

Humboldt State University
Department of Music

Syllabus

Music 322 – Music in the K-8 Classroom

Spring 2018
3:00 – 4:20 pm, Music B, # 203A
Office hours:
Mon & Wed 2-3 pm and by appointment

Dr. Rachel Samet
Office: Music B, #209
Phone: 826-3615
e-mail: rjs698@humboldt.edu

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

– Maya Angelou, poet

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

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

A Bit About This Course

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
- 3) learn standard musical notation and play the recorder using this skill.
- 3) develop a repertoire of age-appropriate songs for children through participating in and leading singing activities

Required Materials

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

Course Assignments

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

Tests and Quizzes: Will cover topics covered in class, including the elements of music, standard music notation, and recorder playing skills.

Interview: Interview an elementary or middle school 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.

Body Percussion: Compose a piece using body percussion (group project).

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 8, 3:00 – 4:50 PM

How to Succeed in This Class

- Attend class regularly and on time (see Attendance and Participation below).
- Maintain appropriate body alignment throughout class.
- Participate fully in all class activities.
- Complete assigned homework, written work and presentations successfully and on time.
- Keep an open mind and positive attitude.
- Follow directions, whether verbal or non-verbal.
- Refrain from side conversations.
- Be 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 to your grade; 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.

Format for Written Work

Most written assignments will be turned in on Canvas and should be word-processed. Use a standard font such as Times, New Times Roman, Courier, or Helvetica, in size 12. Please use proper grammar, spelling, punctuation, capitalization, syntax, etc. as is described in the style manual of your choice. Please be sure to proofread your work. (Suggested manual: APA, 5th edition).

Late Assignments and Missed Exams/Presentations

Late written work will be accepted with a penalty of 10% for each class it is late, with a maximum of 40%, after which it will not be accepted. Unless there is some kind of emergency, exams and in-class presentations, etc. will not be made up. Extenuating circumstances such as serious illness, death in the family, etc. will be considered 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. You must be present in class to participate.) - 20%

Rote Teaching – 15%

Tests and Quizzes – 30%

Homework (including reflection journal) – 10%

Interview – 10%

Body Percussion – 5%

Final Presentation – 10%

Diversity Statement

I consider this classroom to be a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

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-resources-policies>

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

Student Learning Outcomes

1. Students will accurately describe the elements of music by using musical terminology.
2. Students will demonstrate ability in reading standard music notation.
3. Students will listen to a variety of recorded music and incorporate it into listening lessons.
4. Students will demonstrate knowledge of movement games and dances by teaching them effectively.
5. Students will demonstrate knowledge of children's healthy singing techniques by developing a repertoire of songs for children.

Semester Guide (subject to change)

Week 1: Introductions, vocal exploration and singing games

Week 2: Vocal exploration and singing games, individual lessons

Week 3: Individual lessons, rote teaching #1

Week 4: Elements of music

Week 5: Music literacy

Week 6: Music literacy

Week 7-10: Recorder

Week 11: Individual lessons

Week 12: Rote teaching #2, Body percussion

Week 13: Body percussion

Week 14-15: Interdisciplinary lesson (group project)

Final Exam: Interdisciplinary lesson