**aCourse Syllabus**

**ScMu 301 - Spring Semester 2017**

**Methods in Elementary Music**

**Semesters Hours: 3**

**I. Course Description**

Methods in Elementary Music is designed to prepare students for teaching music to children in grades K-6. Emphasis is placed on developing a philosophy of music education that considers the developmental needs of children as foundational in the process of teaching music concepts. The course consists of lectures, teaching demonstrations, peer teaching, music classroom observations, a review of music education literature, and the development of a teaching portfolio. Students will develop skills in teaching music that incorporates singing, movement, playing instruments, listening, creating, and writing.

**II. Course Goals and Objectives**

A. Goals

1. Acquaint and/or review with the teacher candidate the recognized theories of music

education

1. Provide opportunities for teacher candidate to observe experienced music educators and teach a music lesson under the supervision of the assigned music teacher.
2. Provide opportunities for teacher candidate to plan and teach music lessons
3. Acquaint teacher candidate with professional resources and organizations that will enable the candidate to continue to grow following graduation
4. Create a portfolio, containing resources, class notes, and lesson plans that will serve the teacher candidate as a primary teaching resource following graduation
5. Acquaint teacher candidate with recognized strategies for teaching singing and diction to children
6. Acquaint teacher candidate with recognized strategies for assessing children in the music education classroom
7. Acquaint teacher candidate with recognized strategies for incorporating technology as educational tools in the elementary music classroom

10. Acquaint teacher candidate with recognized strategies for incorporating music

instruments as educational tools in the elementary music classroom.

11. Acquaint teacher candidate with recognized strategies for using movement as an

educational tool in the elementary music classroom.

B. Objectives — Upon successful completion of this course, the student will be able to:

1. Write and teach music lesson plans that demonstrate the practical applications of the

philosophes of the recognized theorists in music education Specifically:

a. Zoltán Kodály

b. Carl Orff

c. Émile Jacques-Dalcroze

f. Edwin Gordon

2. Articulate a philosophy of music education, which will facilitate the teacher candidate in

developing an elementary music education program. Articulate the relationship of a

child’s physical, mental, and social development in the process of writing music lesson

plans and developing the scope and sequence of an elementary music program of

instruction.

1. Write instructional objectives that are measurable, meet specific goals in music education and include the areas of singing, movement, playing instruments, listening, creating, and writing.
2. Identify classroom management strategies that facilitate music learning, address

discipline issues, and contribute to a safe and positive learning environment.

1. Identify specific techniques that may be used with exceptional learners to help them accomplish music objectives.
2. Demonstrate specific techniques that show the integration of music from a variety of cultures into an elementary music program, including:

a. The identification of culturally specific instruments

b. The listening to music from a variety of cultures

c. The performing of music from a variety of cultures

d. The performing of folk dances from a variety of cultures

1. Demonstrate understanding of the National Core Music Standards (2014), incorporate these standards in writing music lesson plans, develop the scope and sequence of an elementary music program of instruction and develop a means for evaluating if the standards are being met.
2. Develop music lesson plans that relate to listening and music appreciation, including:

a. Identifying instruments by sight and sound

b. Identifying voices by type and style

d. Knowledge of basic forms in music

e. Identifying a variety of styles of music

10. Write a series of lesson plans for a music elementary music education class that

demonstrate measurable music objectives and reflect a variety of music concepts addressed in class.

11. Develop 5-lesson unit plan that includes:

a. A unit calendar

b. Instructional Objectives

c. Core Music Standards (Source: NAfME)

d. Content

e. Skills

f. Assessments

g. Instructional Activities

h. Resources

i. Faith Integration

12. Demonstrate a variety of ways of teaching music concepts relating to rhythm,

melody, and harmony.

