



GRADUATE ELEMENTARY PEDAGOGY II

MUS 531.02T

Darla Meek, instructor
Mesquite Metroplex Center
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Office Location: Music Building, Room 222
Office Phone: 903-886-5294
Fax: 903-468-6010
E-mail: Darla.Meek@tamuc.edu
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

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 a classroom setting. This course focuses on grades 3-6.

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.
- demonstrate skills in singing, playing instruments, creative movement, dancing, improvising, and composing.
- be able to successfully engage children in playing instruments, listening, chanting, singing, moving, and reading notation.
- be able to apply an understanding of individual differences among children, and to be able to create music lessons that cater to these differences.
- create lessons, and a year-long teaching plan, for grades 3-6.
- have developed an understanding of how general music contributes to a school music program, and have developed lessons that integrate music with other disciplines.
- have developed a plan 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 created visual aids for use in teaching music and movement concepts to elementary children, including the use of technology.
- have developed procedures for classroom management.

Required Texts

- Steen, Arvida. (1992) *Exploring Orff: A Teacher's Guide*. Schott Music Corp. (ISBN 0930448766) (available online or through West Music, \$39.95)
- Houlahan, Michael and Tacka, Philip (2008) *Kodaly Today: A Cognitive Approach to Elementary Music Education*. Oxford University Press (ISBN: 0195314093)
- Burakoff, Gerald & Hettrick, William E. (1980) *The Sweet Pipes Recorder Book*. (Book One, Soprano) Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112)

Required Materials:

- Three-ring notebook with dividers
- Materials for creating visuals and manipulatives
- Soprano recorder with Baroque fingering
- Staff paper or notation software
- 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@tamu-commerce.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.

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. We will practice sight singing skills using solfege and hand signs. You will take periodic tests on sight singing. Develop the habit of practicing each day for a short period of time.

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 lower abdomen

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.

You will also make visual aids to help children be successful in the classroom. These may include charts, games, icons, tone ladders, class sets or rhythm strips. You will also use notation software, and create power point/SmartBoard presentations.

Notebook Sections

1. Binder with attractive cover
2. Dividers
3. Syllabus and Class Handouts
4. Annotated Bibliography
5. Teaching Children with Special Needs
6. Lesson Planning & Classroom Management (including the five discipline methods, objectives templates, lesson plan templates)
7. Assessment
8. Bulletin Boards
9. Materials and games to reinforce concepts (SINGO!, individual staffs, etc) You may want to have a pocket or two here, or some sheet protectors.

10. Singing with Children / Song Teaching Tips /Quality Children's Songs
11. Greeting Songs and Canons
12. Name Games
13. Vocal Warm-Ups/Vocal Exploration Activities
14. Singing Games & Dances
15. la-sol-mi-re-do (pentatonic)
16. high do (extended pentatonic)
17. low sol (extended pentatonic)
18. low la (extended pentatonic)
19. la-pentatonic
20. fa (hexatonic)
21. ti (diatonic)
22. modes
23. I-V chord roots & ostinati
24. functional harmony
25. triple meter
26. syn-CO-pa
27. sixteenth notes
28. sixteenth note/eighth combinations
29. whole note
30. dotted quarter note/eighth
31. compound meter
32. anacrusis/metacrusis, crasis
33. mixed/changing meter
34. irregular meters
35. children's book lessons
36. listening lessons
37. recorder lessons
38. dulcimer
39. guitar
40. drumming

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 usually have at least one assignment due every class meeting. If it is a reading passage, I strongly urge you to highlight important points in your book and jot questions or comments in the margins. Be prepared to present your knowledge of the readings in class. Assignments should be thoroughly and neatly prepared.

All written work must be typewritten. Assignments that require music notation may be neatly printed, though notation software is preferred. Please use graduate-level spelling, punctuation, and grammar, and head your papers with your name, the assignment number, and the due date. Points may be deducted for emailing assignments instead of handing them in.

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

Over the course of the semester, you will be required to observe three DVDs of area elementary music instructors working in their classrooms with children in the third through sixth grades. You may check out the DVDs from my office and view them at your leisure. You may also use the listening carrels in the Gee library. The DVDs are on reserve at the front desk for library use only. I will email you an observation form to complete and turn in.

FINAL PROJECT: You will present one 20-minute lesson for your colleagues, as if teaching to children in a public school setting. You will develop this lesson, using the template provided, and using lessons from class as models.

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

Homework Assignments: 30% of the total grade (including teacher observation reports)

Sight-Reading Tests: 20% of the total grade

Resource Notebook with Annotated Bibliography: 10% of the total grade

Final Lesson Preparation and Teaching = 10% of the total grade.

