTER /SESSION: **FIRST SEMESTER, 2016/2017 SESSION**

COURSE CODE AND TITLE: MUSC. 403: MUSIC PEDAGOGY

DAY OF CLASS: WEDNESDAY (11am - 12:50 am)

NO OF UNITS: 2 CREDIT UNITS

TEACHER'S NAME: ONYIUKE, YOUNG-SOOK (ASSOCIATE PROF.)

OFFICE ADDRESS: WURA RM 2

VENUE FOR CLASS: MUSIC ROOM 2

OFFICE HOURS: 7AM – 5PM

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OUR VISION STATEMENT

A first-class Seventh-day Adventist institution, building servant leaders for a better world

OUR MISSION STATEMENT

Building leadership through Christian education; transforming lives, impacting society for positive change

To achieve our mission, we are committed to:

- Achieving excellence in our teaching, research program, and service delivery
- Imparting quality Christian education
- Instilling Christ-like character to the members of our Community

OUR CORE VALUES

- | | |
|-------------------------------|-----------------|
| • Excellence | -Our Culture |
| • Integrity | -Our Promise |
| • Accountability | -Our Moral |
| • Servant Leadership | -Our Strength |
| • Team Spirit | -Our Dignity |
| • Autonomy and Responsibility | -Our Passion |
| • Adventist Heritage | -Our Commitment |

OUR PHILOSOPHY

Babcock University's philosophy is anchored on the harmonious development of the intellectual, physical, social, and spiritual potentials of our students, inspiring stable and noble character needed for effective leadership and service in the society.

CORPORATE IMAGE STATEMENT: A center of excellence for character development and scholarship; a socially responsive, responsible, and accountable institution in matters of commitment and action.

COURSE DESCRIPTION

This course is designed for perspective teaching experience with particular attention to current development in methods and techniques of teaching music and the use of ICT as teaching aid. It helps to improve the quality of teaching and learning, develop basic skills in writing examination items and objectiveness in assessment of student's performance and developing student's potential in music and ensuring continuity in school music. The course provides for a practical teaching demonstration exercise and building standards of expertise by maintaining their professional abilities in their fields of teaching and performing.

COURSE OBJECTIVES

On completion of this course the student should be able to:

Develop methods and techniques of teaching music

1. Helps to improve the quality of teaching and learning
2. Develop basic skills in writing examination items
3. Assess student's performance and develop student's potential in teaching music as well as research on teaching and learning
4. Appreciate God as the author of music
5. Identify and communicate God's beauty through the distinctive tone colors.

COURSE CONTENT

WEEK 1. DEFINITIONS OF TERMS

- i. Definitions of Pedagogy, Learning, Teaching and Teaching Methods
- ii. Concept of Music Education

WEEK 2. BASIC PATTERN FOR TEACHING PROCEDURES [I]

- i. Five avenues to musical learning: Performing; Hearing; Discriminating; Feeling and knowing - Using the Avenues in instruction
- ii. The Three-Phase Pattern
- iii. Teaching Performance Skills

WEEK 3. BASIC PATTERN FOR TEACHING PROCEDURES [II]

- i. Teaching Music Reading
- ii. Teaching Appreciation, Knowledge, and Understanding

WEEK 4. PRINCIPLES OF TEACHING METHOD [I]

- i. Formulate sound teaching objectives in terms of student behaviour.
- ii. Select valid subject matter
- iii. Learning experiences which are likely to lead to the desired behaviours.

WEEK 5. PRINCIPLES OF TEACHING METHOD [II]

- i. Provide for active participation by the students.
- ii. Utilize a variety of devices to increase perception.
- iii. Arrange a learning sequence which moves from the concrete to the abstract.

WEEK 6. PRINCIPLES OF TEACHING METHOD [III]

- i. Secure a high level of motivation.
- i. Make provision for the individualization of instruction.
- ii. Provide opportunities for experiences in music.
- iii. Emphasize creativity all music instruction.

WEEK 7. PRINCIPLES OF TEACHING METHOD [IV]

- i. Establish valid and stimulating means of evaluating outcomes.
- ii. Establish a favourable social climate in the classroom.

WEEK 8. TEACHING METHODS [I]

The Suzuki Methods

WEEK 9. TEACHING METHODS [II]

- i. The Kodaly Approach
- ii. The Orff approach

WEEK 10. LESSON PLAN [I]

- Prepare a music lesson plan using the Three-Phase Pattern for secondary school music class (Grade six or seven)

WEEK 11. Continue Lesson Plan

WEEK 12. LESSON PLAN [II]

- Review of student's lesson plan with lecturer

WEEK 13. DEMONSTRATION [PRACTICAL TEACHING EXERCISE]

- ❖ Thus, lesson plan & demonstration are assessed as test, assignments and mid-semester exam.

