MOVEMENT FOR THE MUSIC EDUCATOR
MUS 526
Darla Meek, instructor
SUMMER 2015

Classroom Location: Mesquite Metroplex Center, Room 205
Office Location: TAMU-C Music Building, Room 222
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Office Hours: TBA

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

This course is an introduction principles and practices of the kinesthetic learning of music. Students will develop personal artistry through movement, and integrate principles of kinesthetic learning into the teaching of music.

Course Outcomes

At the conclusion of the course, the student will:
• demonstrate and articulate a working understanding of Dalcroze Eurhythmics, Alexander Technique, and Laban Movement Analysis.
• demonstrate acquisition of basic movement skills and understandings.
• have broadened movement experience and developed confidence in creating and communicating through movement.
• perform with increasing technical skills, with more rhythmic and locomotor precision, and knowledge of basic alignment, balance, and space.
• participate freely and knowledgeable in movement improvisation.
• facilitate an understanding of the place of movement in the music classroom.
• demonstrate ability to lead a classroom of students in movement activities.
• exhibit skills in the execution of effective teaching techniques, including the delivery of instruction, the elicitation of desired student responses, and the communication of appropriate feedback.
• be able to conduct pieces with various moods, dynamics and tempi.

Required Texts


Required Materials

• Three-ring notebook with eight dividers: Syllabus, Assignments, Warm Ups, Eurhythmics, Laban Analysis, Alexander Technique, Focus Lessons, Miscellaneous
• Materials for creating visuals and manipulatives, if needed

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
**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 one class. 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. All students are to be actively participating in each lesson, just as your students will be when you teach 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, sign the Resource Checkout book. 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**

1. Research and prepare a paper (approximately 1000 words) on the importance/use of movement in the music classroom, based on knowledge learned from this course. Use at least three sources.
2. With a partner, prepare a ten-minute power point presentation and a handout on an aspect of Rudolf Laban’s life and/or work. Use at least two sources.
3. Prepare and teach SIX short movement games from the Abramson books that introduce or reinforce a music concept. These will be assigned in class.
4. Prepare and teach a ten-minute Focus Lesson highlighting the ideas and techniques of Dalcroze Eurhythmics or Laban Analysis, using at least two sources. Include a teaching plan on the given template.
5. Prepare and lead the class in a 30-minute warm-up. Include a teaching plan.
6. Observe TWO 45-minute movement classes, and complete an Observation and Reflection Form for each.

The movement games and Focus Lesson will be taught to the class and instructor as if you were teaching students in a public school setting.

You will turn in a copy of the teaching plans for the Focus Lesson and Warm Up on the day they are due, and I will add any corrections or ideas. You will then perfect your
teaching plans and upload them to our Dropbox, so that your classmates can place them in their resource notebooks.

Assignments should be thoroughly and neatly prepared. Please use notation software, such as Finale, for assignments that require music notation. Use graduate-level spelling, punctuation, and grammar, and head your papers with your name, the assignment type, and the due date. All written work must be typewritten.

Since some class members will begin this course with more experience than others, the ability to move well or conduct gracefully is not alone a necessity for, or an assurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received.

**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:  30% of total grade  
Written Assignments (Papers and Observations): 20% of the total grade  
Teaching Assignments (Warm Up and Movement Games):  30% of the total grade  
Focus Lesson Preparation and Teaching = 10% of the total grade.  
Notebook = 10% of the total grade.

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<th>Score Range</th>
<th>Grade</th>
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<td>90 - 100</td>
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