

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 3/7/2014

1b. Department/Division: Fine Arts - Music

1c. Contact Person

Name: Cecilia Wang

Email: cecilia.wang@uky.edu

Phone: 257-8203

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Summer II 2014

1e. Should this course be a UK Core Course? No

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SENATE COUNCIL

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: MUS 663

2c. Full Title: Dalcroze Approach II

2d. Transcript Title: Dalcroze Approach II

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 30

LABORATORY: 30

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: This course is especially designed for music teachers who wish to acquire knowledge and skills in Dalcroze pedagogy and musicianship. There are two parts of this course: on-site participation and a Blackboard component. Students will be immersed in the principal subjects of the Dalcroze approach: eurhythmics, solfège, and improvisation. The on-site session provides creative experiences of hands-on activities and the Blackboard component covers assignments related to the philosophy, history, composition, lesson designs, and discussion of the Dalcroze approach in music education. Pre-requisite: Successful completion of MUS 662 or equivalence and permission by instructor

2k. Prerequisites, if any: Successful completion of MUS 662 or equivalent and permission by instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 5-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: The UK Graduate Certificate in Eurhythmics, a 12-hour curriculum

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Cecilia Wang & Visiting Faculty

Instructor Email: cecilia.wang@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Apart from the on-site component, the instructor and students will communicate regularly via email, discussion board, Adobe Connect, blogs, and assignment feedbacks via Blackboard.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will be assessed continually for progressing towards a set list of competencies (see attached).

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy, etc. The use of Blackboard is password-protected. The instructor will monitor all activities posted on Blackboard. Only students who register for this class have access to the discussion board.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? This course can count towards the Master's of Music degree in Music Education which is already an online degree. In addition, the four proposed courses in Dalcroze together will count towards 40% of the MM-ME. This can count towards the Rank I in music education as well.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? They can use all UK libraries online while off-campus. They will be assisted according to the UK rules.

6. How do course requirements ensure that students make appropriate use of learning resources? There are required books students must purchase. The UK Library also has copies for borrowing. Students can access UK library materials using the Internet. UK has an extensive NAXOS music collection which exceeds the needs of this course.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There is an on-site component. Other needs are mainly using of the electronic media available online.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Information will be provided in the syllabus. Students can also take online tutorials, or assisted by the instructor personally.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Use of Blackboard platform, and UKIT help desk.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Cecilia Wang

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 663 NEW Dept Review|20131126

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 663 NEW College Review|20140203

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 663 ZCOURSE_NEW Approval Returned to Dept|20140210

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 663 NEW College Review|20140307

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 663 NEW Graduate Council Review|20140312

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3204	MUS 663 Syllabus.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁴ for each meeting pattern type.
- | | | | |
|---|---|--|---------------------------------|
| <input type="text" value="30"/> Lecture | <input type="text" value="30"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | | If Other, Please explain: <input type="text"/> | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is especially designed for music teachers who wish to acquire knowledge and skills in Dalcroze pedagogy and musicianship. There are two parts of this course: on-site participation and a Blackboard component. Students will be immersed in the principal subjects of the Dalcroze approach: eurhythmics, solfège, and improvisation. The on-site session provides creative experiences of hands-on activities and the Blackboard component covers assignments related to the philosophy, history, composition, lesson designs, and discussion of the Dalcroze approach in music education.
Pre-requisite: Successful completion of MUS 662 or equivalence and permission by instructor

k. Prerequisites, if any:

Successful completion of MUS 662 or equivalent and permission by instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 5-10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
 Relatively New -- Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

The UK Graduate Certificate in Eurhythmics, a 12-hour curriculum

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requireme are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	MUS 663	Date:	11/24/2013
Instructor Name:	Cecilia Wang & Visiting Faculty	Instructor Email:	cecilia.wang@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input type="checkbox"/>		Interactive Video <input type="checkbox"/>	Hybrid <input checked="" type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University : Syllabus Guidelines, specifically the Distance Learning Considerations?
Apart from the on-site component, the instructor and students will communicate regularly via email, discussion board, Adobe Connect, blogs, and assignment feedbacks via Blackboard.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, : of student learning outcomes, etc.
Students will be assessed continually for progressing towards a set list of competencies (see attached).
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.
The use of Blackboard is password-protected. The instructor will monitor all activities posted on Blackboard. Only students who register for this class have access to the discussion board.
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any fi as defined above?
Yes

