



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Engaging Students with Classical Music
Course Number	OL 5583
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Bring classical music to life in your classroom! In this course, you will learn how classical music, more specifically Western European music, has evolved over time through the four main musical eras. You will take a look at impactful composers of each era, develop an artifact to share composer information with students, and create learning experiences to incorporate their music into your teaching. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with a symphony of knowledge and strategies to incorporate classical music education into your classroom!

Course Objectives:

1. Use prompts about classical music, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Examine classical music history from the Renaissance through the Romantic music period.
3. Evaluate characteristics of each era of classical music.
4. Analyze the styles and contributions of several great classical composers.
5. Develop a visual artifact to share composer information and connections with students.
6. Design meaningful learning activities that lead students to deeper connections with classical music.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Burkholder, J. P., Palisca, C. V., & Grout, D. J. (2019). *A History of Western music*. (10th ed.). W. W. Norton.

Burton-Hill, C. (2018). *Culture - Can listening to classical music improve your life?* Retrieved from <http://www.bbc.com/culture/story/20180116-can-listening-to-classical-music-improve-your-life>.

Capellan, M. (2019). *It's Elementary! Women Composers in K-5 Music Classrooms*. Retrieved from <https://nafme.org/its-elementary-women-composers-k-5-music-classrooms>

(n.d.). *Periods & Genres - Discover Music - Classic FM*. Retrieved June 18, 2023 from <https://www.classicfm.com/discover-music/periods-genres/>.

(n.d.). *Lessons - Class Notes from Your Classical*. Retrieved June 18, 2023 from <https://www.yourclassical.org/classnotes-library>.

Russano Hanning, B. (2020). *Concise History of Western Music*. (5th ed.). W.W. Norton.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<p>Connection to Statement of Intention and Awareness</p>	<p>Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</p>	<p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p>	<p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p>
<p>Summary of Learning</p>	<p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p>	<p>Coursework includes two general connections to course content.</p>	
<p>Description of Positive Influence or Transformation</p>	<p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p>	<p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p>	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning how to bring classical music instruction into the classroom.
2. Summarize your previous knowledge or experience with classical music.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: What is Classical Music?

Classical music is usually defined as music in the traditional Western European forms such as art songs, operas, and symphonies as opposed to jazz, rock, or folk music. However, in more specific terms, classical music is music written in the European tradition only from around 1750 to 1830. Even though music can be traced back to the beginning of humanity, it evolved much more slowly until the European Renaissance era (1450-1600). Find out more about the expansion of European music to other periods using the resources below by Dr. Justin Wildridge:

- "Brief History of Music: An Introduction,"
- "Brief History of Classical Music Periods,"

Now share your thoughts, in 2 paragraphs or more, including any insights, connections, questions, etc. on your understanding of the evolution of European music history. Include your thoughts on how this history may impact your instruction.

4. Application: Personal Connections

Understanding music history is only a small part of what classical music really is. The amazing power of music is how humans make their own deep personal connections. These personal connections are how to draw your students in.

As you watch the video below, think about a piece of music in your life that you have connected with on an emotional or personal level. What piece is it? Why did it speak to you? Please watch the following video, then choose one of the options below.

The Transformative Power of Classical Music

To put your learning into action, complete one of the following options:

Option A: Personal Playlist

Cultivate a list of at least 10 classical pieces that have a special meaning for you, you have enjoyed, or you might want to use in your classroom. For each piece, give a justification for why you included it. You may want to use Classic fm and/or CMUSE for ideas!

Option B: Music Survey

Create a survey for your students, your students' families, or your own staff to find out about music in their lives. This could include when or where they listen to music, musicians, style, and significance. This tool can take whatever form you like (multiple choice, reflection, questionnaire, etc.)

In addition to your survey, please include a paragraph describing who will take the survey and how you plan to use the results.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: The Basics

Classical music is not dead! All of the music we hear on a daily basis exists because music has evolved over hundreds of years. The Renaissance, Baroque, Classical, and Romantic eras have greatly influenced the music that is created today. Watch one video from each musical era to gain a deeper understanding of each period.

- Renaissance
- Baroque
- Classical
- Romantic

Now, complete this Musical Era Graphic Organizer or create your own visual to highlight the differences and similarities between the 4 eras. If creating your own visual, be sure to include the 4 Musical Era names and dates and at least one instrument, song type, composer, other characteristic and historical/political event for each musical era.

