

## MUSE - Music Education

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Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

### MUSE 150. Special Topics (1-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 150A, 150B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

### MUSE 171. Orientation to Music Education (1).

Looks at the concepts of comprehensive musicianship and develops strategies for leading music activities in a variety of scenarios. Learn observation techniques appropriate for viewing a wide range of instrumental and vocal performances.

### MUSE 231. Scaffolding Musical Understanding (2).

The purpose of this course is to apply musicianship skills in classroom settings utilizing contemporary educational strategies. Students find the connection between their own musicianship skills and building the musicianship in their students. Course topics include solfege, counting systems, harmonic progressions and methodology for developing these skills in the classroom. Prerequisite(s): MUSC 229.

### MUSE 238. Wind and Percussion Methods I - Woodwind Emphasis (1).

Woodwind Emphasis. Prepares the prospective instrumental music instructor to effectively teach band instruments in the public school setting. Includes discussions of teaching techniques, identification of problems peculiar to each instrument, care and minor repair, instructional materials and the development of playing skills on at least two woodwind instruments. Students demonstrate proficiency on at least two woodwind instruments.

### MUSE 239. Wind & Percussion Methods II- Brass Emphasis (1).

Brass Emphasis. Prepares the prospective instrumental music instructor to effectively teach band instruments in the public school setting. Includes discussions of teaching techniques, identification of problems peculiar to each instrument, care and minor repair, instructional materials and the development of playing skills on at least two brass instruments. Students demonstrate proficiency on at least two brass instruments.

### MUSE 240. Wind and Percussion Methods III - Percussion Emphasis (1).

Percussion Emphasis. Prepares the prospective instrumental music instructor to effectively teach band instruments in the public school setting. Includes discussions of teaching techniques, identification of problems peculiar to each instrument, care and minor repair, instructional materials and the development of playing skills on at least two percussion instruments. Students demonstrate proficiency on at least two percussion instruments.

### MUSE 241. String Rehearsal Methods (1).

Prepares the prospective instrumental music instructor to effectively teach band instruments in the public school setting. Includes discussions of teaching techniques, identification of problems peculiar to each instrument, care and minor repair, instructional materials and the development of playing skills on at least two string instruments. Students demonstrate proficiency on at least two string instruments.

### MUSE 242. Wind and Percussion Rehearsal Methods (1).

Wind and percussion techniques and materials for grades 4-12. Required of majors in choral/keyboard program and choral/keyboard majors in special music education program.

### MUSE 243. Wind and Percussion Methods Lab - Rehearsal Emphasis (1).

Rehearsal Emphasis. Provides experience in teaching and rehearsing the beginning/intermediate band and orchestra. Includes experiences in teaching and assessing new concepts and skills. Using peer teaching, students have opportunities to develop tone, technique, balance, blend and tuning, while rehearsing pieces from method books and concert music. Prerequisite(s): MUSE 238, MUSE 239 and MUSE 241. Corequisite(s): MUSE 240.

### MUSE 244. Elementary Vernacular Instrument Methods (1).

Develops the student's ability to model characteristic tone and basic technique on classroom/vernacular instruments (e.g., guitar/ukulele, folk instruments, classroom percussion, Orff instruments, recorder) and to teach vernacular instrument applications for the elementary/general music classroom. Repeatable for up to 3 credit hours. Pre- or corequisite(s): MUSE 271.

### MUSE 271. Introduction to Music Education (2).

Demonstrate familiarity with the scope and program of K-12 music education. Articulate a current music education philosophy while developing leadership skills for a variety of music activities and teaching scenarios. Pre- or corequisite(s): MUSE 171 (can be taken concurrently with instructor's consent).

### MUSE 303. Elementary and General Music Methods (2).

An overview of activities for elementary general music programs. Includes a study of objectives for elementary and general music with consideration of materials and methods. Focus is on program considerations for general music based on child and adolescent musical development. Includes conceptual and skill-based learning sequences, singing skills, use of classroom instruments, lesson planning, and music classroom management. Prerequisite(s): MUSE 271 or instructor's consent.

