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# Music Education

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### **MUED 200. Small Ensemble for Instrumental Music Education Majors. 0 credits.**

This course will fulfill the NASM requirement for instrumental music education majors to gain experiences in small ensembles. Students enrolled in this course may complete the requirement through a variety of experiences approved by their academic advisor, including participation in String Ensembles, Camerata Strings, Collegium Musicum, Woodwind Ensembles, Guitar Ensemble, Percussion Ensembles, Jazz Chamber Ensembles, Collaborative Piano, Brass Chamber Ensembles.

### **MUED 201. Small Ensemble for Vocal Music Education Majors. 0 credits.**

This course will fulfill the NASM program requirement for vocal music education majors to gain experiences in small ensembles. Students enrolled in this course may complete the requirement through a variety of experiences approved by their academic advisor, including participation in Treble Chamber Choir, Men's and Women's Chamber Choirs, Bach Aria Group, Madison Singers, Collegium Musicum, or Opera Theatre.

### **MUED 206. Instrumental Music Methods for Vocal MUED Majors. 1 credit.**

Provides vocal track music education majors with experiences, methods, and techniques for instrumental music instruction and a fundamental knowledge of and proficiency on woodwind, brass, percussion, and string instruments.

### **MUED 271. Music Education: A Professional Choice. 1 credit.**

Overview of the music education profession and the music education curriculum PreK-12. Introduction to the JMU Conceptual Framework. Observation of school music programs. Students apply to teacher education as a part of this course. A portfolio is initiated which will be continually revised, culminating in the student teaching portfolio.

### **MUED 273. Music Education: Professional Practice. 1 credit.**

Second course in the sophomore music education sequence. Builds on the foundation of philosophy, history and psychology of music teaching established in the first semester of the sequence ([MUED 271](#)) with an emphasis on the application of foundational knowledge to planning and leading instruction. Continued observation in PreK-12 and other settings with opportunities to teach. *Prerequisite:* [MUED 271](#).

### **MUED 301-302. Woodwind Techniques. 1 credit each semester.**

Instruction in the basic skills of playing and teaching standard woodwind instruments in a heterogeneous class situation. Various methods for woodwind teaching will be studied and materials used in public school teaching will be examined and performed. [MUED 301](#) each fall; [MUED 302](#) each spring. *Prerequisites:* Sophomore standing; [MUED 301](#) is a prerequisite to [MUED 302](#).

### **MUED 303-304. Brass Techniques. 1 credit each semester.**

Instruction in the basic skills of playing and teaching standard brass instruments in a heterogeneous class situation. Various methods for brass teaching will be studied and

materials used in public school teaching will be examined and performed. MUED 303 each fall; MUED 304 each spring. *Prerequisites: Sophomore standing; MUED 303 is a prerequisite to MUED 304.*

**MUED 305-306. Percussion Techniques.** 1 credit each semester.

Instruction in the basic skills of playing and teaching standard percussion instruments in a heterogeneous class situation. Various methods of percussion teaching will be studied and materials used in public school teaching will be examined and performed. MUED 305 each fall; MUED 306 each spring. *Prerequisites: Sophomore standing; MUED 305 is a prerequisite to MUED 306.*

**MUED 307-308. String Techniques.** 1 credit each semester.

Instruction in the basic skills of playing and teaching string instruments. Instruction will be on violin, viola, cello and bass in a heterogeneous class situation. Various methods for string teaching will be studied and materials used in public school teaching will be examined and performed. *Prerequisites: Sophomore standing; MUED 307 is a prerequisite to MUED 308.*

**MUED 310. Vocal Techniques.** 1 credit.

Class instruction designed to acquaint the instrumental (non-voice) major with fundamentals of vocal and choral techniques including posture, breath support, basic vocal production, physiological functions of the vocal mechanism, singer's diction, vocal exercises and individual as well as ensemble performances.

