GLB/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
FALL 2015

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 relate 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 fifth 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-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


Required Materials:

- 2” 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 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 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

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

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 an authentic folk song from another country.

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.** 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.

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.

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, 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

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
3. Readings
4. Teaching Children with Special Needs
5. Lesson Planning
6. Classroom Management
7. Bulletin Boards
8. Games (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. Smooth/Jerky
19. Loud/Quiet
20. Strong/Weak
21. Quarter Note and Quarter Rest
22. Eighth Notes
23. Half Note
24. Triple Meter
25. Same/Step/Skip/Jump
26. Staff
27. mi-sol-la
28. do-mi-sol
29. do-mi-sol-la
30. do-re-mi
31. do-re-mi-sol
32. do-re-mi-sol-la (do pentatonic)
33. high do (extended pentatonic)
34. low sol (extended pentatonic)
35. low la (extended pentatonic)
36. Listening Lessons
37. Movement Lessons
38. Children's Book Lessons
39. Recorder 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 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.

**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. 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. 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.** 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. 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 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%**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>59 ↓</td>
<td>F</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.
- You will be **required** to attend the fall TAMUC Elementary Music Workshop, which will be held in the Band Hall on Saturday, October 3 from 9:00 am-noon. If you are unable to attend, you will complete an additional Lesson Observation and Reflection Form.
- You will be **required** to attend all Music Education Convocations offered this semester.
- 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. To earn credit, you must turn in your handouts with your personal notes written in the margins.
- 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** *(TENTATIVE LIST)*

1. Prepare and teach a name game, including lesson plan
2. Create and teach a lesson on contrasts (opposites) for Kindergarten children, including lesson plan
3. Create a power point or SmartBoard presentation to present or practice *la-sol-mi* in a given children’s song
4. Create a power point or SmartBoard presentation to present or practice simple rhythms in a given children’s song
5. Teach an upper-level rhythm lesson, using an authentic folk song from another country, including lesson plan
6. Teach a folk dance, including lesson plan
7. Write and present a speech to a school board advocating a music program
8. Draw an idea for an interactive bulletin board
9. Teach a traditional song using only solfege
10. Create an assessment tool for young children
# 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>CHOOSING REPERTOIRE</td>
</tr>
<tr>
<td>3</td>
<td>STUDENTS TEACH NAME GAMES</td>
</tr>
<tr>
<td>4</td>
<td>APPROACHES TO TEACHING MUSIC</td>
</tr>
<tr>
<td></td>
<td>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>CLASSROOM MANAGEMENT</td>
</tr>
<tr>
<td>8</td>
<td>VOCAL EXPLORATION</td>
</tr>
<tr>
<td>9</td>
<td>TEACHING CHILDREN WITH SPECIAL NEEDS</td>
</tr>
<tr>
<td>10</td>
<td>CONTRASTS</td>
</tr>
<tr>
<td>11</td>
<td>CONTRASTS</td>
</tr>
<tr>
<td>12</td>
<td>CONTRASTS</td>
</tr>
<tr>
<td>13</td>
<td>STUDENTS PRESENT CONTRAST ACTIVITIES</td>
</tr>
<tr>
<td>14</td>
<td>QUARTER NOTE, QUARTER REST</td>
</tr>
<tr>
<td>15</td>
<td>STUDENTS TEACH SONGS ~ AREA ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>16</td>
<td>EIGHTH NOTES</td>
</tr>
<tr>
<td>17</td>
<td>SAME/STEP/SKIP/JUMP; STAFF</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>DUPLE METER; HALF NOTE</td>
</tr>
<tr>
<td>24</td>
<td>TERNARY METER</td>
</tr>
<tr>
<td>25</td>
<td>HIGH DO; LOW SOL, LOW LA</td>
</tr>
<tr>
<td>26</td>
<td>RECORDER: G, E</td>
</tr>
<tr>
<td>27</td>
<td>RECORDER: BAG</td>
</tr>
<tr>
<td>28</td>
<td>MOVEMENT LESSONS</td>
</tr>
<tr>
<td>29</td>
<td>CHILDREN'S BOOK LESSONS</td>
</tr>
<tr>
<td>30</td>
<td>LISTENING/BOOK LESSONS; DISCUSS ON-SITE TEACHING</td>
</tr>
</tbody>
</table>