1. Demonstrate effective teaching strategies for working with children’s voices, including:

a. Matching pitch

1. Developing the child voice with respect to tone and range
2. Singing in tune
3. Unification of vowels
4. Diction
5. Singing in harmony

g. Choosing appropriate music

h. Basic directing techniques

14. Demonstrate the use of a variety of instruments to accompany children’s singing, including:

a. Autoharp

b. Guitar

c. Dulcimer

d. Other pitched and non-pitched instruments

15. Articulate developmentally appropriate strategies that lead to music literacy, including:

a. The use of icons

b. The use of manipulative

c. The use of traditional notation

16. Identify strategies for using computer technology in the elementary music classroom, including the use of:

a. Hardware

b. Software

c. Interactive web sites

1. Evaluate music texts to determine their suitability for use in an elementary music program.
2. Identify strategies for encouraging music creativity, including

a. Improvisation of melodies and accompaniments

b. Writing original melodies

c. Writing original texts to be set to original music

d. Writing stories that coordinate with existing music

19. Demonstrate ways cooperative learning can be used in the music classroom.

20. Identify professional organizations in the field of music education and list their contributions and sphere of influence, including, but not limited to:

a. National Association for Music Education (NAfME)

b. The Choristers Guild

c. The American Choral Directors Association

d. The Organization of American Kodály Educators

e. American Orff-Schulwerk Association – Music and Movement Education

f. Dalcroze Society of America

h. The Gordon Institute for Music Learning

21. Articulate appropriate assessment strategies when writing behavioral objectives and

demonstrate understanding of the various ways of assessing elementary students in

music education

**III. Required Texts**

*Music in Childhood from Preschool through the Elementary Grades* (Fourth Edition, Enhanced Edition) by Patricia Shehan Campbell and Carol Scoot-Kassner, Copyright © 2010, 2006, Schirmer, Cengage Learning. ISBN-13: 978-0-495-57213-8 or ISBN-10: 0-495-57213-6

Note: The above book must be purchased new to give you access to the web based and digital learning tools.

* *Sing Together, Children! Developing Young Singers through Vocal Exploration, Warm-ups, Rounds, Songs, and Singing Games* by Madeline Bridges, Copyright © 2008 Choristers Guild. ISBN-10: 192918722X or ISBN-13: 978-1929187225. Chorister’s Guild Number CGBK66

**IV. Course Requirements**

1. Read assigned materials and be prepared to participate in class discussion
2. Develop a portfolio written and compiled by the teacher candidate that includes:
3. Examples of age-appropriate instructional objectives with specific music goals for grades Kindergarten – Grade 6.
4. A music unit comprising five lessons that shows an understanding of a child’s physical, mental, social, and spiritual development and addresses the elements of singing, movement, playing instruments, listening, creating, and writing. Each lesson in the unit needs to identify the Core Music Standards being addressed, as well as appropriate assessment strategies.
5. A list of the web links to the Core Music Standards for music education (Pre-K – Grade 8), a Core Music Standards Glossary, The Core Music Standards Enduring Understanding and Essential Questions chart, the Opportunity to Learn Standards Chart, as well as the links to the Model Cornerstone Assessments.
6. A list of professional organizations, including contact information, their contributions and their sphere of influence
7. A detailed paper outlining the specific strategies used to address teaching singing to children, including vocal exploration, matching pitch, singing in tune, singing in harmony, and diction.
8. A detailed list of the current hardware, software, apps and interactive websites that demonstrate sound educational principles for using technology in the elementary music classroom.

10. A detailed list of catalogs, web resources, and contact information for music

resources, instruments, and music

11. A compilation of class notes

12. A weekly report reflecting on fieldwork observation.

14. A lesson plan written to teach at the fieldwork observation site

16. All lesson plans that are written throughout the semester

17. A detailed sketch of your ideal music classroom

18. Demonstrate the ability to use classroom instruments in a music lesson plan, including

developing strategies for teaching children to play the instruments.

1. Teach mini-lessons to the class that feature specific music goals and objectives.

E. Complete 10 hours of fieldwork in a music education classroom and fulfill all requirements

of the fieldwork assignment.

E. View assigned videos from the Campbell text and participate in class discussion regarding:

1. A description of the music goals being taught

2. A description of the approach(es) used

3. An evaluation of classroom management techniques

4. Methods of assessment

5. An evaluation of the lesson

1. **Evaluation**

A. Some assignments will be completed during class time, some will be cooperative projects, and some will be due in the following class period(s).

B. Grades will be based on the quality of assignments submitted, class attendance, completion of the portfolio, and class participation.

