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Music 386 Field teaching in recorder playing, music reading and nurturing of children's creative thinking in music (composing)

The Outcomes for this Academic Service-Learning Placement Model Partnership are:

Goals for UWS Students

To develop understanding and skills in teaching music grades 4-8 (Content area)

To develop understanding in how to plan, deliver and assess standards-based instruction that is sequentially ordered

To develop understanding in how to teach soprano recorder

To develop understanding in how to nurture creative thinking in music in children

Student Learning Outcomes

UWS students will demonstrate ability to engage children in the following

- How to hold the recorder
- How to engage in playing the recorder: how to cover the holes with the fingers and blow into the recorder
- How to play particular tones on the recorder

UWS Students will demonstrate the ability to deliver sequentially ordered instruction in music reading

- How to follow the music from left to right
- How to identify and count the note values
- How to read music on the staff, in printed texts and on Smart boards or charts
- How to notate music

UWS students will demonstrate understanding in how to engage children in activities that nurture their creative thinking in music: teaching and learning scaffolding techniques that include

- Inquiry
- Modeling
- Use of formative assessment for ongoing instruction to support young students' learning needs
- Use of formative assessment for ongoing assistance

Goals for GLE Students

GLE students will learn how to play the soprano recorder

- How to hold the recorder

- How to engage in playing the recorder: how to cover the holes with the fingers and blow into the recorder
- How to play particular tones on the recorder

GLE students will demonstrate the ability to read music

- How to follow the music from left to right
- How to identify and count the note values
- How to read music on the staff, in printed texts and on Smart boards or charts
- How to notate music

GLE students will demonstrate creative thinking in music

- GLE students will learn how to play several pieces on the soprano recorder
- GLE students will compose and notate a piece for soprano recorder
- GLE students will play their own piece and the pieces of other children on the soprano recorder

This project addresses the following Music 383 Student Learning Outcomes

Develop knowledge, skills and dispositions that enable the future classroom teacher to --

Course Goals: This course is designed to prepare the pre-service music educator with the necessary skills and understandings for teaching general music in middle schools, junior high schools and high schools. Emphasis is placed in the following areas:

- (1) The unique mental, emotional, social and physical needs of pre and early adolescents
- (2) Development of comprehensive, action-based, general music education curricula within the frameworks of the Wisconsin State and National Standards
- (3) Learning theories and approaches to teaching and learning as applied to music education
- (4) Nurturing creative thinking in music and ways to incorporate improvisation and composition into middle school (grades 4-8) and high school curricula general music curricula
- ~~(5) Design of interdisciplinary and integrated curricula and collaborative learning projects with other subjects within a disciplinary approach to teaching music (Does not apply to this project)~~
- (6) Develop of classroom management techniques
- (7) Fieldwork (observing and teaching)
- (8) Continued development of pre-service teachers' understanding and ability to design curriculum and plans for teaching general music in secondary education in the schools and according to state and national standards and agendas

For GLE students: This project addresses the following National and State Content Standards for Music Education

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 specific guidelines (learning structures created by the teacher).
5. Reading and notating music.

6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
9. Understanding music in relation to history and culture

The Academic Service-Learner Agrees To:

1. Attend all required and project-related trainings and in-service sessions.
2. Notify agency supervisor in advance of absence.
3. Solidify schedule and responsibilities with community agency.
4. Take responsibility for ongoing communication with supervisor, faculty, and CAS-L staff as needed.
5. Follow all agency policies and guidelines including, but not limited to, discipline, confidentiality and mandatory reporting.
6. Be professional at all times including, but not limited to, dress, speech, respect, accepting differences and being flexible.
7. Allow my professor to showcase my work in presentations and conferences (no identifiable information will be used).
8. Allow my professor and the Center to use any photos taken to showcase this project in promotional materials or presentations.
9. I have read, understand and will uphold this program memorandum and student contract.

The Community Agency Representative Agrees to:

1. Provide Service-Learner with orientation and serve as a resource as needed for students to be able to actualize the agreed upon placement as described on page one.
2. Ensure that student activities are structured and well planned as agreed upon on page one.
3. Provide students with materials and space to perform services (as needed).
4. Provide on-going feedback to assist students with successfully completing their service.
5. Maintain ongoing communication with faculty partner.
6. Evaluate the Service-Learner's experience at the end of semester- form sent from AS-L office.

The Faculty Member Agrees To:

1. Maintain contact with the CAS-L office about the AS-L project(s)/product(s).
2. Maintain ongoing communication with community partner.
3. Through reflection activities, provide student with opportunities to formally and informally make connections between the learning occurring in class in the community.
4. Have students participate in the End of the Semester CAS-L student showcase.
5. Distribute AS-L surveys at the end of the semester or allow AS-L staff to do so.

The Center for Academic Service-Learning Agrees To:

1. Educate and encourage students, faculty, and community partners to prepare them for successful AS-L partnership.
2. Provide support as needed to students, faculty, and community partners throughout the AS-L process.
3. Ensure that all contracts and paperwork are signed and filed.
4. Serve as a neutral resource for all parties.
5. Collect end of semester evaluations; compile and distribute data to all interested parties.
6. Plan, organize and host End of Semester Academic Service-Learning student showcase.

Center for Academic Service-Learning
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