

**Humboldt State University
Department of Music**

Syllabus

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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
Spring 2017
TR 3:00-4:20 pm
Music B ~ Room #203A**

“Alas for those who never sing, but die with all their music in them.” – Oliver Wendell Holmes

“Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness.”

– Maya Angelou, poet

“The secret of getting ahead is getting started.” – Mark Twain, author

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 give you guidance regarding what I would like you to write about specifically, but you can always use the space to write additional reflections to enhance your learning experience with the 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. Final Exam time: Tuesday, May 9, 3:00 – 4:50 PM

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 in 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

“Never give up, for that is just the place and time that the tide will turn.” – Harriett Beecher Stowe, author

“If you wanna sing out, sing out!” – Yusuf Islam (Cat Stevens), singer

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

Week 2: Individual lessons

Week 3: Vocal exploration, singing games

Week 4: Rote teaching procedure

Week 5: Rote Teaching

Week 6: Elements of Music, Body Composition

Week 7: Elements of Music, Music Literacy

Week 8: Music Literacy

Spring Break

Week 9-12: Recorder

Week 13: Interdisciplinary Lessons,

Week 14: Group work

Week 15: Begin Final Presentations