

Department of Music Education*

Course Name**	Brief Description
Developmental Psychology	<p>Students learn key topics in child development, among them pre-natal development; motor, cognitive and language development and theoretical models of emotional-social development.</p> <p>The course aims to expand the student's basic knowledge of key fundamental issues in child development, normal and irregular, and its various aspects (emotional, social, motor, cognitive, language).</p>
Educational Psychology	<p>The course presents psychological aspects of teaching and learning. Students will be acquainted with models in fields such as intelligence, motivation and interpersonal and social communication relating to the teacher's educational work.</p> <p>The course aims: to expand student understanding and observation and develop the student's ability to implement the psychological knowledge in his/her educational activity.</p> <p>Specifically, the course aims to develop student sensitivity to interpersonal differences, to provide students with tools for responding to pupil needs and to increase the student's ability to deal with special difficulties, including learning disabilities and emotional difficulties.</p>
Music Education Theories	<p>The course provides theoretical foundations for music education. It focuses on the development of musical cognition and on pedagogic means to support the development process. Students study a wide range of pedagogic approaches and are acquainted with the findings of studies which examined the music education teaching and learning process. Dr. Veronika Cohen's theory – use of intuitive reflection ("musical mirrors") is examined extensively.</p> <p>Students analyze their weekly "observations" in the various classes while addressing the course material.</p>
Practical Methods	<p>The course focuses on issues in designing lesson plans, planning the study of certain units, evaluation, motivation and engaging with pupils in class.</p> <p>Topics discussed include the suitable song repertoire and analysis of works intended for listening in class while suggesting a variety of ways to present them to children of different ages and in different developmental stages. The course is directly related to the first year of practical experience for 3rd year students.</p>
Developing Children's Creativity	<p>The course examines theoretical findings relating to the creative process, thus advancing the student's ability to assist and cultivate this process in educational frameworks. Students experience this process as creators and supporters. Students examine the works of music educators who contributed significantly to this field, among them Carl Orff, John Paynter, Murray Schafer and Peter Webster.</p>
Musical dialogue	<p>Students with a background in Western music learn basic characteristics of Arab music and ways to include the teaching of Arab art music in their teaching, while students with a background in Arab music learn to include Western music in their teaching. The course culminates in a concert where children from Jewish and Arab children come together to listen to a mixture of Arab and Western Art music which they had studied with their (student) teachers.</p>

Curriculum Studies	<p>This seminar summarizes different approaches to designing curriculums in different and varied educational frameworks. Students write a seminar paper at the end of the course that requires them to summarize everything they learned over the years about music education and the learning process. Ultimately they must reach a curriculum model that most reflects their uniqueness as teachers and their own personal priorities. During the year the course examines philosophical and psychological foundations of a variety of curriculums in Israel and the US.</p>
Methods for Teaching Music Theory to High School Students	<p>An annual course in methods for teaching music in high school. Students will hear lectures in a range of topics, specified in the syllabus, and will design curriculums and present them in the course summary classes.</p>
The Kodaly Approach to Music Education	<p>An introductory course presenting the philosophical and pedagogical principles of the Kodaly method. The course gives students the basic skills needed to use the method in their pedagogic work.</p>
Early Childhood Music Education: 0-3	<p>The course will acquaint students with theoretical aspects of musical-movement development for ages 0-3.</p> <p>Students will learn the musical repertoire of songs, recitations and musical works for ages 0-3 and understand the developmental rationale underlying use of this repertoire.</p> <p>Students will prepare lesson plans and gain hands-on experience in musical work with toddlers.</p>
Early Childhood Music Education: 3-6	<p>The course provides an overview of musical development and the special needs of toddlers and preschoolers, and examines the essence of kindergarten music programs. This is a practical course in which students learn how to design lesson plans and to conduct kindergarten celebrations according to kindergarten requirements while maintaining their musical quality.</p>
Improvisation and Song Accompaniment	<p>The course focuses on:</p> <ol style="list-style-type: none"> A. Gaining hands-on experience in free-style and specific style improvisation on the instrument they play. Students will also practice rhythm improvisations and piano improvisations in order to use it as a tool in their work as teachers and in developing creativity. B. Developing basic skills of keyboard playing – scales, chords and their inversion, fingering, etc. C. Developing skills of playing harmony exercises on the keyboard led by voices, as well as proficiency in common idioms as the basis for and in preparation for learning techniques for accompanying a song. D. Acquaintance with different types of techniques and song accompaniment textures for lessons in classes on an harmonic instrument (piano, guitar, accordion), and arrangements for guiding pupil ensembles learning to play an instrument and for various uses in school.
Music Appreciation in Elementary School	<p>A practical course in which students learn certain musical works along with varied methods for their presentation in elementary school. The course is based on distinct musical examples developed by Ms. Batya Strauss, one of the pioneers of music education in Israel. .</p>

