GLB/Music and Movement for Children I
MUS 450.001
Darla Meek, instructor
9:30-10:45, TR
Classroom: Music Building, Room 222
Office: Music Building, Room 211
FALL 2016

Office Phone: 903-886-5294
Fax: 903-468-6010
E-mail: Darla.Meek@tamuc.edu
Office Hours: T 11:00-4:00
TH 11:00 - 3:00
Monday and Friday by appointment

University Mission Statement

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

Music Department Mission Statement

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Course Description

The purpose of this course is to bridge theory with practicality through studying the theoretical basis of different teaching approaches, observing demonstrations, actively participating in lessons, and then creating and teaching lessons for use in an elementary classroom setting.
Course Outcomes

At the conclusion of the course, the students will:

• understand the differences and similarities between the major approaches to music education, including Orff Schulwerk, Kodaly, Music Learning Theory, and Dalcroze Eurhythmics. They will be able to describe the history of music education in the United States.

• demonstrate skills in singing, playing instruments, creative movement, and dancing.

• be able to successfully engage children in Kindergarten through third grade in playing instruments, listening, chanting, singing, moving, and reading notation.

• be able to apply an understanding of individual differences among children, including English Language Learners, and be able to create music lessons that cater to these differences.

• be able to view themselves as engaged citizens within an interconnected and diverse world through experiences with music and dance from a variety of cultures.

• have created original lessons for grades K-3.

• have an understanding of how general music contributes to a school music program, and have lessons that integrate music with other disciplines.

• be able to evaluate student achievement through the use of appropriate tests and performance measures.

• be able to teach elementary music to children with special needs using appropriate methods and materials.

• have visual aids for use in teaching music and movement concepts to elementary children, including aids created through the use of technology.

• understand and be able to implement procedures for classroom management.

Required Texts


Required Materials

- 2.5” three-ring notebook with 40 dividers (also plan on making copies of lesson plans to be placed in this binder)
- Materials for creating visuals and manipulatives
- Yamaha ivory plastic soprano recorder with Baroque fingering
- A = 440 tuning fork
- In order to be successful in this course, you will need to have access to a computer, email, notation software (such as Finale or Sibelius) and the Elementary Music Dropbox.

Required Memberships

All students enrolled in elementary methods courses must be active members of TMEA. Membership forms may be accessed online here: https://www.tmea.org/membership/categories.

Students Requesting Accommodations Due to Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Rebecca.Tuerk@tamuc.edu

Musician Health and Safety

Valuable information and resources are provided on the Music Education website to assist the musician in the prevention of injury and to provide a resource for discovering information about injury assessment and injury recovery.

For more information, go here: http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/musicianHealthSafety.aspx
Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Quality Enhancement Plan

This course has been accepted as a Quality Enhancement Plan (QEP) Global Course. The overarching objective of the QEP is Preparing Students for an Interconnected World by increasing students' knowledge of global dynamics, their ability to apply that knowledge, as well as their understanding of their role as engaged citizens within an interconnected and diverse world.

Students will be required to upload a graded artifact to their ePortfolios. This artifact will be a lesson plan for teaching an authentic folk song from another country, including strategies for teaching English Language Learners.

For more information, go here: http://www.tamuc.edu/aboutUs/institutionalEffectiveness/qualityEnhancementPlan/default.aspx

Attendance Policy

It is expected that, as future teachers, education students model professional behavior by arriving to every class on time, with assignments completed.

Each class period, an attendance count will be taken. Absent students will, by default, earn a grade of zero for that day's work. Due to its performance nature, CLASS WORK CANNOT BE MADE UP. The instructor reserves the right to drop any student who misses more than four classes, regardless of the reason. (Take care to note any university-sponsored events, tour dates, or other activities that may cause you to miss class.) If absences are accumulated after the drop date, the student will receive a failing grade. Tardiness or leaving early will affect the daily classwork grade.

The instructor reserves the right to lock the classroom door after class has begun. Latecomers will be counted absent.
Students who miss a class when an assignment is due are expected to email the homework assignment in Word format as an attachment to an email to the instructor by 11:59 p.m. on the due date, with this subject line: MUSIC 320 Assignment #_, Student Name, Due Date. **No late assignments will be accepted.** If you are absent, it is your responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class.