1. Class attendance and participation: 25 points per class

2. Mini-Lesson Plans: 50 points per plan

3. Instructional Objectives: 35 points

4. Five Unit Lesson Plan – Choose music from another culture and develop a 5-lesson

music unit that incorporates the principles of music education that have been addressed in

class. Each lesson must identify the Core Music Standards and assessment strategies

being used: 250 points

6. The Core Music Standards resources listed above in IV C 3: 35 points

10. A detailed list of Professional Organizations and Contact Information: 35 points

11. A detailed list of Resources for Music Education: 35 points

12. A paper listing the current hardware, software, apps and interactive websites that

demonstrates sound educational principles for using technology in the elementary music

classroom. 50 points

13. Compilation of Class Notes: 50 points

14. Fieldwork Observations: 20 points per week

15. Fieldwork Lesson Plan: 50 points

1. A detailed paper addressing strategies for teaching singing to children: 50 points
2. Formatting of the finished Portfolio – formatted as directed and posted on your WordPress site: 50 points
3. A sketch of a proposed classroom music design to include movement space, instruments, storage, and technology: 35 points
4. Demonstrate the ability to use classroom instruments in a music lesson plan, including demonstrating strategies for teaching the students to play the instruments. 35 points per instrument focus
5. Students are to develop a class portfolio using WordPress. All assignments will be uploaded into WordPress in the format of a portfolio.  The order of the Portfolio is as follows:

1.  Syllabus

2.  Class Assignment Schedule

3.  Core Music Standards Resources

4.  Instructional Objectives Assignment

5.   Lesson Plans in the order they were assigned throughout the semester

order  Safe Classroom, Kodaly, Orff, Dalcroze, Children's Choir, Fieldwork Lesson

Plan

6.  Paper on strategies for teaching singing

7. Paper listing the current technology resources in music education

8.  Paper listing other resources for music education

9.  Fieldwork Observation Reports

10.  Music Classroom Design

11.  A list of professional organizations, including contact information

12. 5-Lesson Multicultural Unit Plan

13. Class notes and Handouts

In addition to uploading lesson plans into WordPress, paper copies of the lesson plans will be made available to the professor on the day the mini lesson is to be taught.

All rubrics, assignments, handouts, and communications will be done through Blackboard.

1. Class attendance is extremely important. Much of the class involves peer teaching, watching classroom demonstrations and brainstorming about what might be effective in the music classroom. This time cannot be recaptured. However, if an emergency or illness arises, students need to contact the instructor and make arrangements for making up material covered in class.

January, 2017

Professor Cassandra McMahan

[Cassandra.McMahan@cune.edu](mailto:Cassandra.McMahan@cune.edu) or [cmcmahan11@gmail.com](mailto:cmcmahan11@gmail.com)

402-770-1117 (You may call or text)

**Addendum**

**Concordia University, Nebraska  Course Guide/Syllabus Statements**

**Course Workload**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit

hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 135 hours for each 3-credit course.

**Course Participation**

Federal Financial Aid regulations, which Concordia observes for all students, require that students

regularly participate in courses in which they are enrolled. All students must log into the course

management system (Blackboard) or participate in a face-to-face session weekly in order to avoid

being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

**Academic Integrity**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating

on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended

from the university.

**ADA**

 Students with a documented disability, who need reasonable accommodations, should contact ADA

& Academic Support located in Link Library to arrange an appointment to discuss their individual

needs. Students are also encouraged to notify their instructors immediately about any disability-related

academic needs they may have. To contact the Academic Resource and Disability Support Services

Coordinator, Bethany Landrey, please call 402.643.7187 or 800.535.5494 ext. 7187 or email

[Bethany.Landrey@cune.edu](mailto:Bethany.Landrey@cune.edu).

**Emergency Information**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu))

for information. Your instructor may utilize Blackboard to make-up course time, so please check

Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (http://connectCUNE.cune.edu).

**Documented Disability**

Students who have a documented disability or think they may have a disability are encouraged to seek assistance with the Disability Support Services office. Contact information: Bethany Landrey,

Academic Resource Center & Disability Support Services Coordinator, 402-643-7187 or Angel Hoppe, Academic Guidance &ADA Counselor, 402-643-7377.