

*Music Materials for Children*  
MUS 3317 substitute for MUS 3311  
Donald Callen Freed, Ph.D., Instructor      Fall, 2015  
Office, FAB 200A: 837-8216  
[dfreed@sulross.edu](mailto:dfreed@sulross.edu)

**Catalog Description:** A study of music materials and skills which are effective in providing a musical background for children.

**Required**

Anderson, W.M., & Lawrence, J. E. (2006). *Integrating music into the elementary classroom*. (With CD). 7th ed. Belmont, CA: Wadsworth.

One soprano recorder (provided)

**Objectives**

1. Acquire a general knowledge of the elements of music: melody, rhythm, harmony, form, dynamics, tempo, and timbre.
2. Develop knowledge of methodology for a multifaceted music curriculum in the elementary classroom.
3. Develop skills in writing objectives and strategies, developing materials, and evaluation techniques.
4. Apply techniques in presenting instructional strategies and materials.
5. Development of song and movement repertoire appropriate for teaching in the elementary classroom.
6. Adapt skills to classroom activities: singing, moving, playing instruments, reading music, listening, and creating.
7. Compile a notebook including class notes, handouts, lesson plans, and project outlines for later reference.

**Requirements**

1. Attendance and participation. Students must attend class ON TIME and prepared. See note on attendance below.
2. Readings, related practice, and assignments. Students are responsible for all material presented in class, including announcements about changes in course scheduling or procedures.
3. Peer teaching.
4. Review four journal articles on elementary music education from professional journals.
5. Competency tests in the basics of music, recorder, and piano.
6. Quizzes and other written assignments as announced.
7. Teaching a music lesson in one of the approved pre-schools.
8. Mid-term and final exams.
9. Notebook, handouts and other material to be announced in class.

**Tentative Course Outline and Topics to Be Covered**

- I. Musical Elements
  - A. Rhythm
    1. Concepts: types of notes, time signatures, beat distribution in 2/4, 3/4, 4/4, 6/8, 2/2
    2. Activities: Clapping, tapping, conducting, writing rhythms, playing rhythm instruments
  - B. Melody
    1. Concepts: note names in treble and bass staff; key signatures; major, minor, pentatonic scales
    2. Activities: singing melodies, writing scales, naming key signatures, saying note names in association with playing a melodic instrument
  - C. Harmony
    1. Concepts: intervals and chords
    2. Activities: singing in rounds and in 2- and 3-part harmony, recognizing common intervals, playing chords on piano or autoharp
  - D. Form
    1. Concepts: phrases, 2- and 3-part form, rondo form and cadences
    2. Activities: singing and playing, analyzing phrases and simple forms in children's songs
  - E. Dynamics
    1. Concepts: Italian terms
    2. Activities: recognize terms in music
  - F. Tempo
    1. Concepts: Italian terms
    2. Activities: recognize terms in music
  - G. timbre
    1. Concepts: instrument sounds
    2. Activities: recognize individual instrument sounds from a recording

Attendance is crucial! The understanding of musical concepts, instructional strategies, and materials requires student interaction, practice, and total class participation. You are responsible for all material presented in class including announcements concerning course scheduling and procedures. Exams, quizzes and homework are often related to material presented only in class, so performance on these indirectly affects attendance. A great deal of interaction will take place in this class, so it is imperative that students be present for each class. The final grade will be lowered one letter after four (4) absences. Nine (9) absences = dropped from the course per university policy.

### **Written Assignments**

Occasionally there will be written assignments. These assignments will be due on the date given and 10% will be deducted for each class period late. The same for article reviews.

### **Grading**

Performance presentations and group projects	20%
Quizzes, exams	20%
Journal articles and reviews	20%
Other written assignments	20%
Attendance, discussion and participation	20%

### **Changes to Syllabus**

The above procedures and assignments are subject to change. All policies and procedures not in the syllabus will be formulated by the class in consultation with the instructor and will be geared to the needs and schedule of the class.

### **Journal Reviews**

A one-to-two page **typed** (computer-processed) evaluation of a current periodical article as well as contributing to discussion during class constitutes fulfillment of the assignment. Topics for each assignment are listed on the class schedule and **MUST BE FOLLOWED**. Papers reviewing articles that are not close to the topic **WILL NOT BE ACCEPTED**. Try to vary the sources you consult. A suggested list follows but is not inclusive. Sources may be consulted online through EBSCOhost, etc. See a librarian if you need help.

*Music Educators Journal*

*American Music Teacher*

*Teaching Music*

*General Music Today*

*Journal of Research in Music Education*

*Choral Journal*

Include a copy of the article with your evaluation. Your evaluation should include the proper bibliographic information (APA, MLA, or Chicago) in the header of your paper. The article may be downloaded from the web, but it must be printed.

