Elementary Music Methods
MU 474

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Course Description
This is an elementary music education methods course designed to stimulate critical thinking concerning the teaching profession, and the role of the elementary music instructor as an integral component in the musical, aesthetic, and social development of the elementary child. The course will prepare students with competencies necessary to creatively formulate and plan a thorough elementary music program, and effectively teach and evaluate said elementary music program.

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:

Knowledge - the student will understand and be able to:

- Compare and contrast current theories of teaching and learning and describe how these theories are applied to the elementary music classroom. *Conceptual Framework: Candidates exhibit knowledge of theories of human physical, cognitive, social, and emotional development.* (K-1)

- Compare and contrast the goals, philosophies, and tools of the methodologies of Zoltan Kodaly, Carl Orff, Emile Jacques-Dalcroze and other elementary music classroom approaches. *Conceptual Framework: Candidates exhibit knowledge of on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.* (K-2)

- Describe strategies that may be used to help the development of students’ musical thinking, creating, and expression as well as promote communication in musical, verbal, and symbolic languages. *Conceptual Framework: Candidates exhibit knowledge of subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.* (K-3)

- Explain developmental stages of musical learning and the acquisition of musical skills and concepts as related to elementary-level children. *Conceptual Framework: Candidates exhibit knowledge of theories of human physical, cognitive, social, and emotional development.* (K-4)
Creative Planning - the student will be able to:

- Plan, present, and lead music curricular activities suitable for the age and developmental levels of elementary children. *Conceptual Framework: Candidates demonstrate practical ability to use subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. (CP-1)*
- Review and evaluate instructional materials, songs and instrumental literature, and media tools appropriate to elementary music instruction. *Conceptual Framework: Candidates demonstrate practical ability to apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. (CP-2)*
- Develop curricular materials and lesson plans which require critical thinking and problem solving and include student outcomes, instructional activities, and assessment procedures. *Conceptual Framework: Candidates demonstrate practical ability to utilize creative planning and curriculum integration to promote learning of all students. (CP-3)*
- Compose, improvise, and arrange music for diverse developmental and ability groups using classroom percussion and melody instruments. *Conceptual Framework: Candidates demonstrate practical ability to integrate and use concepts from their general, content, and professional studies in their educational environment. (CP-4)*
- Choose appropriate instructional materials representing a broad range of cultures and appropriate for specific development and ability levels. *Conceptual Framework: Candidates exhibit dispositions that exemplify respect for cultural and individual differences by providing equitable learning opportunities for all students. (CP-5)*
- Explain developmental instructional sequences for teaching rhythm/beat, melody, form, and dynamics and develop instructional materials for these concepts. *Conceptual Framework: Candidates demonstrate practical ability to utilize creative planning and curriculum integration to promote learning of all students. (CP-3)*
- Apply evaluation techniques, choose appropriate instructional materials and repertoire, and adapt these materials creatively to meet the varying needs and ability levels in the P-6 elementary music classroom. *Conceptual Framework: Candidates demonstrate practical ability to apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. Candidates demonstrate practical ability to employ appropriate assessment techniques in order to measure student performance and growth. (CP-6)*
- Explain and demonstrate effective management techniques for use in P-6 music instruction. *Conceptual Framework: Candidates demonstrate practical ability to integrate effective behavior management into all interactions with students. (CP-7)*

Skills - the student will be able to:

- Demonstrate skills in reading melodic and rhythmic musical material appropriate to P-6 music instruction. *Candidates demonstrate practical ability to integrate and use concepts from their general, content, and professional studies in their educational environment. (S-1)*
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- Musically and correctly perform intermediate soprano recorder solos and duets suitable for P-6 music instruction. *Candidates demonstrate practical ability to make use of appropriate technology to support student learning.* (S-2)  
- Observe elementary music instruction and reflect upon the curricular and management issues observed. *Candidates exhibit dispositions that exemplify a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.* (S-3)  

Required Materials  
- Soprano Recorder (available at Flint Hills Music - 715 Commercial)  

Course Requirements & Evaluation  
All assignments are due on the day indicated in the syllabus calendar. All late assignments will be docked 5 points for each day late. Directions for each assignment can be found in Blackboard.  