**MUED 371. Beginning Methods and Materials for Instrumental Music.** 2 credits.

Methods and materials for beginning through intermediate instrumental music students. Administrative concerns are included. *Prerequisites: [MUED 273](#), full admission to teacher education and Level 3 in major applied area.*

**MUED 372. General Music Practices.** 2 credits.

Focuses on broad preparation for teaching the general music courses now found at both middle and high school levels. *Prerequisites: [MUED 273](#), full admission to teacher education and Level 3 in major applied area.*

**MUED 373. Advanced Methods and Materials for Instrumental Music.** 2 credits.

Learning experiences related to the career needs of school instrumental music teachers are analyzed, discussed and practiced. Planning and teaching skills are presented for beginning, intermediate and advanced level students. *Prerequisites: [MUED 273](#) and [MUS 317](#), full admission to teacher education and Level 4 in major applied area.*

**MUED 376. Choral Music Materials and Techniques.** 2 credits.

Learning experiences of a useful and practical nature related to the career needs of school choral music teachers will be analyzed, discussed and practiced. Skills will be presented such as planning and teaching vocal technique, choosing appropriate music, and administering choral music programs. *Prerequisites: [MUS 317](#) and [MUED 273](#), full admission to teacher education and Level 4 in major applied area.*

**MUED 380. Music in the Elementary School.** 2 credits.

The general music program in the elementary school presented for future music specialists, K-6. Focus is on the synthesis of current philosophy, learning theories and educational practices for teaching elementary school music. Preparation for organizing music curricula and daily lesson plans is included. *Prerequisite: [MUED 273](#)*

This course examines the topic of music psychology, and explores current findings and related subtopics, including those from brain sciences. Students will observe the practical application of research findings via practicum placements. Students will reflect on, and synthesize their content knowledge of the topic with their personal field experience knowledge for the purpose of making connections to their own career goals for future employment (e.g. music classroom, and music therapy settings).

**MUED 470. Marching Band Procedures. 2 credits.**

Skills and knowledge needed to organize, administer, plan and teach marching band shows including shows for various competitions, parades, football, basketball and festival events; and techniques for developing both marching and playing style through a functional method of fundamental drills. *Prerequisite:* [MUED 273](#) or permission of the instructor.

**MUED 471. School Musical, Jazz and Show Choir Procedures. 2 credits.**

Covers skills and concepts needed to organize, administer, plan, teach and perform in musicals, jazz choirs and show choirs. Highlights techniques of commercial and theatrical vocal style, fundamentals of producing a musical and choreography for the show choir. *Prerequisites:* [MUS 317](#) and [MUED 271](#) or permission of the instructor.

**MUED 472. Survey of String Orchestra Repertoire. 2 credits.**

An examination of concert repertoire for string and full orchestra appropriate for performance by students in grades seven through 12. The course will include a study of evaluation and selection of music appropriate for a specific ensemble. *Prerequisite:* [MUED 271](#) or permission of the instructor.

**MUED 473. Jazz Ensemble Procedures and Techniques. 2 credits.**

This course addresses all aspects of instrumental jazz instruction (big band and small group) in the public schools. Teaching philosophies, rehearsal techniques and resource materials will be examined; the syllabus includes opportunities to observe and rehearse jazz groups. Enrollment is not limited to traditional jazz instrumentation. *Prerequisite:* [MUED 271](#) or permission of the instructor.

**MUED 474. Classroom Guitar Pedagogy. 2 credits.**

Preparation to teach guitar in beginning, intermediate and advanced school music settings. Content includes information specific to guitar pedagogy (e.g. fretboard knowledge, chord shapes), and traditional guitar method approaches to various skills (e.g. reading standard notation, positions, fingerboard harmony). Guitar repertoire, relevant literature, available resources, and the role of the guitar ensemble in public schools will be examined from teaching and administrative perspectives.

**MUED 480. Student Teaching. 3-12 credits.**

Enables students to apply, in the public school classrooms and the comprehensive child development programs, those skills and attitudes acquired in all components of teacher education. Under the guidance of university supervisors, students are provided activities designed to familiarize them with the classroom teacher's role. *Prerequisites:* [PSYC 160](#), [EDUC 300](#) or [EDUC 360](#), appropriate methods courses, and permission of the coordinator of field experiences.

**MUED 482. Orff and Kodaly: Literature, Principles and Practices. 1 credit.**

Students will study the repertoire employed in the Orff and Kodaly approaches to music education. They will develop skills and understanding of the principles related to these approaches. Work with peers and school children will provide the opportunity to develop teaching skills. May be repeated for credit.

**MUED 485. Teaching Music to Students with Special Needs. 3 credits.**

Students will become familiar with trends affecting students with special needs and introduced to diverse variations in language ability, assessment, inclusion and music education. Students will collaborate online through discussion forums regarding case study and video presentations. Students will become knowledgeable in language, motor, visual and social development, connecting current research and theory to classroom practice. Students will also critically assess inclusive school settings.