



GLB/Music and Movement for Children I

MUS 450.001

FALL 2020

8:00-9:15, TR

Instructor Information

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University and Department Information

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.

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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>

PANDEMIC RESPONSE

UNIVERSITY STATEMENT: A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

INSTRUCTOR STATEMENT: Masks and social distancing are required in my classroom. If you feel that you cannot wear a mask the entire class period, please do not attend class. I will also ask that you sterilize your own table after class. Products will be provided.

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.

Course Information

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 access to 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

- Houlahan, Michael and Tacka, Philip. (2008). *Kodaly Today: A Cognitive Approach to Elementary Music Education*, SECOND EDITION. Oxford University Press (UPC Code 9780190235772)
- Burakoff, Gerald & Hettrick, William E. (1980) *The Sweet Pipes Recorder Book*. (Book One, Soprano) Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112) <http://www.sweetpipes.com/>
- Meek, Darla. (2016.) *Journey Around the Globe with Recorder!* Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112) <http://www.sweetpipes.com/>

REQUIRED MATERIALS

- Yamaha ivory plastic soprano recorder with Baroque fingering
- A = 440 tuning fork OR equivalent tuning device
- Materials for creating visuals and manipulatives
- To be successful in this course you will need to have access to a computer, internet, email, and notation software (such as Finale or Sibelius).

REQUIRED MEMBERSHIPS

It is strongly suggested all students enrolled in elementary methods courses be active members of TMEA and NAFME (TMEC). Membership forms may be accessed online here:

- <https://www.tmea.org/membership/>
- <https://nafme.org/>

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: a lesson plan for teaching an authentic folk song from another country, including strategies for teaching English Language Learners.

For more information, visit here:

<http://www.tamuc.edu/aboutUs/institutionalEffectiveness/qualityEnhancementPlan/default.aspx>

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- LMS Requirements:
<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements:
<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

OTHER RESOURCES

- You may need Adobe Acrobat Reader and/or Adobe Flash Player, available from www.adobe.com.
- Quicktime (www.apple.com), RealPlayer (www.real.com), and Windows MediaPlayer 11.0 (www.microsoft.com/windows/windowsmedia/download) will enable you to view videos.

Course Structure

In D2L, you will find that this course has been organized into fourteen (14) weeks. Each week features a PowerPoint lecture/demonstration, a reading, a discussion prompt, and an assignment. You have from Monday through Saturday to complete your tasks for the week.

WEEK	DATES	TOPICS	ASSIGNMENT	DUE DATE (11:59 pm)
1	Aug 24 - 29	Syllabus and class overview Name games Singing with children	Sing and record a patriotic song	Aug 29
2	Aug 31- Sep 5	Using pitch levels Giving cues Choosing repertoire	Teach your assigned global song to an elementary-aged child.	Sep 5
3	Sep 7 - 12	How to write a lesson plan	Complete a lesson plan for your assigned global song.	Sep 12
4	Sep 14 – 19	Dalcroze Eurhythmics	Lesson Observation 1	Sep 19
5	Sep 21 – 26	Kodály	Lesson Observation 2	Sep 26
6	Sep 28 – Oct 3	Orff Schulwerk	Lesson Observation 3	Oct 3
7	Oct 5 - 10	Music Learning Theory Sequencing music concepts	Kathy Draves Workshop attendance and reflection	Oct 10
8	Oct 12 - 17	Steady beat Vocal exploration	Create a PowerPoint for your assigned global song.	Oct 17
9	Oct 19 - 24	Contrasts	Create an activity that introduces, teaches, or reinforces your assigned contrast. Type a lesson plan.	Oct 24

10	Oct 26 - 31	Quarter note and rest Eighth notes Staff and clefs Same/step/skip/jump <i>sol-mi</i>	Teach your assigned song to a partner. Lead your partner through the process of deriving the rhythm using the process provided.	Oct 31
11	Nov 2 - 7	<i>la</i> <i>re</i> How to construct a warm-up	Construct a 5-7 minute warm up for an elementary music classroom.	Nov 7
12	Nov 9 – 14	<i>do</i> Half note	Create a PowerPoint presentation for deriving the solfège of your assigned song.	Nov 14
13	Nov 16 – 21	Classroom management Children with disabilities	TBD	Nov 21
14	Nov 23 - 28	Movement/dance	none	Nov 28
15	Nov 30 – Dec 5	Listening lessons	Construct a Weekly Class Outline (WCO)	Dec 5

Classroom Expectations

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

- Consider this course to be a study guide for the Music Content portion of the TExES test.
- Download everything and maintain an orderly notebook.
- Prepare all assignments and readings thoroughly and completely. Plan on spending 3-5 hours outside of normal class time to complete each assignment.
- Practice skills (singing, recorder) daily outside of class.
- Refer to MyLeo Online/D2L Brightspace and/or the class Dropbox for assignment instructions. Contact the instructor with any questions.

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 apply to all communication to the instructor and your classmates.

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 let me know what pronouns you would prefer I use for you in class and in conversation.**

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.

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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 others.
- 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 instructed to drop the course.

Notebook Organization

For this course, you will have access a collection of songs and other activities for children. **It is STRONGLY SUGGESTED that you organize these resources into a notebook.** This will be a valuable resource for you as you begin teaching, one that you will continue through your career.

