

**Humboldt State University
Department of Music**

Course Syllabus

MUS 319 Elementary Music Methods
Fall, 2016 2 units CRN: 42278
MWF 2:00-2:50 p.m. Rm. 203A
Office hours: M 5:00; W 11:00; F 12:00 and by appointment

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Required Texts

Campbell, P. S., Scott-Kassner, C., & Kassner, K. (2009). *Music in childhood: From preschool through the elementary grades* (enhanced ed.). Belmont, CA: Thomson.
Froseth, J. (1996). *Do it! Play recorder*. Chicago: GIA.
Music Educators Journal and *Teaching Music*. These journals come with your membership in NAFME.

Recommended Text

Colwell, R. J., & Wing, L. B. (2004). *An orientation to music education: Structural knowledge for teaching music*. Upper Saddle River, NJ: Prentice Hall.

Course Objectives

Students will:

1. Understand and articulate the various methodologies in elementary music instruction, including Kodaly, Orff, Dalcroze, Gordon, and Suzuki.
2. Examine several major learning theories and apply them to the general music classroom.
3. Identify important skill areas to be developed with elementary music students.
4. Apply a variety of instructional activities to the elementary music classroom, including singing, movement or dance activities, active listening, and interdisciplinary lessons.
5. Observe music lessons in the field and report on them.
6. Teach and reflect on elementary music lessons both in class and in the field.
7. Diagnose weaknesses in students' performance and devise solutions.
8. Learn of and apply effective classroom management techniques.
9. Write clear lesson plans and implement them in live teaching demonstrations.
10. Study a variety of music concepts appropriate for K-8 students, including content standards, and apply them in written lesson plans and teaching demonstrations.

HSU Learning Outcomes

This course explicitly contributes to your acquisition of skills and knowledge relevant to these HSU Learning Outcomes:

HSU graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.

Music Department Goals and Outcomes

Goal 1: Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.

Outcome 1D: Students can sight-sing diatonic melodies with leaps from I, IV, and V7 chords.

Goal 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.

Outcome 2B: When listening to a musical composition, students can identify its historical era, cultural sources, genre, texture, instrumentation, and possible composer when appropriate.

Outcome 2C: Over the course of four years, music majors will perform a wide variety of music – in solos, large and small ensembles, from different eras, in different styles.

Goal 3: Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.

Outcome 3: Students will demonstrate improvement in their performing skills – both in the quality of their performance and the difficulty of the repertoire that they can perform.

Grading Point Values

Attendance, punctuality, and participation	10
Quizzes and homework.....	3 @5 each = 15
Written and oral assignments.....	60
Course Notebook.....	5
Final exam.....	10
Total.....	100

Assignments: See separate sheet with complete details, including due dates and point values.

Letter Grade Values

A = 90+

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Incomplete (I) Grades

Students should not assume that there is an option to receive a grade of “I” (Incomplete) due to unfinished work or other extenuating circumstances. A grade of “I” may be requested of the instructor, but there is no assurance that it will be granted. If the instructor agrees to grant a grade of “I”, late penalties still apply to all work submitted after the original due date. Therefore, it is very difficult to earn a grade above a C once the “I” grade is changed. Students are given one year to complete work in a course where the “I” grade was received.

Attendance

A total of three absences is allowed for the semester without any grade penalty. I do not discriminate between excused and unexcused absences. Therefore, beginning with the fourth absence, and for every absence thereafter, the course grade is lowered by 5 points (half of one letter grade). For example, if a student's final point total before attendance is calculated were 83, a grade of “B,” having four absences for the semester would result in a point total of 78, yielding a final grade of “C.” Exceptions to this policy are considered on a case-by-case basis.

Late Assignments

Late work is defined as anything submitted after the designated class session at which the assignment is due. Assignments turned in late will be penalized by 10% per class session. The maximum penalty for late work is 40%.

Format of Written Work

With the exception of notes taken in class and while observing lessons taught by mentor teachers, all written work must be word-processed. Use a standard font such as Times, New Times Roman, Courier, or Helvetica, in size 12, and print out in black ink.

Style Manual

For all written work, follow the guidelines for formatting, punctuation, and grammar as indicated in a particular style manual of your choice. The preferred manual for this class is APA, 5th or 6th edition. If you choose not to use APA, you must specify which style manual you are using for each assignment.

Add/Drop Deadline: Monday, September 5 at 11:59 p.m.

Note that HSU has an earlier deadline starting this semester for adding or dropping a class.

