Music for the Elementary Teacher  
MU 344  
Spring 2011

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COURSE CONTENT
To prepare students with knowledge and competencies necessary to teach music to elementary children and to use music as a teaching source for other content areas. Special emphasis will include:

🎶 Utilization of music activities as a means to assist elementary-level children in self-awareness and personal expression.
🎶 Inclusion of music activities as learning tools and supplementary aids for other subject areas.
🎶 The utilization of music to enhance and strengthen multicultural and ethnic studies.

GOALS
🎶 To stimulate thinking about the teaching profession, including teaching characteristics, responsibilities, and value selections.
🎶 To prepare students with competencies necessary to teach music to children, including musical planning, presentation, and evaluation skills.

TEXT

ADDITIONAL MATERIALS

🎶 Access to Blackboard - https://elearning.emporia.edu
🎶 Soprano Recorder (Flint Hills Music, 715 Commercial)
🎶 1 three-ring binder (2”) for class portfolio
🎶 1 set dividers with tabs for the binder

COURSE DESCRIPTION
A methods course designed to stimulate thinking concerning the teaching profession, and the role of the elementary teacher in aiding the child toward self expression through music. The course will prepare the student with necessary competencies to organize materials, formulate attainable teaching objectives, and teach and evaluate the use of music as a socialization and teaching tool within the elementary classroom.

The course will develop the role of singing with the elementary child, as well as listening, rhythmic, movement, and creative musical activities. The content described below is organized to aid the student in his/her development as a critical thinker concerning the use of music in the elementary classroom, a creative and thorough planner for music lessons and activities, and preparation for becoming an effective music practitioner in the classroom.
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:

**STUDENT OUTCOMES**
Throughout the course, the student will demonstrate knowledge and skills that will assist them in the utilization of music activities within the elementary classroom.
Activity-based Outcomes:

🎵 Demonstrate ability to read treble clef music notation by performing five selections on the soprano recorder; maintaining a steady beat and using correct notes, rhythms, and fingerings.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within disciplines. (A-1)

🎵 Lead group singing, including giving an appropriate tempo and correct starting pitch.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within discipline, and apply a variety of instructional strategies to promote student learning. (A-2)

🎵 Teach a song, using the phrase-rote teaching method.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within discipline, and apply a variety of instructional strategies to promote student learning. (A-2)

🎵 Plan, organize, teach, and evaluate a short class lesson based on one music concept.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within disciplines, apply a variety of instructional strategies to promote student learning and subject matter content and content specific pedagogy. (A-3)

🎵 Prepare, rehearse, and present one small group integrated project using a student-composed song.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within disciplines and use effective communication techniques and exemplify a desire to collaborate with colleagues. (A-4)

🎵 Select and evaluate songs appropriate for use within the elementary classroom.
   Conceptual Framework: The students demonstrate ability to integrate knowledge across and within disciplines and to implement non-biased techniques for meeting needs of diverse learners and employ appropriate assessment techniques. (A-5)

Knowledge-based Outcomes:

🎵 Develop and formulate teaching objectives and related activities specific to varied elementary grade levels.
   Conceptual Framework: The students exhibit knowledge of theories of human physical, cognitive, social and emotional development and demonstrate the ability to create learning experiences appropriate to the learners level of readiness. (K-1)

🎵 Recognize, define, and explain visual and aural examples of musical concepts - rhythm, melody, dynamics, form, tone color, and texture.
   Conceptual Framework: The students exhibit knowledge of subject matter content and content-specific pedagogy. (K-2)

🎵 Define and explain the varied roles of music within the elementary classroom.
   Conceptual Framework: The students exhibit knowledge of general education within an intellectual framework, the philosophical, historical, social and theoretical foundations of education and a repertoire of teaching and learning strategies designed to help the students increase their power as learners. (K-3)

🎵 Explain and give examples of music as demonstrating cognitive, psychomotor, and affective modes of learning.
   Conceptual Framework: The students exhibit knowledge of theories of human physical, cognitive, social and emotional development characteristics of diverse learners, and integrate knowledge across and within disciplines (K-4)
Music for the Elementary Teacher

Describe the singing capabilities, tessitura, tone quality, and song interests of preschool, early, middle, and late elementary-level children.

*Conceptual Framework: The students exhibit knowledge of human physical, cognitive and emotional development, characteristics of diverse learners, and integrate knowledge across and within disciplines (K-4)*

Explain the criteria for selecting songs suitable for elementary classroom use.

*Conceptual Framework: The students exhibit knowledge across and within disciplines and implement non-biased techniques for meeting needs of diverse learners and employ appropriate assessment techniques. (K-5)*

Describe whole-rote, phrase-rote, and rote-note methods of song teaching.

*Conceptual Framework: The students exhibit knowledge of various instructional strategies that can be used to meet the needs and learning styles of individual students. (K-6)*

Describe musical activities and songs appropriate for multi-cultural teaching units.

