



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

**MUED 5307 Educational Principles of
Church Music Ministries
New Orleans Baptist Theological Seminary
Division of Church Music
Fall 2019 Hybrid**

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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.

CHURCH MUSIC MINISTRIES DIVISION VISION STATEMENT

Developing excellence in Kingdom-minded music and worship leaders

CORE VALUE FOCUS

2019-2020 Academic Year Emphasis: Spiritual Vitality

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

- This course is particularly focused on the following core values: servant leadership and characteristic excellence

CORE COMPETENCY ADDRESSED

Worship Leadership-Students will be challenged to apply skills in music theory to the context of planning and leading musical worship within their local congregations.

COURSE COMPETENCIES

This course is particularly focused on the following curriculum competencies:

- Servant Leadership: To serve churches effectively through team ministry.

- Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.
- Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.
- Worship Leadership: To facilitate worship effectively.

COURSE DESCRIPTION

This course spans the methodology, resources, and developmental characteristics of teaching the discipline and art of music in church music ministry for the full cycle of life -- cradle to grave. Particular age levels studied include early childhood, preschool, early elementary, late elementary, junior high, senior high, median adult, and senior adult. Emphasis is placed on practical projects and hands-on experience. Worship Education and Evangelism lab must be taken the following semester.

STUDENT LEARNING OUTCOMES:

The student will:

- 1) Develop a philosophy of Church Music Education that reflects a robust understanding of the history of Music Education and a needful vision for current challenges.
- 2) Demonstrate a practical working knowledge of the **developmental characteristics** and generational particulars of each age group -- infant, toddler, preschool, younger elementary, older elementary, youth, adults, and senior adults, which should result in a better informed ministry to church music program participants.
- 3) Exhibit familiarity and leadership skill in teaching exemplary music education **methods** and **musical materials** available for K-12 scenarios.
- 4) Explore research associated with best practices in music education.
- 5) Recognize and identify characteristics of various **music education methodologies** used in teaching music to children and adults.
- 6) Become more informed about the **value and purpose of the choral aspect** of music ministry.
- 7) Research and create effective ways to involve children, youth, adults, and senior adults in music ministry **outreach opportunities** to promote evangelism and ministry.

METHODOLOGY

- 1) Lecture
- 2) Coaching
- 3) Facilitation of Teaching Techniques

REQUIRED TEXTS

A list of articles that are **Required Reading** are listed below. Additionally, a book review is required--see Requirements below.

* The student may request a book not listed above but must receive instructor approval for the book.

REQUIREMENTS AND EVALUATION

1. **Practicums** - presentations of children's choir lessons. This grade is based on prepared and creative presentations. Presented in Workshops I and II. The student must be prepared to teach three songs at each workshop, which will result in six prepared children's songs. The presentations may also require introductory activities, transitions, and closing activities. The exact format of the presentation will be provided through video conference or in BB. The student may use a range of techniques for teaching the songs, but at least two of the presentations must demonstrate the I-sing, You-sing technique, reflecting an understanding of the form of the song.

Practicum #1 Due: Sept. 6

Practicum #2 Due: Oct. 4

2. Methodologies for Teaching Music

Methodologies for teaching music. Choose one of the following methodologies for teaching music and: **Kodaly, Suzuki, Orff, Dalcroze. You may use EBSCO articles or online research techniques.** A basic explanation of the approach and an application to a church music setting should be presented in a 400 word report. Be prepared to discuss during Workshops II and III.

Report Due: Oct. 4

3. Lesson Plan Project

A three-week, grade-level appropriate lesson plan for **each** of the two levels of graded children's choirs in the church (gr. 2-3 and gr. 4-6). This plan should primarily use current *LifeWay* or *Music K-8* (e.g., Growing in Grace) activities and concepts with outside resources. Plans should include **current, documentable** resources (source, publish date, page # or website) available to them in the Sellers Resource Center, library, or website.

Elements and teaching sequence of the lesson plan are as follows:

- | | |
|---|---|
| a. Physical Engagement | * Connect Gestalt method to items c and d. |
| b. Familiar song/music activity | d. Song reflecting Church Music Foundations |
| c. New Concept/Activity (musical concept/skill) | e. Let My Children Think |
| | f. Closing Song |

Lesson Plan Due: Sept. 28

4. Application Projects

- A. **Youth Worship Education Plan:** Present a 1200 word **written report** and be prepared to present an oral report on a youth worship education plan for the following scenario. You have just accepted a call to a church with 20 youth members. One of the members of the search team encouraged you to consider how to revisit youth choirs. She explained that 20 years ago she was in a vibrant youth choir in this church that taught her to worship and to do missions. Your plan should include an explanation of the types of songs/arrangements to be learned, a consideration of relevant worship practices such as the worship band, and a vision for connecting the program to missional activity.
- B. **Create a Youtube video for Worship Band Instruction on a Worship Band instrument**
The video may feature any worship band instrument (e.g., piano). The video must be at least 10-minutes in length and should cover not more than two skills (e.g., How to play a G and C chord with a guitar and how to create rhythmic groove with the right hand).