**Topic Assignments - 160 points (K-1, K-2, K-3, CP-5)**  
17 topic assignments will be available on Blackboard. Each topic will includes readings from both the course text and other sources. Each topic will also include a written assignment to be submitted through Blackboard. All readings for each topic must be completed by class time on the date indicated. Assignments are due through Blackboard by 11:59 pm of the indicated dates.  

**Micro Teach Presentations - 65 points**  
Micro teach presentations will be completed during class time. Each student presentation will be taped; the videos will be available on Blackboard. Micro teach presentations 3 and 4 include a written assignment.  
1) Teach a new song, rote procedure. (10) (CP-1)  
2) Lead a familiar song with omnichord accompaniment. (10) (CP-1)  
3) Teach a music activity for Pre-K. Submit an Instructional Plan for this activity including student outcome, description of activity, and assessment. (20) (CP-3, CP-4, CP-5)  
4) Teach a music lesson K-6. Submit lesson plan. (25) (CP-3, CP-4, CP-5)  

**Micro Teach Video Reviews – 20 points (CP-1)**  
The student will review his/her posted video presentation and complete the Review of Micro Teach utilizing the review form.
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Group Presentations - 40 points  
Two presentations will be prepared and presented in small groups. Groups will be assigned. Each presentation will be graded; students in each group will receive the same graded score.  
1) Prepare, score, and teach a classroom instrument accompaniment to an elementary classroom song. (20) (CP-1, CP-2, CP-4)  
2) Prepare and teach a listening lesson. The presentation must include a visual listening guide. (20) (CP-3, CP-4)  

Curricular Plans (CP) – 100 points (K-3, CP-1, CP-2, CP-3, CP-5, CP-6)  
A curricular plan for one instructional concept for each grade level will be prepared for rhythmic reading (Topic Assignment 2), melodic reading (Topic Assignment 4), form (Topic Assignment 6), and dynamics (Topic Assignment 6). Each curricular plan must include:  
- Grade level  
- Description of the instructional concept used  
- One student outcome  
- Explanation of how this activity aligns with the Modes of Learning Model  
- A music reading activity demonstrating the instruction concept  
- One song demonstrating the concept and suitable for the grade level and used in the plan  
- Step-by-step procedure  
- Description of how the plan will be assessed  

Observation Reports (OBV) - 30 points (CP-7, S-3)  
The student will complete three observations of elementary music classrooms, one each in the following grade levels: PreK-K, 1-3, 4-6. Each observation visit must be 30 minutes. Following the observation the student will complete an observation report for each session.  

Resource Notebook (NB) - 10 points (K-3)  
Organization of a three-ring notebook organized by topic. Include:  
- Copy of all topic assignments, handouts, & class notes arranged in chapters  
- Copy of curricular plans including song  
- Classroom Instrument Score – Groups Activity 1  
- Listening Lesson & Listening Guide – Group Activity 2  
- Instructional Activity for Micro Teach 4  
- Lesson plan for Micro Teach 5  
- Copy of Instructor Evaluation for each Micro Teach  
- Copy of your evaluation for each Micro Teach  

Recorder Playing Examination – 10 points (S-1, S-2)  

Sight Singing Solfege Examination – 10 points (S-1)  

Rhythm Reading Ta ka di mi Examination – 10 points (S-1)
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Written Examinations - 95 points (K-1, K-2, K-3)
- Mid-Term Examination
- Final Examination

Attendance
The Department of Music follows the ESU Absences – Effect on Grade policy:
Regular class attendance is crucial to the development of a student’s knowledge and skills. Two absences will be permitted only for illness or family emergency.