In-class assessments and assignments missed because of absence cannot be made up. This policy will be strictly enforced. Please do not ask me to make an exception.

**Classroom Expectations**

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. These tenets are outlined in the *Student’s Guide Handbook* under “Policies and Procedures: Conduct.” The tenets also apply to all communication to me outside the classroom.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting your peers and the instructor, and accepting critiques graciously. Be open-minded about other’s opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Cell phones should be turned off before class begins, and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before coming to class so that we may proceed without interruption. If you need to bring a bottle of water, please take care keep the cap secured. Dispose of all food and chewing gum before class begins.

In this course, you will be very active...singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students will be when you are teaching in a public or private school. Please wear comfortable but modest clothing in which you can move around easily. Undergarments should be concealed from view while you are in the music building.

Please be careful with our classroom materials, and use them only when instructed.

Be open-minded about other’s opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.
Failure to conform to these expectations of behavior will result in a lowered classwork grade. Daily grades will be given according to the instructor’s discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and is a leader and role model to others.
- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation, or participation. This student will be asked to leave the classroom.

**Developing Musicianship**

You will need to have excellent musicianship skills as a music educator. During this course, you will work daily on singing, instrument, and movement technique.

One of the highest priorities of the semester will be developing an excellent singing voice, with good vocal tone, clarity, articulation, and intonation. If singing is not a strength for you, vocal exercises are available on our class Dropbox so that you can practice daily.

Throughout the semester, you will be evaluated on sight-singing with solfege and hand signs. Practice these exercises with staff notation AND stick notation. You will encounter both as a teacher of young children. In order to receive full credit, hand signs must be placed in the correct position in front of the body:

- do’: arms above head
- ti: hands at forehead
- la: hands eye level
- sol: hands at chest
- fa: hands at diaphragm
- mi: hands waist level
- re: just below waist
- do,: arms at abdomen

Each student will be expected to plan and lead one vocal warm-up during the semester. The schedule can be found on the Dropbox under "Assignments."

You will also learn to play the soprano recorder, and to develop lessons for teaching recorder to your students. Your recorder skills will be assessed periodically. Develop the habit of practicing each day for a short period of time.
Gathering Resources

For this course you will begin to gather a collection of songs and other activities for children. You will categorize them in several ways, melodically, rhythmically, and according to other skills taught. This will be a valuable resource for you as you begin teaching, one that you will continue through your career.

Please purchase a three-ring binder and 40 dividers. Label the dividers in this order:

1. Syllabus and Class Agendas
2. Graded Assignments and Tests
3. Readings
4. Resource List
5. Teaching Children with Special Needs
6. Teaching English Language Learners
7. Lesson Planning
8. Classroom Management
9. Singing with Children
10. Greeting Songs and Canons
11. Name Games for Younger Children
12. Vocal Warm-Ups/Vocal Exploration Activities
13. Singing Games & Dances
14. Global Songs
15. Steady Beat
16. High/Low
17. Fast/Slow
18. Long/Short
19. Loud/ Quiet
20. Strong/Weak
21. Smooth/Jerky
22. Quarter Note and Quarter Rest
23. Eighth Notes
24. Half Note
25. Triple Meter
26. Same/Step/Skip/Jump
27. Staff
28. mi-sol
29. mi-sol-la
30. do-mi-sol
31. do-mi-sol-la
32. do-re-mi
33. do-re-mi-sol
34. do-re-mi-sol-la (do pentatonic)
35. high do (extended pentatonic)
36. Listening Lessons
37. Recorder Lessons
38. Movement Lessons
39. Children’s Book Lessons
40. Miscellaneous
You are expected to keep your notebook organized at all times, and to bring it to each class meeting. A “Notebook Check” will be provided. Get into the habit of placing your agenda and handouts in their proper places as soon as they are given to you.

**Borrowing Materials**

You have free access to all my personal books, CDs, and teaching materials. Several of these items will be placed under reserve in the library. These items are for use in the library only. Simply present your student ID card at the front desk.