More detailed information about policies and procedures related to HSU courses may be found here: <http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

Course Calendar

- Week 1, August 22-26:** The child's musical world (chapters 1, 2)
Children's musical aptitude; class environment; child-centered curriculum
- Week 2, August 29-September 2:** Piaget, Erikson, Rogers and child development (chapters 2, 11)
Curriculum (chapters 2, 12-14)
Cognitive vs. affective domains; sound vs. sense
- Week 3, September 12-16:** The performing child (chapter 8)
Recorders in the elementary classroom; reading vs. rote music-making; body percussion
Materials and resources: basal series, song books, recordings, YouTube, movement guides;
locating appropriate songs, movement and dance guides/diagrams
- Week 4, September 19-23:** Curriculum & Lesson planning (4, 12-14)
Teaching songs by rote; using movements and body percussion with songs (4)
Writing lesson plans (12)
Teaching recorder lessons (8) (continued)
- Week 5, September 26-30:** Curriculum & Lesson planning (4, 12-14)
Content standards in music education; Assessment
Continuing previous work: recorders; rote songs; lesson plans
- Week 6, October 3-7:** Methodologies: Orff, Kodaly (chapters 3, 4)
Incorporating methodologies and standards in elementary lessons
- Week 7, October 10-14:** Methodologies: Dalcroze, Suzuki, Gordon (chapters 3, 4)
Incorporating methodologies and standards in elementary lessons

Week 8, October 17-21: Classroom management and motivation (chapter 11)

Week 9, October 24-28: Micro-teaching lessons: recorder or rote song

Week 10, October 31- November 4: Micro-teaching lessons: recorder or rote song

Week 11, November 7-9: Elementary music scheduling, itinerant teaching

Week 12, November 14-18: Professional development, career planning and building

November 21-25: Thanksgiving Break

Week 13, November 28- December 2: Teaching demonstrations

Week 14, December 5-9: Teaching demonstrations

Final Exam: Wednesday, December 14, 12:40-2:30 in room 203A

Assignments

Practicum at Local Schools (25%)

Two observations of music lessons (2 @2.5% = 5%) **Report due October 24**
Submit a 1-2 page report describing the two lessons you observed

Two participatory observations of music lessons (2 @5% = 10%) **Report due November 7**
Submit a 3-4 page report describing the two lessons and your participation in them

Two teaching demonstrations (2 @5% = 10%) **Plan due November 16**
Report due November 30

Choose one of these two teaching demonstrations and submit a 1-2 page lesson plan before teaching, and a 2-3 page follow-up report afterward that describes the success of the lesson.
Extra credit: Videotape a teaching demonstration and submit a 1-page critique. (5%)

Extra credit due December 12

The six observations/demonstrations described above should be accomplished no later than Friday, November 18 and should take place in no fewer than three separate site visits. At least two different music teachers must be observed.

Article Review (5%) Due September 23

Find an article pertaining to K-8 general music instruction in one of the following journals:

1. *General Music Today*
2. *Music Educators Journal*
3. *Teaching Music*

Write a 2-page summary of the article, summarizing the author's main points, and then provide your opinion on those points. Ideally, your commentary should draw from concepts discussed in class.

Website Review (5%)**Due October 10**

Find a website, or section thereof, pertaining to K-8 general music instruction. Write a 2-page report that describes the site (including the URL or web address), the site's author or sponsor, the target audience, whether the site contains advertising, any useful links, lesson plans or ideas for plans, and other information on the website that you deem to be important.

Teaching Rounds (1 @10% and 1 @ 15% = 25%)

Write lesson plans for two lessons and teach those lessons in class. Bring enough copies of your plan to class with you for distribution to classmates and instructor.

1. First lesson (10%): **Lesson plan and teaching demonstration due October 17**
 - a. Choose one of the following:
 - i. Teach a song in the text by rote, and then add movement. Incorporate a music teaching methodology such as Orff or Kodaly into the lesson.
 - ii. Teach a recorder lesson using a page or concept from the recorder method book. Incorporate a teaching methodology such as Orff or Kodaly into the lesson.
2. Second lesson (15%): **Lesson plan and teaching demonstration due December 5**
 - a. Teach an elementary general music lesson in which a California music content standard, a teaching methodology, and assessment strategy are applied.

Quizzes and Homework (3 @5% = 15%)

Three quizzes and/or homework assignments will be given, with dates announced in class at least one week beforehand. Material covered will be drawn from lectures, handouts and the texts.

Notebook (5%)

Gather all class notes, returned assignments, lesson plans (from peers and yourself), observation notes, etc, and place in a 3-ring binder. Organize the notebook into separately tabbed and labeled sections, and include a table of contents. **Due December 14, 12:40 p.m. (at final exam)**