If you choose to do so, purchase a 2"-2.5" three-ring binder and 38 dividers. Label the dividers:

1. Syllabus and Class Agendas
2. Graded Assignments and Tests
3. Readings
4. Approaches to Teaching Music (Kodály, Orff, Dalcroze, MLT)
5. Teaching Children with Special Needs
6. Teaching English Language Learners
7. Lesson Planning
8. Classroom Management
9. Singing with Children
10. Greeting/Welcome Songs and Canons
11. Name Games for Younger Children
12. Warm-Ups (class set)
13. Vocal Exploration Activities
14. Singing Games & Dances
15. Global Songs
16. Steady Beat

17. High/Low
18. Fast/Slow
19. Long/Short
20. Loud/Quiet
21. Strong/Weak
22. Quarter Note and Quarter Rest
23. Eighth Notes
24. Half Note
25. Ternary 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. Listening Lessons
36. Movement Lessons
37. Workshop Notes
38. Miscellaneous

Assignments

All assignments will be uploaded into D2L. Assignments that require music notation must be produced with notation software. Please use university-level spelling, punctuation, and grammar, and head your papers appropriately.

READING ASSIGNMENTS

You will have one reading assignment due every week. Be prepared to present your knowledge of the readings in class. At times, you will share your knowledge through discussion, and other times through a written reflection. Reading assignments should be thoroughly and neatly prepared.

LESSON PLAN ASSIGNMENTS

In most cases, homework assignments will consist of creating short lessons, and teaching these lessons to a child or to a peer. **(Obviously, you may not teach any lesson I have presented in class.)** You will write a lesson plan in the correct format for every lesson you teach in class.

OBSERVATION ASSIGNMENTS

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. However, since we will not be allowed on elementary campuses this year, you will complete this requirement through video using the following two channels:

- The TAMUC Music Education YouTube Channel:
http://www.youtube.com/playlist?list=PLeO_NArJmV4iqYHH6thIXfrM4_dW8Nz0x
- The *Kodály Today* YouTube Channel:
https://www.youtube.com/channel/UChi80hm_84B6E-WHjEZRF_w?fbclid=IwAR0UA0MgdWX0aEIYU0tLgy-oiPeBo8qTPHBBOGDBNE8IQqxA9HK4AA4Xu3Q

Complete the Lesson Observation and Reflection Form provided in D2L. You must log your hours on the form. Be very careful to log the exact number of minutes you watch. You may need to view several short video segments that add up to one hour. If you view more than one teacher, **complete one form for EACH teacher you observe.**

Please understand that though you may observe with a friend, **you must complete your own ORIGINAL work on your form.** Any student who abuses this privilege by using another student's work as his/her own will receive an automatic fail for this course and will be considered for removal from the Undergraduate Field-Based Teacher Certification Program.

It is not appropriate to use one assignment for two courses. In other words, if you are also taking Instruments in Elementary Music (MUS 321), **you may NOT view the same three teachers for both classes.**

WARM UP ASSIGNMENTS

Each student will be expected to plan and lead a physical and vocal warm-up during the semester. The schedule can be found in D2L.

PROFESSIONAL DEVELOPMENT ASSIGNMENTS

Each semester, the TAMU-C Department of Music hosts a workshop for area elementary music teachers on a Saturday morning. **Your attendance is required.** If you have an unavoidable conflict and are unable to attend, an email is required in advance. In this case, you will be able to observe the recording and complete a Workshop Observation and Reflection assignment.

You are **required** to attend all Music Education Convocations offered this semester, even if you have completed all your recital responsibilities.

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 Kodály Educators of Texas. The workshop (or combination of workshops) must total at least **three hours** in length. To earn credit, you must upload **all** of the following:

- a CPE certificate
- the workshop handouts

- a reflection (at least one full page, single-spaced)

Concerts do not count toward this requirement.

Any student engages in academic dishonesty by turning in materials without attending and actively participating in the sessions - or who uses another student's work as his/her own - will receive an automatic fail for this course and will be recommended for removal from the Undergraduate Field-Based Teacher Certification Program.

ADDITIONAL ASSIGNMENTS FOR GRADUATE CREDIT

In order to receive graduate credit for this course, the student will complete additional assignments reflecting rigorous study in the Kodály and Orff Schulwerk approaches. These assignments are detailed in the handout titled ADDITIONAL ASSIGNMENTS FOR GRADUATE CREDIT.

The student will also meet with the instructor each week to assess guitar, ukulele, dulcimer, and recorder skills.

Assessments

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

Firstly, piano skills will be assessed. You should be able to perform the following:

- Major chords, both hands simultaneously starting on C (C E G) and moving upward chromatically to the next C. Blocked and arpeggiated.
- Minor chords, both hands simultaneously starting on C (C E^b G) and moving upward chromatically to the next C. Blocked and arpeggiated.
- I-IV-I-V7-I chord progressions, both hands simultaneously, starting on C (C E G) and moving upward chromatically to the next C.
- Five-note scales upward and downward, both hands simultaneously moving upward chromatically, starting on C and going up to the next C.
- Practice singing vocalises as you play. This will prepare you for leading your warm-up.

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 so that you can practice daily.

Throughout the semester, you will be evaluated on sight-singing with solfège and hand signs. Develop the habit of practicing each day for a short period of time. When you perform your sight-singing assessments, 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

Practice exercises can be found on D2L and in the class Dropbox. Be aware that the practice exercises will NOT be used on the actual test.

You will 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 using your Sweet Pipes book.

Grading System

Class Performance/Discussion/Reflection:	40%
Assignments:	20%
Reading Reflections:	20%
Tests (including Recorder and Sight-Reading):	20%

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
0 - 59	= 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. It is not appropriate to use one assignment for two courses. Failure to uphold the standards of academic honesty will result in an automatic fail for this course and will be considered for removal from the Undergraduate Field-Based Teacher Certification Program.

NOTICE!

- 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.**