### **Assignments will be described in greater detail during class.**

We will follow the outline of the text, beginning with the introduction and chapter 1. There will be a major exam after Chapter 3 over chapters 1-3. Students will also be expected to present songs with lesson plans in front of the class. There will be four journal articles due the first class period of each month. Each will be 1-2 pages long and cover the following topics:

JOURNAL ARTICLE #1: EARLY CHILDHOOD MUSIC EDUCATION OR ORFF METHOD (INVOLVING ORFF INSTRUMENTS/CONCEPTS) OF TEACHING

Carl Orff was a 20<sup>th</sup> century music educator from Hungary who developed methods for teaching music to children.

JOURNAL ARTICLE #2: GENERAL MUSIC CLASS IN THE ELEMENTARY SCHOOL

JOURNAL ARTICLE #3: MULTICULTURAL MUSIC ED., MAINSTREAMING IN THE MUSIC CLASS, OR MUSIC THERAPY

JOURNAL ARTICLE #4: STUDENT CHOICE

We will also adapt a song – a new text for a familiar tune, in addition to leading the other members of the class in songs. Shed your modesty cells! Some time in the class will also be devoted to the reading of music.

MUSIC STANDARDS. The following are TX music education standards for music teachers.

*Standard I.* The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

*Standard II.* The music teacher sings and plays a musical instrument.

*Standard III.* The music teacher has a comprehensive knowledge of music notation.

*Standard IV.* The music teacher creates and arranges music.

*Standard V.* The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

*Standard VI.* The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

*Standard VII.* The music teacher understands how to plan and implement effective music instruction and provides students with learning

experiences that enhance their musical knowledge, skills, and appreciation.

*Standard VIII.* The music teacher understands and applies appropriate management and discipline strategies for the music class.

*Standard IX.* The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

*Standard X.* The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the ADA coordinator for Program Accessibility located in the UC or call 837-8178.

Cell Phones and other electronic apparatuses: Turn them OFF before class. You are allowed one interruption and then I will confiscate the phone. Students with children or emergency situations may keep their phone on VIBRATE if the instructor is notified in advance. Laptops allowed by permission only. Absolutely NO TEXTING in this class. Such behavior is beyond rude.

#### TENTATIVE SCHEDULE

Aug. 24

Syllabus; introduction/overview

Aug. 26

Chapter 1; "Music on the Mind"

Aug. 28

"Losing Our History"; Chapter 1; songs

Aug. 31

Observation in Alpine Elementary or Middle School

Sept. 2

Chapter 2; songs

Turn in observation from 8-31

Sept. 4

Chapter 3

Sept. 7

NO CLASS; LABOR DAY

Sept. 9

Video "Music from the Inside Out" + question sheet

Chapter 3

Sept. 11

Chapter 3

Sept. 14

Chapter 3

JOURNAL ARTICLE #1 DUE: EARLY CHILDHOOD MUSIC EDUCATION OR ORFF METHOD  
(INVOLVING ORFF INSTRUMENTS/CONCEPTS) OF TEACHING (copy of article attached)

(Carl Orff was a 20<sup>th</sup> century music educator from Hungary who developed methods and instruments for teaching music to children.)

Sept. 16

Continue to study Chapter 3

Sept. 18

Chapter 3

TEST 1—CHAPTERS 1-3

October 2

Chapter 4

October 5

Chapter 4

Rote Song Presentation with Lesson Plan & Musical Objective

October 7

Chapter 5

JOURNAL ARTICLE #2: GENERAL MUSIC IN THE ELEMENTARY SCHOOL

October 9

Chapter 5

October 12

Adapt a song

October 14

Chapter 6

October 16

Chapter 6

Recorders passed out to class

Bring RECORDER every day from here on.

October 19

JOURNAL ARTICLE #3: MULTICULTURAL MUSIC ED., MAINSTREAMING IN THE MUSIC CLASS,  
OR MUSIC THERAPY

Recorder & other instruments

October 21

Chapter 6

Recorder competency

October 23  
Principles of Teaching Listening lessons  
Chapter 7

October 26  
Chapter 8

October 26  
Observation #2  
Ms. Azar  
Middle School

October 28  
Chapter 9  
Creating Music from Environment

October 30  
Creating and Composing

November 2  
Boomwhackers and other instruments

November 4  
Creating and Composing, con't  
Journal Article #4: STUDENT CHOICE

November 6  
NAfME resources

November 9  
NAfME resources continued

November 16  
Observation #3 student choice

November 30  
Wrap up and review

December 2  
Wrap up and review

+ FINAL EXAM TBA