

Music Materials for Children

MUS 3311

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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. (2010). *Integrating music into the elementary classroom*. 8th ed. Belmont, CA: Wadsworth. ISBN 13: 978-0-495-56985-5

One soprano recorder (provided)

CLEARANCE FOR OBSERVING IN ELEMENTARY AND MIDDLE SCHOOL

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.
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 to rhythms, 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. Team teaching a music lesson in one of the approved pre-schools.
8. Mid-term.
9. Final exam.
10. 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
- H. Lesson planning
 - 1. Components of a lesson plan: Objective(s), Materials, Procedures, Closure/Assessment
 - 2. Effective execution of lesson plan individually or in groups

Attendance is mandatory! The expectation is that you will conduct yourselves as professionals throughout this course. The understanding of musical concepts, instructional strategies, and materials requires student interaction 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 items is directly affected by 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 or for excessive tardiness. Six (6) 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%
Lesson plans/projects	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** 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. Try to vary the sources you consult. A suggested list follows but is not inclusive. Sources may be consulted online through EBSCOhost. 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, as will your notebook.

TENTATIVE SCHEDULE

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; however, chapter 3 includes the fundamental concepts of music and should be a review. Students will also be expected to present songs with lesson plans in front of the class, including individual singing. 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 20th 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!

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.

Cell Phones, Smart Phones, iPads, Tablets and other electronic apparatuses: Treat class as if you were at work. Individual issues (children, etc.) should be discussed with the professor *in advance*. If you wish to text during class because you consider something else more important, you may leave the class never to return. I may not see you; however, if you are caught texting during any class or exam it is grounds for dismissal with an F in the course.

STUDENT CONDUCT and DISCIPLINE (From Student Handbook, SRSU)

Acquaintance with Policies, Rules, and Regulations

Each student is expected to be fully acquainted and comply with all published policies, rules, and regulations of the University, copies of which shall be available to each student in the Student Life office and on-line. Students are also expected to comply with all federal and state laws.

ACADEMIC HONESTY (From Student Handbook, SRSU)

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. "Cheating" includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

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, Mary Schwartze, 112 Ferguson Hall, or call 837-8203.

TENTATIVE SCHEDULE. Reading assignments are due during the date listed. Reading assignments are subject to quizzes.

T, Jan. 19

Syllabus; introduction/overview

Th, Jan. 21

“Music on the Mind” + questions

T, Jan. 26

“Music on the Mind” + questions

START HERE

Th, Jan. 28

Section 1, Getting Started, “Losing Our History”; Chapter 1

T, Feb. 2

Chapter 2; Guidelines for Teaching Music; songs

Th, Feb.4

Create Classroom Rap; Discuss article:

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

Carl Orff was a 20th century music educator from Hungary who developed methods and instruments for teaching music to children.

T, Feb. 9

Quiz, Chapters 1, 2

Th, Feb. 11

TMEA in San Antonio. (Feb. 10-13)

Attend 3 elementary sessions and write a 2-page report on each.

Alternative: An extra article review, subject of your choice. See section on article reviews, above.

Alternative 2: Observe in the public schools; Ms. Scott or Ms. Azar.

T, Feb. 16

Chapter 4

Th, Feb. 18

Rote Song Presentation with Lesson Plan & Musical Objective

T, Feb. 23

Quiz over Section 2

Th, Feb. 25

Chapter 5—Teaching Music through Instruments

Recorders passed out to class

Bring RECORDER every day from here on.

Sunday, Feb. 28

Recital: Guest Artist Dr. Kimm Hollis, piano

Donald Callen Freed, tenor

Karrin Ford, piano

Songs of Donald Callen Freed and premiere of piano pieces of Donald Callen Freed by Kimm Hollis

T, March 8

Discuss:

JOURNAL ARTICLE #2: GENERAL MUSIC IN THE ELEMENTARY SCHOOL

Chapter 5 & Recorder, continued

Th, March 10

March 14-18 SPRING BREAK

NO CLASS

T, March 22

Recorder proficiency exam

Th, March 24

Chapter 6--Listening

T, March 29

Chapter 6--Listening

Th, March 31

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

T, April 5

Chapter 7—Music Through Movement

Th, April 7

Observations—No Class

Ms. Scott, or Ms. Azar

T, April 12

Reports on Observation/Discussion/Turn in two or three page report on observation

Th, April 14

Chapter 8—Creativity

Composition Tour and Create

T, April 19

Mini-Teaching I

Prepare a lesson using a song, teach song to class, 10 minutes

Th, April 21

Discussion/Open Class

T, April 26

Prepare for Creative Project

Th, April 28

Creative Project Presentations

T, May 3

TBA

JOURNAL ARTICLE #4: STUDENT CHOICE due

Th, May 5

Dead Day

T, May 10

10:15 a.m.

FINAL EXAM

PORTFOLIOS DUE

AS PART OF FINAL EXAM

THERE IS NO EARLY TAKING OF THE FINAL