

Sul Ross State University
Music Materials for Children—MUS 3311 (TRL)
Spring 2020

Professor: Mary-Elizabeth Thompson, D.M.A.

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Class Meetings: Tuesdays and Thursdays, 11:00 a.m.-12:15 p.m., Fine Arts Building 207

Office Hours: Mondays and Wednesdays 1:00-2:00 p.m.; Tuesdays 10:00-11:00 a.m.; Fridays by appointment

Course Description

A study of music materials and skills which are effective in providing a musical background for children. (*This section of the course includes a travel component, please see details below.)

Student Learning Objectives (SLOs)

After completing this course students should be able to:

1. Acquire a general knowledge of the elements of music: melody, rhythm, harmony, form, dynamics, tempo, and timbre. (*Knowledge*)
2. Develop knowledge of methodology for a multifaceted music curriculum in the elementary classroom. (*Knowledge*)
3. Develop skills in writing objectives and strategies, developing materials, and evaluation. (*Skills*)
4. Apply techniques in presenting instructional strategies and materials. (*Attitudes or Dispositions*)
5. Development of song and movement repertoire appropriate for teaching in the elementary classroom. (*Attitudes or Dispositions*)
6. Adapt skills to classroom activities: singing, moving to rhythms, playing instruments, reading music, listening, and creating. (*Skills*)
7. Develop skills in writing objectives and strategies, developing materials, evaluation, and arts advocacy. (*Skills*)

Major Assignments with Matched SLOs

- Assignments and quizzes will be given throughout the semester in order to assess students' understanding of the material and reflect upon class discussions. These assignments include, but are not limited to, Blackboard Discussion Board activities, short reflection papers, and reading material such as current articles about music. (*1,2,4*)
- Observations of elementary music classrooms are an important component of this course and will include written reflections of the lesson plans and overall experiences, as well as reflection papers after guest lectures. (*2,3,5,6*)
- One group project will study the state of music education in **Italy** and compare it to that of the United States, including advocacy strategies. (*2,7*)
- Students will compile a notebook including class notes, handouts, lesson plans, and project outlines for later reference. (*1,2,3,4,5,6,7*)
- Mock lessons, including a full lesson plan and presentation to the class will be assigned throughout the course. (*3,4,5,6*)

Marketable Skills

The music student graduating with a BM in music (instrumental or vocal performance; instrumental or vocal education; or music business) should have the following Marketable Skills:

1. *Ability to collaborate and network with others to achieve a shared goal, utilizing problem solving, flexibility and improvisation, and consideration of others' thoughts and creative processes.
2. *Proficiency in public speaking and writing about music, especially in teaching basic musical concepts to all ages and incorporating technology for presentation and production.
3. *Ability to prepare and perform a program of age-appropriate, relevant, and diverse repertoire, as an individual or part of an ensemble, to an audience, advocating for the arts through engaging with and serving the community.
4. Experience using problem solving skills and abstract thinking to analyze compositions and examine their aesthetic through musical and extra-musical concepts, such as historical context and text setting.
5. Ability to create and disseminate basic marketing and public relations materials, as well as resumes, websites, and digital portfolios.

*Marketable Skills specifically addressed by this course indicated with **

Required Materials

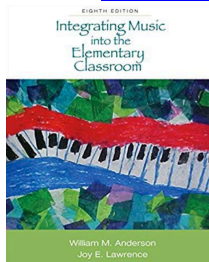
- Blackboard access and internet access (these services provided on campus)
- 3-ring binder with paper
- pencil/pen
- Textbook
- All work should be typed, either using a word processing program, or better still, a cloud-based web application such as Blackboard, Google Docs, Office 365, etc.

Textbook options

1. Hard copy: Integrating Music into the Elementary Classroom, **8th Edition or 9th Edition**
Authors: William M. Anderson, Joy A. Lawrence
ISBN-13: 978-0495571872
 - 8th edition can be purchased at the SRSU Bookstore or online through Amazon or other sites.
 - There is a copy of the text on reserve at Wildenthal Library for your use.