Excessive absences (2 or more) or late arrival to class (4 or more times) impair the development of course knowledge and skills and diminish a student’s role or cumulative achievement in a class. These will be reflected in the student’s grades. Students exceeding these limits will be subject to removal from class.

During the semester of MU 474:
- An excused absence for illness will be allowed only with a medical excuse issued by a doctor or the ESU Health Clinic.
- Family emergencies will be excused only if the student presents a written valid excuse and this excuse is approved by the instructor.
- Following two unexcused absences and/or four late arrivals to class the following will occur:
  - If the absences occur prior to April 1, the instructor will follow the faculty initiated student withdrawal policy as stated below
  - If the absences occur before and after April 1, the instructor will assign a grade of F for the final grade of this course.

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.

Grading
No incompletes will be given. Grades will be assigned as follows:
- A = 550 - 495 points earned
- B = 494 - 440 points earned
- C = 439 - 385 points earned
- D = 384 - 330 points earned
- F = 329 - 0 points earned
All assignments, presentations, and examinations will be given on scheduled days with no exceptions. Calendar dates may be re-assigned.

Five points will be deducted for each day an assignment is late.

**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.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Assignment: Topic 1 – Meaning of Music</td>
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<td>January 18</td>
<td>Assignment: Topic 2 – Modes of Learning</td>
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<td>January 20</td>
<td>Assignment: Topic 3 – Teaching Rhythm</td>
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<td>January 25</td>
<td>Assignment: Topic 4 – Movement</td>
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<td>January 27</td>
<td>In Class: Micro Teach 1</td>
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<td>February 1</td>
<td>Assignment: Topic 5 – Teaching Melody</td>
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<td>February 3</td>
<td>Assignment: Rhythm Curricular Plan</td>
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<td>February 8</td>
<td>Assignment: Topic 6 – Singing</td>
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<td>February 10</td>
<td>Assignment: Micro Teach 1 Review</td>
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<td>February 15</td>
<td>Assignment: Topic 7 – Teaching Form &amp; Dynamics</td>
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<td>February 17</td>
<td>Assignment: Melody Curricular Plan</td>
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<td>February 22</td>
<td>Assignment: Mid-term Exam</td>
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<td>February 24</td>
<td>Assignment: Micro Teach 2 Review</td>
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<td>March 1</td>
<td>Assignment: Topic 8 – Playing Instruments</td>
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<td>March 3</td>
<td>Assignment: Form Curricular Plan</td>
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<td>March 8</td>
<td>Assignment: Topic 9 – Classroom Management</td>
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<td>March 9</td>
<td>Assignment: Observation 1</td>
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<td>March 15</td>
<td>In Class: Group Assignment 1</td>
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<td>March 17</td>
<td>Assignment: Observation 2</td>
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<td>March 22</td>
<td>Assignment: Topic 10 – Exceptional Children</td>
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<td>March 24</td>
<td>Assignment: Observation 3</td>
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<td>March 29</td>
<td>Assignment: Topic 11 – Listening</td>
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<td>April 5</td>
<td>Assignment: Music in Pre School and Kindergarten</td>
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<td>April 7</td>
<td>Assignment: Dynamics Curricular Plan</td>
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<td>April 5</td>
<td>Assignment: Topic 13 – Curricular Planning</td>
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<td>April 7</td>
<td>In Class: Group Activity 2</td>
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<td>April 12</td>
<td><strong>Assignment</strong>: Topic 14 – Theories of Learning</td>
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<td>April 19</td>
<td><strong>Assignment</strong>: Topic 15 – Assessment</td>
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<td>April 26</td>
<td><strong>Assignment</strong>: Topic 1 – Music Methodologies</td>
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<td>May 3</td>
<td><strong>In Class</strong>: Micro Teach 4</td>
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<td><strong>Assignment</strong>: Topic 17 – Multicultural Diversity</td>
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| May 13 8:00 – 11:50 | **Assignment**:  
- Notebook Due  
- Micro Teach 4 Review  
- Recorder Playing Exams  
- Solfege Exams  
- Ta ka di mi Exams |