If you would like to borrow a resource overnight that I keep in my office, simply sign the **Resource Checkout** book in my office. Since other students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to return the item before the end of the semester, **a hold will be placed on your account and you will receive an Incomplete for this course.**

Please take care that you observe the copyright laws, and the limits of fair use.

**Assignments**

You will usually have one assignment due every week, and a reading passage. Be prepared to present your knowledge of the readings in class. Assignments should be thoroughly and neatly prepared.

All assignments must be typewritten. Assignments that require music notation must be produced with notation software. Please use university-level spelling, punctuation, and grammar, and head your papers with your name, the assignment number, and the due date. Students are expected to print out their own homework and turn it in during class. Asking the instructor to print out your assignment for you will result in a reduction of 20 points.

In most cases, homework assignments will consist of creating short lessons, and teaching these lessons to your peers in class. You will teach these lessons as if you were teaching elementary-aged children. You will write a lesson plan in the correct format for every lesson you teach in class. The typed lesson plan is your homework grade, and the actual teaching of the lesson is your class work grade.
SPECIAL NOTE: You always have the opportunity to email your lesson plan to me (BEFORE the due date) for editing. Once you have turned in your assignment, however, the grade earned will be final.

KEEP ALL ASSIGNMENTS ON YOUR COMPUTER. You will turn in a copy of your assignment on the day it is due, and I will add any corrections or ideas. If necessary, you will then correct your assignment, and upload it to the appropriate folder in our class Dropbox in **pdf form**. All students will be responsible for printing out their classmates’ assignments and placing them in their resource notebooks.

Over the course of the semester, you will be required to observe three area **elementary** music instructors working in their classrooms with children, for **one hour each**. A Lesson Observation and Reflection Form can be found on our class Dropbox. It will be your responsibility to contact teachers on the list and set up a time that is convenient for both of you. If possible, try to arrange to have a small group of your classmates carpool together. You are expected to get instructor approval before arranging to visit a teacher. **You must complete a Criminal History Background Check form for each district you visit, a week in advance.**

For those who are unable to leave campus during elementary school hours, the link to the Music Education YouTube Channel will be provided to you. There are also several DVDs of area teachers available for checkout in the Music Education Library (room 220). A/V carrels are available in the Gee Library, if needed. Complete the Lesson Observation and Reflection Form provided on the Dropbox. **You must log your hours on the form. Be very careful to log the exact number of minutes you watch. If you log an incorrect number, you will receive a zero for that assignment.** You may need to view several short video segments that add up to one hour.

Professional Development Assignments

Each semester, the TAMU-C Department of Music hosts a workshop for area elementary music teachers on a Saturday morning from 9:00 am-noon. **Your attendance is required.** If you are unable to attend, a written note is required. You will observe the DVD and complete a Workshop Observation and Reflection assignment.

You are **required** to attend all Music Education Convocations offered this semester.

You are **required** to attend and actively participate in **one** of the several area workshops with **elementary emphasis** for **professional educators**, such as those provided by the North Texas Chapter of AOSA, and the Kodaly Educators of Texas. To earn credit, you must turn in your handouts with your personal notes written in the margins.

Additional Assignments for Graduate Credit

In order to receive graduate credit for this course, the student will:
• compose two original orchestrations, to the specifications detailed in a separate handout: “Additional Assignments for Graduate Credit.” Construct a lesson plan for both compositions.
• conduct a research project on a topic selected by the instructor pertaining to elementary music education. (This will be considered for inclusion as a session for the Bill Martin Jr Memorial Symposium.)
• construct a lesson plan for teaching a rhythmic concept for K-3 children. Include a power point presentation.
• present one of your original lesson plans at the Fall TAMUC Elementary Music Workshop.
• craft a Master Copy of a folk song in the public domain, with an accompanying Song Analysis.
• meet with the instructor each week to assess guitar, ukulele, dulcimer, and recorder skills.