Music Appreciation for Junior High School	A practical course in which students learn certain musical works along with varied methods for their presentation in junior high school. The course is based on distinct musical examples developed by Ms. Batya Strauss, one of the pioneers of music education in Israel.
Practical Experience and Observation in Schools (3rd year)	Students in this course teach in a school in pairs for four hours, with an emphasis on lower grades). Under the supervision of a faculty representative students take upon themselves to teach music for a full year in the classes to which they will be assigned. On the morning in which teach, students remain in the school for one additional hour to observe a music class.
Practical Experience and Observation in Schools (4th year)	Continued practical experience, with an emphasis on the higher grades. Students will teach alone, under the supervision of a faculty representative, and will remain in the school for one additional hour to observe a music class.
Practical Experience for Oriental Division Students (3rd year)	Students in this course teach in a school in pairs for four hours, with an emphasis on lower grades). Under the supervision of a faculty representative students take upon themselves to teach music for a full year in the classes to which they will be assigned. On the morning in which teach, students remain in the school for one additional hour to observe a music class.
Practical Experience for Oriental Division Students (4th year)	Continued practical experience, with an emphasis on the higher grades. Students will teach alone, under the supervision of a faculty representative, and will remain in the school for one additional hour to observe a music class.
Useful Arrangements	A practical course that aims to give students knowledge and skills needed for orchestration of works for different ensembles – including irregular combinations they will encounter in their future teaching in different schools.
Voice Development for Music Education students	A group course on the foundations of singing aimed at developing healthier and more aesthetic singing: breath, sound production, pronunciation and diction. Students will learn techniques of voice work with children and adolescents, and learning simple musical works.
Choir Conducting Techniques	In their 3 rd year of studies students will learn the foundations of conducting and develop unique skills for school choir conductors. Students will continue the course in their 4 th year in addition to observation classes and practical work with children's choirs in schools. Students will discuss and receive guidance on issues pertaining to choir rehearsal techniques, vocal development and repertoire.
Teaching Methods for Children's Choirs	In their 3 rd year of studies students will learn the foundations of conducting and develop unique skills for school choir conductors. Students will continue the course in their 4 th year in addition to observation classes and practical work with children's choirs in schools. Students will discuss and receive guidance on issues pertaining to choir rehearsal techniques, vocal development and repertoire.
Music Education for Adolescents	A methodological course that acquaints students with a variety of music approaches for adolescents' music education (ages 11-15), taking into consideration the special needs of this age group.

	<p>General topics: overview and a survey of adolescent psychology.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of class management and building pupil-teacher trust <input type="checkbox"/> Importance of the right to choose in adolescence <input type="checkbox"/> Learning an holistic approach to music material: through the historical prism <input type="checkbox"/> Examining additional models for teaching adolescents <input type="checkbox"/> The potential embodied in the use of the pupils' musical "roots" to reinforce personal and group identity <input type="checkbox"/> Use of computer and information technology in working with adolescents
Secondary Instrument - Recorder	Students study the recorder with a view to using the instrument in their classroom and also teaching recordrs to small groups of children within the school setting.
Secondary Instrument - Guitar	Basic techniques of guitar playing which will enable students to accompany themselves in the classroom.
First Aid Course	<p>A mandatory course for dance students studying toward a teaching certificate and for fourth year music education students.</p> <p>The course is taught in a concentrated format during the semester vacation.</p>

* Most of the courses are taught in Hebrew

** Not all courses are offered every academic year