MOVEMENT IN THE ELEMENTARY MUSIC CLASSROOM

MUS 531-01T
Darla Meek, instructor
June 9-20, M-F, 9:00-11:30 a.m.
SUMMER 2014

Office Location: Music Building, Room 222
Classroom Location: Mesquite Metroplex Center
Office Phone: 903-886-5294
Fax: 903-468-6010
E-mail: Darla.Meek@tamuc.edu
Office Hours: M-F, 11:30-12:00; 2:30-3:00

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

Students will learn how to teach music concepts through movement. The course will focus on movement resources, concepts, vocabulary, instructional strategies, repertoire, improvisation, dance forms, and notation.
Course Outcomes

At the conclusion of the course, the student will:

• demonstrate acquisition of basic movement skills and understandings, including creative movement and patterned dancing, improvising, and choreographing.
• have broadened movement experience and developed confidence in creating and communicating through movement/dance.
• facilitate an understanding of the place of movement in the elementary music classroom.
• have develop pedagogical practices for movement/dance in the elementary music classroom.
• perform with increasing technical skills, with more rhythmic and locomotor precision, and knowledge of basic alignment, balance, and space.
• demonstrate ability to use movement to express more complex rhythmic structures in mixed and changing meters.
• participate freely and knowledgeably in movement improvisation.
• have developed procedures for classroom management.

Required Texts

• No text is required for this course. The student is expected to maintain a notebook including all class handouts in an organized manner.

Required Materials:

• Three-ring notebook with dividers
• Materials for creating visuals and manipulatives
• Notation software, Finale preferred

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
StudentDisabilityServices@tamuc.edu
Attendance Policy

It is expected that, as working professionals, graduate music education students arrive 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 two classes. Tardiness or leaving early will affect the daily classwork grade.

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 465 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 outlined in the Student Handbook. A student demonstrates commitment to his or her course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting peers and instructor, and accepting critiques graciously.

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.

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.

Students are expected to 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.
**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, sign the **Resource Checkout** book in my office. Since so many students may need the same item, please return any item you borrow the following class session.

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 do so before the end of the semester, 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 have three assignments for this course. Assignments should be thoroughly and neatly prepared.

Two of the homework assignments will consist of creating short lessons and teaching these lessons to your peers in class. One is a creative movement lesson, and the other is a folk dance from the USA or another country. You will teach these lessons as if you were teaching elementary-aged children, and write a lesson plan in the correct format using the template provided. The typed lesson plan is your homework grade, and the actual teaching of the lesson is your class work grade.

The third assignment is a written paper on the role of movement in music education.

All written work must be typewritten. Assignments that require music notation should be typed with notation software. Please use graduate-level spelling, punctuation, and grammar, and head your papers with your name, the assignment number, and the due date.

**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. You will then correct your assignment, so that it is ready to be shared with your classmates and placed in their resource notebooks.

**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.
Grading System

In-Class Performance and Discussion: 70% of total grade
Homework Assignments: 30% of the total grade

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
59 ↓ = F

Acquisition of Movement/Dance Concepts

Body Parts
Levels
Space
Locomotor & Nonlocomotor Movement
Direction
Speed/ Body Facing
Pathway
Range
Balance
Shape/Body Design
Form
A Glimpse into Traditional American Dance
Anacrusis/ Crusis/ Metacrusic
Working with Rhythm/ Complementary Rhythms
Connection of Sound to Movement
Mirroring and Shadowing
Choreographing Haiku with Weight and Balance
More Body Facing and Direction through Folk Dances
Compound Meter
Accent/ Changing & Mixed Meter
Irregular Meters
Japanese Stenciling
Movement inspired by adjectives and emotions
Exploring tension and release/ group spatial design through art works
Laban’s Efforts/ Labanotation
Body Part Isolations/ Choreography from sign language
African Dance
Native American dance
Dance of the Four Elements

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