Youth Worship Education Plan Due: Nov. 15
Worship Band Youtube Instruction Video:

Nov. 9

5. Research Articles

Music education research is the fuel of best practices in the classroom. The best of this research may be easily applied to the Church Music educational setting. Select and create a review of two research articles. The reviews should be at least 500 words in length. Both reviews must come from the Journal of Research in Music Education.

Article #1 Due: Sept. 21

Article #2 Due: Nov. 23

6. Book Review

Select an instructor-approved book related to music education. Produce a Turabian formatted book review 1200 words in length.

Book Review Due: Dec. 5

7. Midterm/Final Exam

A midterm and final exam will be required. The midterm will cover the readings on history of music education and childhood music education. The exam will also cover various items covered through video-conferences and BB materials between the first week of school and the midterm. A final exam will cover all of the potential information on the midterm as well as youth and adult research materials.

Midterm: Oct. 10 (4 PM)-Oct. 12

Final Exam: Dec. 8 (noon)-Dec. 9

(midnight)

(midnight)

8. Final Project

During the final workshop individual students or groups will present a short lesson on one or more songs in one of the following 2 categories: 1) Prepare at least 1 song from a children's musical with movement. You may use learn movements from another source or create your own movements. 2) Prepare at least 1 song demonstrating a range of creative musical expression that serves as an arrangement of a song appropriate for children. You are encouraged to use instruments from the music education resource center. For example, you might create an arrangement of Victory in Jesus using various instruments from the resource room. If you are a distant student you may use instruments from your church or other sources. This arrangement must include at least 4 instruments and a plan for teaching the melody.

Final Project Due: Dec. 5

GRADE CALCULATION

Participation in Weekly Discussion or Video/Conference	8%
Practicums	16%
Methodologies for Teaching Music	10%
Youtube Video	5%
Research Articles	12%
Midterm and Final Exam	24%
Book Review	15%
Final Project	10%

For earning maximum grade points, consider the following:

1. Have materials, music and props ready before it is time for class to start.
2. Read and become intimately familiar with the assigned lesson in the Teacher's Guide in *YM/MM Pak* or Leader's Guide in *Made for Praise* and select an age appropriate musical learning concept taught in one of the lessons.
3. Find an activity in *Using Kodaly and Orff in the Church, Music K-8* (or other source) that teaches, enhances, or practices this same concept. KNOW the song or activity and be prepared to present it to the class. Academically, this is not a good time to work on your sight-singing or improvisation skills. Make a copy of this activity from the book to give to the professor along with your lesson plan. If you are presenting a song from your past but can't find a source, use Finale on the computers in the Sellers Computer Lab to create one. Provide copies for the teacher and all students.
4. Design musical transitions to link the activities you will present.
5. Prepare a typed lesson plan (with bibliographic reference) to give to the instructor and helper.
6. A typical church children's choir session should include (most of) the following:
 - a. early bird activity
 - b. welcome song
 - c. familiar song/music activity
 - d. new material (musical concept/skill)
 - e. fun, physical musically centered game/activity
 - f. song of beauty (vocal dev.)
 - g. relevant devotion (with Bible)
 - h. closing song

For maximum points, presentations need to be 15-20 minutes in length. Presentations will be timed. Questions, suggestions, and feedback may be posed during a "presentation time-out" initiated by the professor. Please do not take offense to these interruptions; they are made only for your enlightenment, improvement, and edification.

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- Causey, C. Harry. *Things They Didn't Tell Me About Being a Minister of Music*. Rockville, MD: Music Revelation, 1988.
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- Yarrington, John. *Building the Youth Choir: Training & Motivating Teenage Singers*. Minneapolis: Augsburg Fortress, 1990.

Class Schedule

Week 1 August 18-24

History of Music Education: [Research Examples](#)

Research and comment on at least two articles or book chapters provided in research examples. You research an article for one of the two required readings. See BB for nature of interactions with text.

Week 2 August 25-31

Development Research as Related to Music Education and Introduction Teaching Techniques: [Research Examples](#)

Research and comment on at least two articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text.

A video conference will be provided to guide students in teaching songs.

Week 3 Sept. 1-Sept. 7

Infancy to Preschool Brain Engagement and Creative Play: [Research Examples](#)

Research and comment on at least two articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text.

Workshop Meeting 1: Sept 6, 1-5 PM; Children's Rehearsal Practicum #1 Due

Week 4 September 8-14

Early Elementary Music Education Research and Methods: [Research Examples](#)

Research and comment on at least two articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text and methodology below.

