

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

Division of Church Music Ministries

MUED6303 Current Trends in Music Education Methodologies

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MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

CORE VALUE FOCUS AND CURRICULUM COMPETENCIES

The seminary has five core values. The core value focus for 2014-2015 is Spiritual Vitality. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses all curriculum competencies.

COURSE DESCRIPTION

This course of study will include a detailed overview of current trends, methods, and educational philosophies of teaching music to children, youth, and adults. Class discussions, lectures, and student presentations will comprise the class sessions. The specific methodologies to be studied include Manhattenville Music Curriculum Project, Dalcroze, Suzuki, Orff, Kodaly, and keyboard methods. Other lesser known music education methodologies may be included also. Adaptations of these trends and methods to the local church music ministry will be given special emphasis.

STUDENT LEARNING OUTCOMES

1. To become more knowledgeable about the major current trends in music education today.
2. To discover the basic educational and philosophical foundations of each trend.
3. To become familiar with those persons responsible for originating these methods, as well as personalities who have made educational contributions through the adaptations of these trends here in the United States.
4. To discover the major likenesses and differences in these trends and methodologies.
5. To be able to recognize the various methods used in current educational periodicals and other teaching materials used in the music education programs of the church's music ministry.
6. To discover creative ways to adapt these trends and methods to the on-going music education program of the local church.
7. To become more knowledgeable in training music leaders to use these methods as effective tools in teaching musical understandings to children, youth, and adults.
8. To develop awareness of other resources, as well as training opportunities available for additional study in current trends and methodologies.

COURSE TEXTS

REQUIRED:

Teaching Music in the Twentieth Century. Choksy/ Abramson/Gillespie/Woods
The Suzuki Violin Method in American Music Education. Kendall

SUPPLEMENTARY:

The Eclectic Curriculum in American Music Education. Landis/Carder
Nurtured by Love. Suzuki
Rhythm Games for Perception and Cognition. Abramson
Using Kodaly and Orff in the Church. Broyles/Woodward
Using Kodaly and Orff in the Church Resource Kit. Broyles/Woodward
The Kodaly Method. Choksy
Accent on Orff: An Introductory Approach, Saliba

COURSE REQUIREMENTS

1. Students will research the following music education methods, watch recorded or YouTube videos of teaching demonstrations employing various methods. Students will then write a paper comparing textbook knowledge with real-world application of the methods. Students will present an oral presentation of their findings. Students will focus on the following music education methodologies:

Manhattanville Music Curriculum Project	
Kodaly	Orff
Dalcroze/Eurythmics	Suzuki
2. Students will compare piano teaching methods by researching and examining teacher and student editions of the methods. Students will select methods from the following:

Alfred	Bastien
Clark	Faber and Faber
Pace	Robyn
Suzuki	Thompson

COURSE EVALUATION

Research papers and class presentations	60%
Notebook (physical or digital)	10%
MidTerm Exam	10%
Final Exam	<u>20%</u>
	100%

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