All coursework is to be completed in the Teaching Channel online environment.

You may submit your completed template along with your module document. If submitting a link, please ensure the share settings set to "anyone with the link can view."

Musical Era Organizer

Era & Dates	Instruments	Song Types	Composers and Musicians	Themes	Other Characteristics	Historical/Political Events
<i>Ex. Medieval 500-1400</i>	<i>Voice, lute</i>	<i>plainchant</i>	<i>Hildegard von Bingen, Leonin, traveling Troubadours, lute</i>	<i>Sacred, love, courtly</i>	<i>Monophony (single line melody) moving toward polyphony with parallel octaves & fifths</i>	<i>Crusades, Gothic style, Hundred Years' War, Printing Press</i>

3. Application: The People

Music doesn't happen in a vacuum. Someone has to write it, rehearse and conduct it, perform it, and listen to it. The many great composers and musicians below continue to be relevant tens and hundreds of years later, and can inspire you to keep their music alive.

To get started, review the list of notable musicians below, then choose two people (or find two of your own) you think you can connect to and enjoy. Click on the link to learn more about the musician, then complete the application that follows.

Medieval

- Hildegard of Bingen (1098-1179)

Renaissance

- Giovanni Pierluigi da Palestrina (1525-1594)
- William Byrd (1543-1623)
- Francesca Caccini (1587-1640)

Baroque

- Johann Sebastian Bach (1685-1750)
- George Frederic Handel (1685-1759)

Classical

- Joseph Bologne, Chevalier de Saint-Georges (1745-1799)
- Maria Anna Mozart (1751-1829)
- Wolfgang Amadeus Mozart (1756-1791)
- Ludwig van Beethoven (1770-1827)

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Romantic

- Louise Farrenc (1804-1875)
- Richard Wagner (1813-1883)
- Pyotr Ilyich Tchaikovsky (1840-1893)
- Teresa Carreño (1853-1917)
- Ethel Smyth (1858-1944)
- Florence Price (1887-1953)
- Samuel Coleridge-Taylor (1875-1912)

To put your learning into action, create a visual to share with your students about the two people you just studied. The visual may take the form of a digital infographic, set of slides in a presentation, Word/Google Doc or traditional anchor chart/poster (copy/paste a photo). It should include:

1. Biographical information (Dates alive, places lived, musical style)
2. A sample of their music, if available
3. Picture, if available
4. How/why they were influential/notable
5. Explanation of why you chose this musician and/or explanation of how your students might connect to the music

You may submit your visual along with your module document. If submitting a link, please ensure the share settings set to "anyone with the link can view."

4. Application: Implement

There are so many ways that you can bring classical music into your classroom and there are many great lesson plans out there already. Now it's time to think about how you can adapt plans specifically for your students.

Begin this application by looking at [Class Notes](#): a great website Minnesota Public Radio has put together for educators:

Select one of the lessons from the website and adapt it for use with your students. Alternatively, you may choose to design your own lesson (and consider including it in the Synthesis Project in Module 3). Once you have chosen or created your lesson, submit the following:

- A one-paragraph description of the lesson (include a link if you used one from the Class Notes website). Be sure to include the student grade level, goals of the lesson, activities students will participate in, and any modifications made to the original lesson.
- A one-paragraph summary of 2 or more additional lesson ideas gathered from the website.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals - what will the end results be?
2. Allies and Resources - who and what could help you reach your goals?
3. Communication - how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Examples:

- Generate recommendations for improvement regarding existing music programs in your school or district
- Create a program for new teachers in your district to encourage them to use classical music in their classrooms

All coursework is to be completed in the Teaching Channel online environment.

- Advocate for funding to bring classical music resources such as recordings, instruments, musical concerts, and teaching artists into your school

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for bringing classical music into your classroom or school
- Rally your colleagues to get excited about bringing classical music into your school or district
- Introduce your colleagues to the four eras of classical music and some of the influential composers
- Introduce families to ways they could be incorporating classical music into their everyday lives at home

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate creative ways to include classical music into an existing unit plan used with your students
- Create a new student group that wants to create or find music to bring into your classroom or lessons
- Introduce students to the four musical eras of classical music
- Recommend ways students and their families can be using music at home

All coursework is to be completed in the Teaching Channel online environment.

3. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.