

**Humboldt State University  
Department of Music**

**Syllabus**

Dr. Rachel Samet  
Office: Music Building #209  
Phone: 826-3615  
e-mail: rachel.samet@humboldt.edu

Office hours:  
W 2:00 – 2:50 pm  
R 2:00 – 2:50 pm  
and by appointment

**Music 322 – Music in the K-8 Classroom  
Fall 2016  
TR 3:00-4:20 pm  
Music B ~ Room #203A**

**Course Description and Objectives**

For many centuries, in virtually every known culture, humans have gathered together to make music. They have done this for a variety of reasons: to express emotions, coordinate physical labor, achieve political goals, and create sophisticated works of art. Unfortunately, many of us are told we “can’t sing” or “don’t have rhythm” by people who are unaware or who choose not to believe that singing and making music is a skill. And, like any other skill, each individual will have a certain degree of natural aptitude that will expand with repetitive practice and thoughtful instruction. In this course, you will:

- 1) Receive guidance from me to help you find your voice and set aside the preconceived and socially imposed judgments you inevitably have about your own singing
- 2) Strengthen your knowledge and personal appreciation of music through demonstration of the understanding of the elements of music, using accurate terminology in your written and spoken language, and reading standard musical notation while playing the recorder and singing.
- 3) Develop a repertoire of age-appropriate songs for children through participating in and leading singing activities

**Required Materials**

1. Froseth, J. O. (1996). *Do It! Play Recorder* (Book 1, with CD). Chicago: GIA.
2. Instrument: soprano recorder (available at the bookstore).
3. Feierabend, John. *First Steps in Music: Preschool and Beyond Package* – Curriculum Book & 4 CDs

## Course Assignments

**Rote Teaching:** Lead the class in a song by rote using the methods discussed in class.

**Quizzes:** Will cover topics covered in class, including the elements of music, recorder playing skills, and music literacy.

**Interview:** Interview an elementary classroom teacher or a credentialed music specialist on the topic of teaching music in the elementary schools. Write a 2-3 page report in which you discuss the teacher's responses in light of your own knowledge.

**Reflection Journal:** Write journal entries reflecting on your experience with each of the segments of this course. I will let you know which ones I want you to write about specifically, but you can always use the space to write additional reflections to enhance your learning experience with this subject.

**Final Teaching Presentation:** The class will be divided into groups for the final teaching presentation. The focus will be an interdisciplinary music lesson, integrating a music concept with a core subject such as math, science or language arts. You will present the lesson in class, teaching your peers as if they were an elementary class. You will incorporate student performance of a song as a link between music and the other discipline. Submit a written lesson plan. You must include at least one reference to a music element such as timbre and a California music content standard.

## Exams

There will not be a written final exam. However, students are required to attend the final exam session to complete final teaching presentations.

## Course Expectations and Professionalism

Full participation in all class activities is expected. This includes:

- Maintaining appropriate body alignment throughout class
- Keeping an open mind and positive attitude
- Following directions, whether verbal or non-verbal
- Refraining from side conversations
- Being courteous to fellow students at all times, in and out of class
- Your phone should not be seen or heard in class. Texting is prohibited.

## Attendance Policy

You are expected to have punctual attendance at all class sessions on time and stay for the entire period. Excessive tardiness or early departures from class will result in a lowered final grade. Weeks in which there are individual appointments instead of meeting as a class will be treated the same, and make-ups are at the instructor's discretion. Three absences are allowed without consequence; for each subsequent absence, your final grade is lowered by a third of a letter grade (i.e. B to B-).

You must be available to complete final teaching presentations during the Final Exam time.

Missed quizzes, presentations and individual appointments will not be made up unless there are extenuating circumstances. In the case of extenuating circumstances (i.e. death in the family, severe illness), contact me as soon as possible as is appropriate for the circumstance. Each situation will be treated on a case-by-case basis.

## **Evaluation**

This is not American Idol, so don't worry! I'm looking for you to show up and make progress through hard work and following instructions, not because of your innate musical talent or creative genius.

Attendance (see policy above)

Class participation (includes demonstrating knowledge of assigned readings, contributing to class discussions, taking part of activities, etc.) – 20%

Rote Teaching – 10%

Quizzes – 40%

Reflection Journal – 10%

Interview – 10%

Final Presentation – 10%

## **Grading Scale**

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% or below

**Best wishes for a wonderful semester – I look forward to working with you!**

*“When you do things from your soul, you feel a river moving in you, a joy.” – Rumi*

**Syllabus addendum on HSU policies:**

Students have rights and responsibilities at HSU and there are many resources on campus to help students succeed. The link below includes information about Add/Drop Policy, Resources for Students with Disabilities, Academic Honesty Policy, Attendance and Disruptive Behavior Policy, Financial Aid, Emergency Procedures, and Counseling and Psychological Services.

<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resou...>

**Student Learning Outcomes:** Through this course you will make progress towards meeting the following Student Learning Outcomes:

**Student Learning Outcomes**

- 1) Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
- 2) Students will demonstrate ability to include music into a teaching curriculum.

**Semester Guide (subject to change)**

Week 1: Introductions, vocal exploration, echo songs

Week 2: Individual lessons

Week 3: Singing games, rote teaching procedure

Week 4: Individual lessons

Week 5: Students teach songs by rote

Week 6: Elements of Music

Week 7: Elements quiz, Music Literacy

Week 8: Music Literacy

Week 9-12: Music Literacy quiz, Recorder

Week 13: Interdisciplinary Lessons, Body Composition

Fall Break

Week 14: Group work

Week 15: Begin Final Presentations

**Thoughts from last semester:**

**Formalize lesson plan assignments**

**Learn more songs – document one to teach each class**

**Expand elements of music assignment**

**Follow up on individual appointments – during elements of music time?!**