### MUSE 305. Pre Student Teaching (1).

This field-based course allows the student to spend extended time in an appropriate music classroom working with a cooperating teacher. Provides opportunities for the student to plan and design instruction, implement instruction and reflect on the role of the practitioner. Prerequisite(s): acceptance into teacher education and instructor's consent; MUSE 311.

### MUSE 306. Class Management for Music Educators (1).

Designed to provide preservice music teachers with skills for effective planning, implementing and managing instruction within a constructive classroom environment. Strategies address management, communication and discipline at the introductory level. *Course includes diversity content*. Pre- or corequisite(s): MUSE 311. Corequisite(s): MUSE 305.

### MUSE 309. Special Music Education Methods (2).

Presents methods for teaching music to special education students at the early childhood, elementary and secondary levels in public schools and related services settings. Includes music settings in regular and alternative schools and classes including identification, objectives, appropriate activities, materials, planning and implementation techniques. Addresses grades PK–12 and transitional settings. Students are provided with suggestions for volunteer applied and service learning opportunities that support the course content. *Course includes diversity content*.

### MUSE 311. Introduction to Diversity Field Experience (1).

To support the coursework in Core I, this field experience provides students with opportunities to observe and interact with diverse populations in the context of classroom, community and family settings. *Course includes diversity content*. Prerequisite(s): admission to

teacher education. Pre- or corequisite(s): MUSE 303 or MUSE 323 or MUSE 324.

**MUSE 319. Practicum Special Music Education (1).**

Gives the BME special education candidate experience in assisting and teaching in special education classrooms or other appropriate special music education settings. Repeatable for up to 4 credit hours. *Course includes diversity content.* Pre- or corequisite(s): MUSE 271 or instructor's consent.

**MUSE 323. Fundamentals of Vocal Music for Secondary Schools (2).**

The teaching of music in the secondary school, consideration of objectives and examination of materials. For students primarily interested in teaching music in secondary schools; includes observation in public schools. Grades 6-12. Prerequisite(s): MUSP 308 and music education major or instructor's consent.

**MUSE 324. Fundamentals of Instrumental Music for Secondary Schools (2).**

Covers techniques and materials for teaching instrumental music in middle schools and senior high schools. Emphasizes instrumental organization and administration, pedagogical practices, laboratory experiences, guiding student behavior, evaluation and professional responsibilities. Grades 6-12. Prerequisite(s): MUSP 307.

**MUSE 342. Survey of Choral Techniques and Literature (2).**

Studies basic techniques of ensembles and examines literature for large and small ensembles. Includes song leading. Required for all music education majors. Grades 6-12. Prerequisite(s): MUSP 651 or MUSP 691.

**MUSE 351. Music Fundamentals for the Classroom Teacher (2-3).**

For students planning to teach in the elementary school classroom. Includes basic fundamentals of music emphasizing development of student's music ability in singing, playing the piano and classroom instruments.

**MUSE 405. Teaching Internship Seminar (1).**

Emphasizes special problems related to preparation for student teaching; consideration of the vocal and general music programs at all levels. To be taken during student teaching semester. Grades K-12. Includes content area reading modules. Prerequisite(s): MUSE 303, 305 with a B- or better, and either 323 or 324.

**MUSE 451. Teaching Internship Elementary School: Music (3).**

Student teaching internship at the elementary school level. Prerequisite(s): acceptance into teacher education, methods in the subject area, MUSE 305 with a B- or better, 2.500 GPA in the major. Pre- or corequisite(s): MUSE 405.

**MUSE 453. Teaching Internship: Special and Elementary Music Education (3-6).**

Fulfills the required internship teaching assignment for elementary music levels for the purposes of teacher licensure. Designed to provide students with an appropriate special music education setting by working with a cooperating teacher who has special music education training added to experience in elementary level music education. The student and cooperating teacher, with the approval of the university supervisor, devise a plan for the music education intern to assume full responsibility for the classroom(s) for a designated period of time during the semester. *Course includes diversity content.* Prerequisite(s): an appropriate ISAM course (MUSE 303 or 309), and Pre Student Teaching (MUSE 305). Pre- or corequisite(s): MUSE 405.