OR

2. eBook version of the 9th edition is quite affordable and available at:
<https://www.cengage.com/c/integrating-music-into-the-elementary-classroom-9e-/9781133957973PF/>



Travel Component

Those signed up for the TRL section of this course will be traveling to the Tuscany region of Italy during Spring Break. As part of the travel section, there will be specific requirements to complete related to the trip. Successful completion of the following components is expected:

- 3 observation papers (1-2 pages) that reflect upon class activities experienced during the trip
- 1 group project on Music Education Status and Advocacy in Italy
- Attendance at informational sessions prior to the trip

Class Attendance and Participation

This course is approached as one where students are often the teachers. As such, attendance is a critical element for learning. You will often teach lesson plans, lead the class in a song, lead a class discussion, etc. This will be interactive, engaging, and the expectation is that you will all conduct yourselves as professionals throughout. We are all here to learn, bounce ideas off each other, and try things out in front of each other *before* trying it out in front of a class of elementary students.

For these reasons, attendance is **expected**. Final grades may be lowered by one letter after **4 unexcused absences** and/or excessive tardiness. After **6 unexcused absences**, the student may be dropped from the course as per university policy.

Medical emergencies or serious personal conflicts will be excused, but **immediate communication** with the professor is required.

Lastly, no cell phones in class. **If I see it, I take it.**

Classroom Observations

By the second week of classes, the instructor will provide a list of possibilities for elementary music classroom observations and dates by which the reflection papers are due. There will likely be one or two opportunities where our class can travel together for an observation, but there will also be observations that you will arrange on your own. Please be mindful of the timeline required in getting these observations completed! Additionally, be prepared to attend school observations with your license and/or Sul Ross ID and check in at the main office to get a pass to go to a classroom. Each school has difference policies on visitors, so it will be important to inquire about the process *before* visiting the school.

Grading Procedures

Your final grade will be determined by the following formula:

1. Assignments/Quizzes – 30%
2. Music Education Status and Advocacy group project – 20%
3. Lesson plans and presentations – 20%
4. In-school observations/reflection papers – 20%
5. Notebook – 10%

Grading Scale

A=90-100 B=80-89 C=70-79 D=60-69 F=below 60

The instructor will provide detailed information and due dates for assignments, projects, and observations on a separate handout.

Professional Communication Policy

- All communication with me should be done either in person, by office phone, or through email.
- You are expected to check your email on a **regular basis**.

Special Needs

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M. Ed., LPC-S, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: rebecca.wren@sulross.edu.

Tentative Weekly Course Outline (Subject to change)

1. Week of January 13

Syllabus and Introduction; How Children Learn (Chapter 1); Guidelines for Teaching Music (Chapter 2)

2. Week of January 20

Guidelines for Teaching Music (Chapter 2); Fundamentals of Music (Chapter 3)

3. Week of January 27

Fundamentals of Music (Chapter 3); **Quiz 1**

4. Week of February 3

Teaching Music Through Singing (Chapter 4)

5. Week of February 10

Lesson Presentation 1-Singing; TMEA Thursday-class plans TBA

6. Week of February 17

Playing Classroom Instruments (Chapter 5)-Recorder

7. Week of February 24

Chapter 5 cont.-percussion; **Quiz 2-Recorder**

8. Week of March 2

Lesson Presentation 2-Classroom Instruments; Music Education and Advocacy Around the World; Classroom Observations 1 and 2 Due

9. Week of March 9

Spring Break—Trip to Italy

10. Week of March 16

Teaching Music Through Listening (Chapter 6)

11. Week of March 23

Music Education and Advocacy Group Projects Due; Chapter 6 cont.

12. Week of March 30

Quiz 3; Teaching Music Through Movement (Chapter 7)

13. Week of April 6

Creativity Through Music (Chapter 8); Environmental Composition Walk

14. Week of April 13

Lesson Plan Presentation 3-Environmental Composition; Integrating Music and Culture (and Holidays) (Chapter 9)

15. Week of April 20

Chapter 9, cont.; Integrating Music and Books into the Classroom

16. Week of April 27

Possible Scheduled Observations; Classroom Observations 3 and 4 Due

17. **Monday, May 4, 10:15 a.m.-12:15 p.m.**

Final Exam-Lesson Plan Presentation 4; Notebooks Due