WEEK 14. FINAL SEMESTER EXAMINATION

USEFUL RESOURCES FOR THE COURSE

1. Leonhard, C. & House, R.W. (1972). *Foundation and principles of music education*. Second edition. New York: McGraw-Hill.
2. Elliott, D. J. (2015). *Music matters: a new philosophy of music education*. 2nd edition. New York: Oxford University Press.
3. Choksy, L. (1974). *The Kodaly method*. Englewood Cliffs, NJ: Printice-Hall.
4. Kostka, M.J. (2004). Teach them how to practice. *Music Educators Journal* 90 (5):23-26.
5. Orff, C. & Keetman, G. (1956). *Orff-Schulwerk: music for children* (5 vols.). English translation by D. Hall & A. Walter. Mainz: Schott's Sohne.
6. Suzuki, S. (1969). *Ability development from age zero*. English translation by M.L. Nagata in 1981. NJ. Secaucus, Summy-Birchard.
7. Phelps, R.P., Sadoff, R., Warburton, E.C. & Ferrara, L. (2004). 4th edition. *A guide to research in music education*. New York: Oxford University Press.
8. Brookhart, E. (1988). *Music in higher education*. New York: McGraw-Hill.

COURSE REQUIREMENTS:

CLASS ATTENDANCE: - "Every student is required to attend classes regularly and punctually, unless ill or prevented by some recognized emergency. Students who absent themselves from class for more than three weeks during the semester shall merit an F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work' (*BU Academic Bulletin 2012-2015 p.13*).

PARTICIPATION: -Students are to actively engage in class activities and sharing of ideas in class.

TARDINESS/CONDUCT OF STUDENTS IN CLASS: - Lateness to class is unacceptable; students are not allowed to operate their cell phones, iPods and other electronic mobile gargets during classes, except with the permission of the teacher. Eating and chewing off bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

SHORT DEVOTIONALS/PRAYER: - Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

SUBMISSION OF ASSIGNMENT: Assignments could be turned in earlier, but not later than the deadline set by the teacher.

LATE ASSIGNMENTS: Assignments turned in later than the deadline set by the teacher will not be graded without stringent penalty.

GUIDELINE FOR WRITTEN WORK: Students will be required to do assignments, quizzes, tests and examination.

ACADEMIC INTEGRITY/HONESTY:“Babcock University has a zero tolerance for any form of academic dishonesty. Morally and spiritually, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethical Christian levels of honesty. Transparent honest behavior is expected of every student in all spheres of life. Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the test or paper of another student (formal or take-home), talking to another student during examinations. Academic matter would automatically result in a failing grade for the examination, and suspension, or outright dismissal from the university. Academic dishonesty issues are referred to SPEAM (Senate Panel on Examination and Academic Misconduct) who investigates and makes recommendations to Senate. Penalties for examination and academic misconduct are spelt out in the *student’s handbook* and in other regulations as published from time to time” (*BU Academic Bulletin2012-2015 p.18*).

GRIEVANCEPROCEDURE

“Students who believe that their academic rights have been infringed upon or that they have been unjustly treated with respect to their academic program are entitled to a fair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present their case to the teacher(s) concerned
2. If necessary, discuss the problem with the Head of Department
3. If agreement is not reached at this level, submit the matter to the School Dean
4. Finally, ask for are view of the case by the Grievance Committee
5. A fee is charged for remarking of scripts. If a student’s grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student’s grievance is not sustained, the student will be given a letter of reprimand and the original grade retained” (*BU Academic Bulletin2012-2015 p.18*).

TEACHING/LEARNING METHODOLOGY: Interactive/participatory strategies will be adopted for the class and this will include integration of faith and BU core values in the learning process.

COURSE ASSESSMENT/EVALUATION

Continuous Assessment:

Class Attendance:	5% }	} =40%
Quizzes & Tests:	10% }	
Assignments:	10% }	
Mid-Semester Exam:	15% }	
Final Semester Exam:	60%	

GRADE SCALE

Currently, the 5-point grading system adopted by the University Senate translates as follows:

Grades	Marks-Quality	Range Points	Definition
A	80-100	5.00	Superior
B	60-79	4.00	Above Average
C	50-59	3.00	Average
D	45-49	2.00	Below Average
E	40-44	1.00	Pass
F	0-39	0.00	Fail

INCOMPLETE GRADE: An incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes, or examination. Such a student would complete a contract form, obtainable from the Registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the dean, the Registrar, and the Senior Vice President (SVP) before contract begins. The original copy of the incomplete form will be sent to the Registrar with copies to the teacher, the student, the HOD, the dean, and the SVP. An incomplete grade(I) reverts to the existing grade if contract is not completed by the end of the following semester (including summer semester, except for examinations), (*BU Academic Bulletin 2012-2015 p. 20*).

FURTHER READINGS:

Any books and audio materials by leading publishers can be consulted for more information.

STUDENTS WITH DISABILITY

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

- Report to Student Support Services for assessment, and obtain a clearance/recommendation at the commencement of the semester or as soon as disabling incidence occurs
- Show the clearance/recommendations to relevant university officials at the commencement of the semester or as soon as disabling incidence occurs
- Maintain ongoing contact with Student Support Services” (*BU Academic Bulletin 2012-2015 p. 20*).