A video-conference will be provided that reviews primary methodologies for early childhood music education (e.g., Kodaly).

Week 5 September 15-21

Upper Elementary Music Education Research and Methods: [Research Examples](#)

Research and comment on at least two articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text and methodology below.

Article 1 Due: Sept. 21

Week 6 September 22-28

Upper Elementary Continued

BB resources and/or Video Conference will provide an introduction to the following: 1) Teaching Discipline through Music, 2) An enduring children's church music program versus performance possibilities, and 3) Can you teach parts to children?

Lesson Plans Due: Sept. 28

Week 7 September 29-5

Workshop Meeting 2: Oct. 4, 1-5 PM; Children's Rehearsal Practicum #2 Due

Week 8 October 6-12

Review and Research for Midterm

Midterm: Oct. 10 (4 PM)-Oct. 12 (midnight)

Fall Break Oct.13-19

Week 9 Oct. 20-26

Adolescence part I

Research and comment on at least three articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text and methodology below. You will have two weeks to complete these research assignments.

Week 10 Oct. 27-Nov. 2

Adolescence Part II

A video-conference will be provided to discuss youth choir revisited, relevant methods to re-engage youth in Church Music, and creativity revisited. You may continue researching adolescence and music education if this project is not complete.

Week 11 Nov. 3-Nov. 9

Adult Education

From an educational standpoint, adult education is ideally continuing education, but in any given setting there is need for basic music education. How will you approach such a challenge. You will work as a class on creating a document for such an approach. The only reading required is a revisiting of the singing school approach. A review of the singing school approach is provided in most hymnology textbooks or may be found through a basic Ebsco search.

Week 12 Nov. 10-16

Workshop Meeting 3: Nov. 15, 1-5 PM; Youth Worship Education Plan Due; See BB for other assignments that may need to be prepared for the workshop.

Week 13 Nov. 17-23

Senior Adult Education

Research and comment on at least three articles provided in research examples. You may research a substitute article for one of the two required readings. See BB for nature of interactions with text and methodology below.

Article 2 Due: Nov 23

Thanksgiving Break Nov. 24-Nov. 30

Week 14 Dec. 1-5

Book Review Due: Dec. 5

Workshop Meeting #4: Final Project Due

Final Exam: Monday, Dec. 8 (noon)-Tuesday, Dec. 9 (midnight)

Required Reading

History of Music Education

- McCarthy, Marie. "‘We Who Have the Destiny of Musical America in Our Hands’: History Speaks to Us through 100 Years of MEJ." *Music Educators Journal* 100, no. 4 (June 2014): 29–38. doi:10.1177/0027432114529447.
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Development Theories as Related to Music Education

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- Woodward, Gregory A. "First Remembrances of Creative Musical Activity." Order No. 3252181, The Florida State University, 2006. In PROQUESTMS ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection, <https://search.proquest.com/docview/305330534?accountid=12829>.

Infancy through Preschool

- Fehr, Karla K., and Sandra W. Russ. "Pretend Play and Creativity in Preschool-Age Children: Associations and Brief Intervention." *Psychology of Aesthetics, Creativity, and the Arts* 10, no. 3 (August 2016): 296–308. doi:10.1037/aca0000054.
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Early Elementary

- "Vocal Matters." 1993. *Music Educators Journal* 80 (1): 12. <http://search.ebscohost.com>

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“The Male Vocal Role Model for Children,” *The Orff Echo* Spring 1991.

“Help for Inaccurate Singers,” MEJ - Oct. 1975, Pg. 57-61.

Upper Elementary

Junda, Mary Ellen. 1997. “Part Singing Revisited.” *Music Educators Journal* 83 (6): 35. doi:10.2307/3399023.

Adolescence

Csikszentmihalyi, Mihaly, Monica N. Montijo, and Angela R. Mouton. “Flow Theory: Optimizing Elite Performance in the Creative Realm.” In *APA Handbook of Giftedness and Talent*, edited by Steven I. Pfeiffer, Elizabeth Shaunessy-Dedrick, and Megan Foley-Nicpon, 215–29. APA Handbooks in Psychology. Washington, DC: American Psychological Association, 2018. doi:10.1037/0000038-014.

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Hargreaves, David J., and Nigel A. Marshall. “Developing Identities in Music Education.” *Music Education Research* 5, no. 3 (November 2003): 263. doi:10.1080/1461380032000126355.

* Youth developmental issues are also addressed in the Woodward and Swanwick and Tillman texts.

Adult

Blevins, Brooks. “Where Everything New Is Old Again.” *Southern Cultures* 22, no. 4 (Winter 2016): 135–49. <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=120126150&site=ehost-live>.

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