Which percentage, and which program(s)?
This course can count towards the Master's of Music degree in Music Education which is already an online degree. In addition, the four proposed courses in Dalcroze together will count towards 40% of the M-ME. This can count
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? They can use all UK libraries online while off-campus. They will be assisted according the UK rules.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
There are required books students must purchase. The UK Library also has copies for borrowing. Students can access UK library materials using the Internet. UK has an extensive NAXOS music collection which exceeds the needs of this
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
There is an on-site component. Other needs are mainly using of the electronic media available online.

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Information will be provided in the syllabus. Students can also take online tutorials, or assisted by the instructor personally.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn Use of Blackboard platform, and UKIT help desk.
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.

- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/ibpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Cecilia Wang

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

MUS 663
Dalcroze Approach II

Instructor: Dr. Cecilia Wang and Visiting Faculty
Office Address: 105 Fine Arts Building, 0022
Email: cecilia.wang@uky.edu
Office Phone: 257-8203
Office hours: Tuesdays and Thursdays
11: 00 am to 12:00 noon

Course Description:

This course is especially designed for music teachers who wish to acquire knowledge and skills in Dalcroze pedagogy and musicianship. There are two parts of this course: on-site participation and a Blackboard component. Students will be immersed in the principal subjects of the Dalcroze approach: eurhythmics, solfège, and improvisation. The on-site session provides creative experiences of hands-on activities and the Blackboard component covers assignments related to the philosophy, history, composition, lesson designs, and discussion of the Dalcroze approach in music education.

Pre-requisite: Successful completion of MUS 662 or equivalent and permission by instructor

This is a three-credit (credit hours) course, which may be taken to fulfill degree requirements for graduate students in music education.

Student Learning Outcomes:

After completing this course:

1. Eurhythmics: Students will analyze rhythm, phrasing, and form through expressive movement, including music in 9/8, 12/8 rhythm, and meters of unequal beats, and phrases of unequal measures.
2. Solfège: Students will show further competency in singing and identifying “Do-to-do” scales in the major keys and minor keys, and aeolian and dorian modes in the fixed-do system; singing tetrachords and pentachords, and the I, IV, V harmony.
3. Improvisation: Students will improvise music for movement at the piano or using other instruments. The invented music will include given measure shapes, complementary rhythm, changing meters, and given simple harmonic progressions.
4. Students will design instructional materials and lesson activities implementing the Dalcroze philosophy, pedagogic techniques, and skills for their own students applying the knowledge covered in this course.

Course goals or objectives: Students will acquire knowledge and skills in the principal subjects of the Dalcroze approach: eurhythmics, solfège, and improvisation.

Required Books:

- Schlnably-Black, J., & Moore, S. F. (2003). *The Rhythm Inside: Connecting Body, Mind and Spirit through Music*. New York: Alfred Publishing
- Findlay, E. (1971). *Rhythm and Movement: Applications of Dalcroze Eurhythmics*

Evanston: Summy-Birchard Company.

Description of Course Activities and Assignments:

See attached sheet titled "Dalcroze Materials and Pedagogy II"

Summary Description of Course Assignments:

In order to complete this course successfully, students must:

On-site component (two weeks):

- 1) Attend all on-site sessions and participate in all class activities;
- 2) Demonstrate skills and competencies as listed in the objectives;
- 3) Complete all reading, writing, and skills assignments in a satisfactory manner.

Blackboard component (four weeks):

- 1) Enter items on the Discussion Board each week;
- 2) Upload all written assignments, and project (compositions, essays, lesson plans, and audio-visual products) by the last day of class of the academic term.