*Conceptual Framework: The students exhibit knowledge of the ever changing needs of students living in a global society. (K-7)*

Explain the tempo and dynamic elementary teaching sequences, utilizing appropriate musical terms, concepts, and grade levels.

*Conceptual Framework: The students exhibit knowledge across and within disciplines and implement non-biased techniques for meeting needs of diverse learners and employ appropriate assessment techniques. (K-5)*

Describe modified musical activities and songs appropriate for special learners.

*Conceptual Framework: The students exhibit knowledge of educational strategies that support the learning for students from diverse backgrounds and exhibit respect for individual differences by providing equitable learning opportunities. (K-6)*
COURSE REQUIREMENTS

Detailed instructions and examples will be found on Blackboard - www.elearning.emporia.edu

EXAMINATIONS: Three exams to be taken on scheduled days, NO MAKE-UPS.
   a) Mid-Term Examination (K-1, K-2, K-3, K-4, K-5, K-6)
   b) Final Examination (K-1, K-2, K-3, K-4, K-5, K-6)
   c) Recorder Playing (individual exam) (A-1)

MICRO - TEACHING PRESENTATIONS (NO MAKE-UPS).
   a) Lead a familiar song, using song-leading techniques (A-2)
   b) Teach a song by rote (Piggy-back song), using song-teaching techniques. (A-2)
   c) Teach a short music lesson for the elementary grade level of the student’s choice. (A-3)
   d) Integrated Group Presentation. (A-4)

WRITTEN ASSIGNMENTS

a) PIGGYBACK SONG
   ♫ Using a well-known tune, create lyrics to help elementary students with a subject or classroom rule. (A-1)

b) SETTING A CHILDREN’S POEM TO A STEADY BEAT AND ADDING RHYTHM
   ♫ Using a four line poem of the student’s choice, the pulse and rhythm of the text will be notated (A-1)

c) COMPOSING A MELODY TO THE NOTATED POEM
   ♫ Using basic compositional techniques, a melody will be composed to the above poem (A-1)

d) SONG RESOURCE COLLECTION
   ♫ A collection of 10 elementary-level songs and activities on various topics (A-5)

e) MUSIC LESSON PLAN FOR MICRO-TEACHING PRESENTATION 3, TEACHING A MUSIC CONCEPT
   ♫ Lesson plan must be submitted and organized in accordance with class directives (A-3)

f) LESSON PLAN UNIT
   ♫ A series of three, consecutive lesson plans for the elementary grade level and topic of the student’s choice. All three lesson plans must be based upon the same topic, used within three different non-music classes and must integrate music. (A-3)

g) INTEGRATED GROUP PRESENTATION DESCRIPTION
   ♫ A group presentation utilizing one of the member’s compositions from item c. (A-4)

h) VIDEO SELF-EVALUATION, MICRO-TEACHING PRESENTATIONS 1-3
completed on BlackBoard, due 1 week after the videos are posted for viewing. (Five points will be deducted from final grade for each missing evaluation.)

(L-3)

LATE ASSIGNMENTS WILL RESULT IN A DEDUCTION OF FIVE POINTS FROM FINAL ACCUMULATIVE SCORE FOR EACH DAY LATE. EXCEPTIONS ALLOWED ONLY AFTER CONSULTATION WITH INSTRUCTOR.

POLICY ON CLASS ATTENDANCE AND PARTICIPATION:

1. Participation in class discussions and activities is expected. Discussions, singing and recorder playing are major components of this course.
2. Miss no more than two classes for any reason, including illness.
3. Absences beyond two class periods will result in a loss of five points of accumulated grade points for each class missed
4. Miss no classes on Micro-Teaching Presentation Days. Absences on Any Presentation day will result in a loss of five points of accumulative grade points for each presentation day missed.
5. 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 contact the instructor prior to class time.
6. 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.
7. Phone messages or Email will not be accepted as an excuse for absence.

ATTENDANCE IS TAKEN BY SIGNING THE ATTENDANCE SHEET. IT IS THE STUDENT’S RESPONSIBILITY TO SIGN IN AT 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 it 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:
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, the Office of Disability Services, and the professor will be strictly confidential.

FACULTY INITIATED STUDENT WITHDRAWL:
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 will 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 professor, the Vice President of Student Affairs may initiate a student withdrawal from the class.
GRADING:

No incompletes will be given

Points given for each class requirement:

EXAMINATIONS
Mid Term Exam = 30
Final Exam = 30
Recorder Exam = 10

WRITTEN ASSIGNMENTS
Piggyback Song = 10
Poem with Rhythms = 10
Poem with Song Melody = 10
Micro-Teach Lesson Plan = 10
Lesson Plan Unit = 30

CLASS PRESENTATIONS & PARTICIPATION
Micro-Teach 1 = 10
Micro-Teach 2 = 10
Micro-Teach 3 = 20
Integrated Project = 10

Song Resource Collection = 25
Integrated Group Project
Sequence Sheet = 10

GRADE POINT SPREAD:

202-225 = A
180-201 = B
157-179 = C
135-156 = D-
134 and Below = F