Basic Music – MU124A  
Spring 2011

Instructor: Mr. John Gilmore  
Office: BH 338, (620) 341-5261  
Email: jgilmor1@emporia.edu  
Office Hours: MW, 1:00 – 2:00 pm, and by appointment  
Class Time: M W, 10:00 – 10:50 am, BH 215

Materials

Do It! Play Recorder (book) and Soprano recorder (instrument)  
3-ring binder  
Laminated Staff Sheet and dry erase (white board) marker (optional)

Course Description

Basic Music is a required course for all Elementary Education Majors in the State of Kansas. This course is designed for the preparation of the future elementary classroom teacher through: the student of music fundamentals; the development of eye and ear coordination, via the study of vocal music on the elementary level; knowledge and use of the piano keyboard; playing the recorder; analysis, singing, and conducting of songs; use of several music software programs and developing critical thinking skills concerning the use of music in the elementary classroom.

Successful completion of this course or MU 124TO (Basic Music Test Out) is a pre-requisite for enrollment in MU344, Music for the Elementary Teacher. The test out for MU 124 Basic Music is scheduled for Thursday, January 13 at 6:00 – 6:50 pm in Beach Hall, Room 205.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Course Objectives**
To assist students with the knowledge and competencies necessary to develop an understanding of the rudiments of music through playing, singing, reading, listening and evaluating music.

**Student Outcomes**
Throughout the course, the student will demonstrate knowledge and skills that will assist them in becoming professionals who are critical thinkers, creative planners and effective practitioners.

Each student will be expected to:
- Perform folk songs on the soprano recorder; maintaining a steady beat and playing correct notes, rhythms, and fingerings.
  
  *Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines*

- Students will put these skills to use in the Basic Music Recorder Concert, an end-of-semester performance, which is open to the public: **Thursday, April 28th at 10:00 am in Heath Recital Hall.**

  *Conceptual Framework: The students exhibit dispositions that exemplify an awareness of the larger social contexts within which learning occurs, and a desire to collaborate with colleagues.*

- Recognize, define, and explain visual and aural examples of musical concepts – rhythm, pitch, dynamics, harmony, and tone color.

  *Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines*
Attend and provide written reports on musical performances, in order to broaden music listening and observation skills and experiences.

*Conceptual Framework: The students demonstrate the ability to employ appropriate assessment techniques, integrate knowledge across disciplines, to exemplify a respect for cultural and individual differences and to demonstrate effective communication techniques.*

Compile a comprehensive, 3-ring notebook containing: class notes, observations and completed assignments, creating a reference book for future use.

*Conceptual Framework: The students demonstrate exhibit knowledge of developing a repertoire of teaching and learning strategies, designed to help students increase their power as learners.*

<table>
<thead>
<tr>
<th>Computer Assignments</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Syllabus Quiz – Blackboard Online</td>
<td>January 21</td>
<td>15</td>
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<thead>
<tr>
<th>Written Assignments</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Worksheet Assignment</td>
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<td>The Young Person’s Guide to the Orchestra</td>
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<td><em>Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines</em></td>
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<td>Notebook:</td>
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<tr>
<td>Midterm Check</td>
<td>March 9</td>
<td>10</td>
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<td><em>Conceptual Framework: The students demonstrate exhibit knowledge of developing a repertoire of teaching and learning strategies, designed to help students increase their power as learners.</em></td>
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<tr>
<td>Final Check</td>
<td>May 4</td>
<td>10</td>
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<tr>
<th>Concert Reports:</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Concert Report 1</td>
<td>March 9</td>
<td>25</td>
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<td><em>Conceptual Framework: The students demonstrate the ability to employ appropriate assessment techniques, integrate knowledge across disciplines, to exemplify a respect for cultural and individual differences and to demonstrate effective communication techniques.</em></td>
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<tr>
<td>Concert Report 2</td>
<td>May 4</td>
<td>25</td>
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<td><em>Conceptual Framework: The students demonstrate the ability to employ appropriate assessment techniques, integrate knowledge across disciplines, to exemplify a respect for cultural and individual differences and to demonstrate effective communication techniques.</em></td>
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*Note: Concert reports must be submitted no later than 7 calendar days following the event attended. Concert reports submitted later than 7 days and hand-written reports will NOT be accepted.

**Performance Evaluations and Exams:** *Are to be taken on scheduled dates, NO MAKE-UPS.*

**Recorder Exams:**

Solo Recorder Performance                           25
**Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines**

Small Group Recorder Performance  25

**Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines**

Class Ensemble – Basic Music Recorder Concert  50

**Conceptual Framework: The students exhibit dispositions that exemplify an awareness of the larger social contexts within which learning occurs, and a desire to collaborate with colleagues.**

Quizzes and Exams:

Quizzes and Homework Assignments will be given randomly throughout the semester

**Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines**

Midterm Exam  75

**Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines**

Final Exam – Friday, May 13th, at 10:00 am  100

**Conceptual Framework: The students demonstrate the ability to integrate knowledge across and within disciplines**

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**Grading: Point Scale and Weight Distribution**

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>A</td>
<td>450-500</td>
<td>90-100%</td>
<td>Computer and Worksheet Assignments 20%</td>
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<tr>
<td>B</td>
<td>400-449</td>
<td>80-89%</td>
<td>Quizzes 10%</td>
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<td>C</td>
<td>350-399</td>
<td>70-79%</td>
<td>Notebook Checks 5%</td>
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<tr>
<td>D</td>
<td>300-349</td>
<td>60-69%</td>
<td>Concert Reports 10%</td>
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<tr>
<td>F</td>
<td>0-299</td>
<td>0-59%</td>
<td>Recorder Playing 20%</td>
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**Midterm Exam**  15%

**Final Exam**  20%

No Grade of Incomplete (I) will be given.

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<td></td>
<td>Final Exam 20%</td>
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<td>Each Absence after 2 -1%</td>
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**Class Attendance and Participation**

- Participation in class discussions and activities is expected. Class sessions will include discussions, singing, moving (such as clapping or tapping feet), and recorder playing.
- Practice of the recorder and keyboard outside of class is necessary to achieve an acceptable skill level.
- Miss no more than two class periods for any reason, including illness.
- Absences beyond two class periods will result in a loss of five points of accumulated grade points for each class missed.
- Absences due to illness will be excused only if a properly dated doctor’s note is provided upon return to class. Absences due to family emergency will be handled between student and instructor, provided the student contacts the instructor prior to class time.
- Absences due to University-sponsored field trips and conferences will be excused only if the instructor is provided a letter or documentation from the event sponsor. The instructor must be informed prior to the absence.
- While phone messages and emails letting the instructor know of your absence are appreciated, they will not be accepted as an excuse for absences.
It is the responsibility of the student to obtain lecture notes and assignments from the classes missed during their absence.

ATTENDANCE IS TAKEN BY SIGNING THE ATTENDANCE SHEET. IT IS THE STUDENT’S RESPONSIBILITY TO SIGN IN FOR EACH CLASS PERIOD.

**Academic Dishonesty**

The Department of Music follows the ESU Academic Dishonesty Policy. Any student found using another person’s work as though that were his/her own, or any student who knowingly permits another student to use his/her work shall be given a grade of F for the course.

**Student Accommodations Statement**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, Disabilities Services, and the professor will be strictly confidential.

**Faculty Initiated Student Withdrawal**

If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty members, the Vice President of Student Affairs may initiate a student withdrawal from the class.