**MUSE 469. Teaching Internship Secondary Music (3).**

Student teaching internship at the secondary school level. Prerequisite(s): acceptance into teacher education, methods in the

subject area, MUSE 305 with a B- or better, 2.500 GPA in the major. Pre- or corequisite(s): MUSE 405.

**MUSE 481. Cooperative Education (1-8).**

A field placement which integrates coursework with a planned and supervised professional experience designed to complement and enhance the student's academic program. Individualized programs must be formulated in consultation with, and approved by, appropriate faculty sponsors and cooperative education coordinators. Students may follow one of two scheduling patterns: parallel, enrolling concurrently in a minimum of 6 hours of coursework in addition to their co-op assignment; alternating, working full time one semester in a field study and returning to full school enrollment the following semester; such students need not be concurrently enrolled in any other course. Repeatable for credit. Prerequisite(s): successful completion of the freshman year and satisfactory academic standing prior to the first job assignment.

**MUSE 481N. Internship (1).**

Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Prerequisite(s): departmental consent.

**MUSE 511. Jazz Pedagogy (2).**

For both music education and music performance majors interested in teaching improvisation, jazz history, and large and small jazz ensembles. Includes a review of current jazz methods and materials, rehearsal techniques for jazz ensembles, how to listen to jazz, lectures by visiting jazz performers, and effective jazz programming. Prerequisite(s): completion of MUSC 228 or instructor's consent.

**MUSE 606. Music Methods for Early Childhood Education (2-3).**

Methods and materials for teaching music in the preschool and kindergarten classroom. Includes the development of the child's musical growth through singing, listening, rhythmic and creative activities; a survey of available materials, and development of playing, singing and conducting skills.

**MUSE 611. Music for Special Education (2).**

Open to upper-division or graduate students and intended for the potential practicing music teacher, classroom teacher or special education teacher. Includes identification of dysfunctioning children and their problems and current theory and practices in special music education. Satisfies the requirement, effective September 1, 1981, that applicants for initial certification or renewal of secondary and/or elementary certification shall present a survey course, or equivalent content from other courses, in the subject area of exceptional children. This provision applies to initial certification and recertification of music teachers only, grades K-12.

**MUSE 617. Literacy Strategies for Content Areas: Music (2).**

Covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully read to learn in content areas. Students receive training to use the six-trait analytical rating guide for assessing writing, which is the method used to score the Kansas state writing assessment. Students develop lessons and assessments appropriate for a comprehensive literacy-based music program based on national and state music standards representing appropriate and varied music education philosophies. Prerequisite(s): instructor's consent.

**MUSE 686. Marching Band Techniques (2).**

A systematic approach to the marching band with regard to organization, show development, instrumentation, music adaptation, drill construction and script development. Teaches both traditional drill and corps-style marching using manual methods and computer generated graphics. Field observations, films, photographs, and live

performances by marching bands complement the class syllabus. Required for all instrumental majors.

**MUSE 732. Instructional Methods in Middle Level/Secondary Music (2).**

Includes administrative structures, the curriculum, adolescent development, teaching as behavior and competencies needed for successful teaching of general, choral and instrumental music for adolescent learners.

**MUSE 750. Music Education Workshop (1-4).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

**MUSE 750AF. WSU Summer String Workshop (2).**

Designed for both working string educators and current music education students, the course brings to the Wichita State University campus a nationally-recognized string pedagogue for an intensive two-day seminar. Topics include beginning, intermediate and advanced instruction on all four string instruments, heterogenous classroom teaching methods, left hand techniques (shifting, vibrato), bowing styles, literature selection, and student recruitment and retention. Participants also read a curated selection of recent educational repertoire. Repeatable for credit.