**Final Project ~ On-Site Teaching**

You and a partner will teach a lesson of your own creation to children in a public school setting. You will develop this lesson, using the template provided, and using lessons from class as models. Please discuss the lesson with me before teaching it to students. Your lesson will be videotaped, so that your colleagues can watch your lesson and learn from your experience. Failure to submit complete video and audio footage will result in a failing grade.

**Grading System**

- **In-Class Performance and Discussion:** 20% of the total grade
- **Homework Assignments:** 30% (including Lesson Observation and Reflection Forms)
- **Tests, including Recorder and Sight-Reading:** 30%
- **Resource Notebook with Annotated Bibliography:** 10%
- **Lesson Preparation and On-Site Teaching in Public Schools:** 10%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>59 ↓</td>
</tr>
</tbody>
</table>

**Academic Honesty**

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.
NOTICE!

- Each class period, I will distribute the outline for that day’s class and the assignments that will be due the following class.
- Students are encouraged to seek out the instructor for assignment clarification and/or personal assistance.
- Keep in mind that your aptitude in this course may determine if you are approved for student teaching. Because student teachers are representatives of this university, I will only pass those with excellent teaching skills, musicianship, high standards, and a strong work ethic. This could determine your graduation date.
- This syllabus is subject to be amended at any time.

PROJECTED DAILY AGENDA

<table>
<thead>
<tr>
<th>CLASS MEETING</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CLASS OVERVIEW</td>
</tr>
<tr>
<td>2</td>
<td>NAME GAMES/CHOOSING REPERTOIRE</td>
</tr>
<tr>
<td>3</td>
<td>STUDENTS TEACH NAME GAMES</td>
</tr>
<tr>
<td>4</td>
<td>APPROACHES TO TEACHING MUSIC SEQUENCE OF MUSICAL CONCEPTS</td>
</tr>
<tr>
<td>5</td>
<td>SINGING WITH CHILDREN/ROTE TEACHING TECHNIQUES</td>
</tr>
<tr>
<td>6</td>
<td>STEADY BEAT</td>
</tr>
<tr>
<td>7</td>
<td>SPECIAL NEEDS</td>
</tr>
<tr>
<td>8</td>
<td>VOCAL EXPLORATION</td>
</tr>
<tr>
<td>9</td>
<td>STUDENTS TEACH VOCAL EXPLORATION ACTIVITIES</td>
</tr>
<tr>
<td>10</td>
<td>HIGH/MIDDLE/LOW</td>
</tr>
<tr>
<td>11</td>
<td>CONTRASTS</td>
</tr>
<tr>
<td>12</td>
<td>STUDENTS TEACH CONTRAST ACTIVITIES</td>
</tr>
<tr>
<td>13</td>
<td>QUARTER NOTE, QUARTER REST</td>
</tr>
<tr>
<td>14</td>
<td>STUDENTS TEACH AT AREA ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>15</td>
<td>EIGHTH NOTES</td>
</tr>
<tr>
<td>16</td>
<td>SAME/STEP/SKIP/JUMP; STAFF</td>
</tr>
<tr>
<td>17</td>
<td>CLASSROOM MANAGEMENT</td>
</tr>
<tr>
<td>18</td>
<td>SOL-MI</td>
</tr>
<tr>
<td>19</td>
<td>LA</td>
</tr>
<tr>
<td>20</td>
<td>DO</td>
</tr>
<tr>
<td>21</td>
<td>DO</td>
</tr>
<tr>
<td>22</td>
<td>RE</td>
</tr>
<tr>
<td>23</td>
<td>RE</td>
</tr>
<tr>
<td>24</td>
<td>TERNARY METER</td>
</tr>
<tr>
<td>25</td>
<td>HIGH DO</td>
</tr>
<tr>
<td>26</td>
<td>HALF NOTE/RECORDER</td>
</tr>
<tr>
<td>27</td>
<td>RECORDER</td>
</tr>
<tr>
<td>28</td>
<td>MOVEMENT LESSONS</td>
</tr>
<tr>
<td>29</td>
<td>LISTENING LESSONS</td>
</tr>
<tr>
<td>30</td>
<td>DISCUSS ON-SITE TEACHING</td>
</tr>
</tbody>
</table>