Course Grading:

90-100% = A

82 - 89% = B

75 - 81% = C

< 75% = E

Additional Information:

- Students may email the instructor any time a question arises.
- Students must have access to using the Internet for completion of this course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Contact the UKIT when you have a technical problem, and let your instructor know what the problem is and when it is resolved.
- The preferred method for reaching the instructor is by email (cecilia.wang@uky.edu).
- The instructor usually responds to student inquiries within 48 hours.
- There will be a required two-week face-to-face class meeting starting Monday following July 4, exact dates will be posted.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Course Policies:

Submission of Assignments

All work must be submitted on time to receive credit.

Attendance Policy

You must attend all sessions during the two-week on-site component. Absence of more than one morning or one afternoon will lower your grade to the next letter grade. Absence of more than two days will result in failing the course.

Excused Absences

Students should notify the professor of absences prior to class when possible, and the absence should be based on a good reason.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to

alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

DALCROZE MATERIALS AND PEDAGOGY II

OVERVIEW: Through observation, demonstration, reading, discussion, lesson planning, peer teaching, and critical evaluation, students will continue learning the basic principles of the Dalcroze philosophy and how those principles can be applied to various groups of children.

REQUIRED TEXTS:

- Schlnably-Black, J., & Moore, S. F. (2003). *The Rhythm Inside: Connecting Body, Mind and Spirit through Music*. New York: Alfred Publishing
- Findlay, E. (1971). *Rhythm and Movement: Applications of Dalcroze Eurhythmics*. Evanston: Summy-Birchard Company.

Articles:

Farber, A., & Parker, L. (1987). Discovering music through Dalcroze eurhythmics. *Music Educators Journal*, 74(3), 43-45.

RECOMMENDED TEXTS

- Jaques-Dalcroze, E. (1921). *Rhythm, Music & Education*. London: Dalcroze Society.
- Aronoff, F. W. (1969). *Music and Young Children*. New York: Holt, Rinehart and Winston.

ASSIGNMENTS

Reading: The Rhythm Inside, Chapters 5, 6, 7, 8

Rhythm and Movement – Applications of Dalcroze Eurhythmics: Chapters 7, 8, 9, 10, 11, 12

Teaching: Teach one 15-minute lesson to the class (20% of grade)

Working with applications of the Dalcroze core subjects to teaching children

- Participating in and analyzing model lessons by the instructors
- Developing lesson plans and activities based on model lessons
- Examining, articulating, and demonstrating the Dalcroze process and scaffolding
- Playing for movement

Improvisation: Prepare a Dalcroze game (ball pass, follow, canon, etc.). Teach it to the class and play for it. (20% of grade)

Improvisation at this level should include the following:

- Playing and singing coherent phrases of 4 and 8 measures
- Using different forms to organize music, such as ABA
- Playing over simple ostinati played by a partner and then played solo
- Playing and singing melodies which are harmonized completely by a I chord
- Playing with diatonic, modal, and atonal material
- Harmonizing simple melodies
- Playing in partners to develop listening, quick response, and collaboration

- Using patterns in different meters
- Using different scale patterns
- Using various other materials extracted from solfège and eurhythmics

***Observation:** Observe model lessons. Submit an annotated observation, discussing sequencing and processing. (10% of grade)

Include discussions of use of piano and other instruments, teacher improvisation, student responsiveness, sequencing of activities, use of folk songs and other musical repertoire, teacher modeling, use of props (such as balls or scarves), and any other relevant topics.

***Lesson Plans:** Submit three sequential lesson plans for the same group of children. (15% of grade)

Include clear instructions regarding use of piano and other instruments, teacher improvisation, sequencing of activities, use of folk songs and other musical repertoire, teacher modeling, use of props (such as balls or scarves), and any other relevant topics.

***Discussion:** Entries on the Discussion Board (10%)

***Project:** Topic to be decided and approved by your instructor (25%)

ASSESSMENT: *Written work will be evaluated with regard to thoroughness and clarity, and how well it demonstrates an understanding of the Dalcroze philosophy. Written work is submitted via Blackboard or by email. Teaching will be evaluated with regard to effectiveness and how well Dalcroze principles are incorporated.