**MUSE 750AM. Music Theater Wichita (1).**

This course is designed for school teachers who direct or produce music theater, and is in partnership with Music Theater Wichita. The class covers safety in the theatre, how to sew and paint backdrops professionally, how to train students to be good stage managers, and other practical matters around producing a musical. Repeatable for credit.

**MUSE 750U. Hillside Connect (1).**

Individually supervised research and application opportunities for advanced students who are completing a WSU sponsored music workshop or other appropriate professional development. Repeatable for up to 4 credit hours.

**MUSE 751K. Kansas ACDA (1).**

For advanced students completing 15 hours of research at the summer KCDA conference. For professional development credit. Repeatable for up to 16 credit hours.

**MUSE 761. Kodaly Methods Level One (3).**

Kodály curriculum designed for grades K-1. Transcriptions of 50 folk songs with teaching activities appropriate for young learners. Introduction of music literacy components. Concurrent enrollment with MUSE 762 recommended.

**MUSE 762. Kodaly Solfege Level One (2).**

Includes one- and two-part materials in major and minor tonalities. Demonstrated ability to conduct folk song literature appropriate for beginning singers. Prerequisite(s): prior or concurrent enrollment in MUSE 761.

**MUSE 763. Kodaly Methods Level Two (3).**

Kodály curriculum designed for grades 2-4. Song analysis for 50 additional folk songs and appropriate literacy activities for general music programs. Added emphasis on folk dance and listening lessons for masterworks. Prerequisite(s): MUSE 761, 762 or instructor's consent (concurrent enrollment with MUSE 764 recommended).

**MUSE 764. Kodaly Solfege Level Two (2).**

Adds chromatic, whole tone and modes. Demonstrated ability to conduct folk song literature up to four parts. Prerequisite(s): MUSE 762.

**MUSE 765. Kodaly Methods Level Three (3).**

Kodály curriculum designed for grades 4-12. Expansion of song repertoire with emphasis on activities which develop choral singing independence and music theory skills. Prerequisite(s): MUSE 763, 764 or instructor's consent (concurrent enrollment with MUSE 766 recommended).

**MUSE 766. Kodaly Solfege Level Three (2).**

Includes advanced materials from a variety of literature. Demonstrated ability to conduct expanded literature appropriate for public and private school choral programs. Prerequisite(s): MUSE 762, 764.

**MUSE 767. Kodaly Applications (2).**

Provides individually supervised research and application opportunities for the advanced student who has completed an OAKE endorsed Kodály certification program. Repeatable for credit. Prerequisite(s): MUSE 761, 762, 763, 764, 765, 766, or OAKE endorsed Kodály certification.

**MUSE 781. Cooperative Education (1-3).**

A field placement which integrates coursework with a planned and supervised professional experience designed to complement and enhance the student's academic program. Individualized programs must be formulated with, and approved by, appropriate faculty sponsors and cooperative education coordinators. Repeatable for credit. Note: a maximum of 4 S/U or Cr/NCr hours may be counted toward a graduate degree and must be taken in consultation with the graduate advisor for an approved graduate plan of study. Prerequisite(s): satisfactory academic standing prior to the first job assignment.

**MUSE 790. Special Topics in Music (1-4).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 790A, 790B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

**MUSE 790C. Choral Rehearsal Techniques (2).**

Studies techniques of ensembles and examines literature for large and small ensembles. Analysis of rehearsal techniques and materials appropriate to specific levels of development also occurs.

**MUSE 790Z. Chamber Music Pedagogy (2).**

Serves local and regional music communities through a structured chamber music experience led by WSU music performance and music education students. Students work with area band directors to develop a chamber music program appropriate for their students, then serve as coaches to develop the performance level of those students in various chamber music applications, culminating in performances at Solo and Ensemble festivals, school concerts, and other community functions. Future music educators explore skills for teaching chamber music, transferable teaching skills, develop relationships with local music educators, and develop a stronger base of skills for teaching chamber music.