



Music Literature for Elementary Education

MUS 320.001

Darla Meek, instructor

8:00-9:15, TR

Classroom: Music Building, Room 222

Office: Music Building, Room 211

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T 11:00-4:00

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

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 student 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 tell 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, and be able to create music lessons that cater to these differences.
- have created original lessons, and a year-long teaching plan, for grades K-5.
- 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.

Graduate Credit

In order to receive graduate credit for this course, the student will conduct a research project on a topic selected by the instructor pertaining to elementary music education. The student will be expected to meet with the instructor once each week for review and feedback.

Required Texts

- Eisen, Ann and Robertson, Lamar. (2010.) *An American Methodology: An Inclusive Approach to Musical Literacy, second edition*. Sneaky Snake Publications.
- Order from West Music: <http://www.westmusic.com/p/american-methodology-2nd-edition.htm>
- Burakoff, Gerald & Hettrick, William E. (1980) *The Sweet Pipes Recorder Book*. (Book One, Soprano) Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112) (WE ORDER THESE IN BULK.)
- Kodaly, Zoltan. *333 Reading Exercises*. Boosey & Hawkes. ISBN-13:978-1-4234-3895-3 (WE ORDER THESE IN BULK.)

Required Materials:

- 2" three-ring notebook with approximately 45 dividers (also plan on making copies of lesson plans to be placed in this binder)
- Sheet protectors
- Materials for creating visuals and manipulatives
- Yamaha soprano recorder with Baroque fingering (WE ORDER THESE IN BULK.)
- A = 440 tuning fork (WE ORDER THESE IN BULK.)
- In order to be successful in this course, you will need to have access to a computer and email.

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 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.** Tardiness or leaving early will result in a lowered 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 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.

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.

Failure to conform to these expectations of behavior will result in a lowered classwork grade.

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, check out a vocal warm up CD 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

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 45 dividers. Label the dividers in this order:

1. Syllabus and Class Handouts
2. Advocacy
3. Program Ideas
4. Resource List
5. Teaching Children with Special Needs
6. Lesson Planning & Classroom Management
7. Bulletin Boards
8. Materials and games to reinforce concepts (You may want to have a pocket or two here, or some sheet protectors.)
9. Singing with Children
10. Greeting Songs and Canons
11. Name Games
12. Vocal Warm-Ups/Vocal Exploration Activities
13. Singing Games & Dances
14. Steady Beat
15. High/Low
16. Fast/Slow
17. Long/Short
18. Loud/Soft
19. Strong/Weak
20. Quarter Note and Quarter Rest
21. Eighth Notes
22. Half Note
23. Triple Meter
24. Whole Note
25. syn-CO-pa
26. Beamed Sixteenth Notes
27. Sixteenth Note Combinations
28. Compound/Irregular/Changing Meters
29. sol-mi
30. la-sol-mi
31. sol-mi-do
32. la-sol-mi-do
33. mi-re-do
34. sol-mi-re-do
35. la-sol-mi-re-do (do pentatonic)
36. high do (extended pentatonic)
37. low sol (extended pentatonic)
38. low la (extended pentatonic)
39. la pentatonic
40. fa
41. ti

- 42. Modes
- 43. Listening Lessons
- 44. Children's Book Lessons
- 45. Recorder Lessons

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 may be neatly printed, though notation software is preferred. 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.

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, so that it is ready to be shared with your classmates and placed in their resource notebooks.

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.

Over the course of the semester, you will be required to observe three different area elementary music instructors working in their classrooms with children, for **one hour each**. You will be given an observation form to complete and turn in. It will be your responsibility to contact teachers 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 fill out a Criminal History Background Check for each district you visit.**

For those who are unable to leave campus during elementary school hours, I have placed DVDs of area teachers on reserve in the library. You may check them out for library use only. Ask for the key to the listening carrels located on the fourth floor. Fill out the Lesson Observation and Reflection Form provided. **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.** Remember, all assignments must be typed.

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.

Grading System

In-Class Performance and Discussion: 20% of the total grade

Homework Assignments: 30% (including on-site teacher observation reports)

Tests, including Recorder and Sight-Reading: 20%

Resource Notebook with Annotated Bibliography: 10%

Lesson Preparation and On-Site Teaching in Public Schools = 20%

90 - 100	= A
80 - 89	= B
75 - 79	= C
70 - 74	= D
69 ↓	= F

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.
- You will be **required** to attend the fall TAMUC Elementary Music Workshop. The date is TBA.
- There will be two Music Education Convocations this semester for which your attendance is **required**.
- You can receive extra points for attending and actively participating in workshops with elementary emphasis, such as those provided by the North Texas Chapter of AOSA, and the Kodaly Educators of Texas.
- 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.

ASSIGNMENTS

- 1 Prepare and teach a name game, including lesson plan
- 2 Prepare and teach a given song, using one of the techniques modeled in class
- 3 Create and teach a lesson for vocal exploration, including lesson plan
- 4 Create and teach a lesson on contrasts (opposites) for Kindergarten children, including lesson plan
- 5 Create a power point or SmartBoard presentation to present or practice *la-sol-mi* in a given children's song
- 6 Create a power point or SmartBoard presentation to present or practice simple rhythms in a given children's song
- 6 Teach an upper-level rhythm lesson, including lesson plan
- 8 Teach a folk dance, including lesson plan
- 9 Write and present a speech to a school board advocating a music program
- 10 Draw an idea for an interactive bulletin board
- 11 Teach a traditional song using only solfege
- 12 Construct a year-long scope and sequence

PROJECTED DAILY AGENDA

CLASS MEETING	TOPIC
1	CLASS OVERVIEW
2	STUDENTS TEACH NAME GAMES
3	APPROACHES TO TEACHING MUSIC
4	SINGING WITH CHILDREN/ ROTE TEACHING TECHNIQUES
5	SEQUENCE OF MUSICAL CONCEPTS
6	CLASSROOM MANAGEMENT
7	VOCAL EXPLORATION
8	SMARTBOARD TUTORIAL
9	CONTRASTS: HIGH/LOW
10	STUDENTS TEACH SONGS ~ COMMERCE ELEMENTARY SCHOOL
11	CONTRASTS: FAST/SLOW, LOUD/SOFT, STRONG/WEAK, LONG/SHORT
12	STUDENTS PRESENT CONTRAST ACTIVITIES
13	TEACHING CHILDREN WITH SPECIAL NEEDS
14	SINGING GAMES
15	STEADY BEAT/ QUARTER NOTE, QUARTER REST
16	SOL-MI/ LA
17	EIGHTH NOTES
18	DO; RE
19	2 METER; HALF NOTE
20	RECORDER: G, E
21	RECORDER: BAG
22	HIGH DO; LOW SOL
23	RECORDER: HIGH C AND D; DISCUSS ON-SITE TEACHING
24	4 METER; WHOLE NOTE
25	TERNARY METER; DOTTED HALF NOTE
26	FA; SYN-CO-PA
27	STUDENTS PRESENT SCHOOL BOARD SPEECHES
28	CONSTRUCT YEAR-LONG SCOPE AND SEQUENCE BRAINSTORM TEACHER INQUIRY PROPOSALS IN GROUPS VIEW ON-SITE TEACHING

