Music for Young Children – Syllabus Spring 2014
MUSI-4355
3 Credit Hours

Hours: T/TR 8-9:15 am
Class Location: CA
Office Hours: TBA

Instructor: Dr. Hope F. Thacker
Office Location: CA 132
Phone: 361-825-3943
Email: hope.thacker@tamucc.edu

Course Description:

Designed to provide knowledge of psychology, theory, and practice of music education in the elementary schools. Emphasis is placed upon the nature, organization, and maintenance of the elementary general music program.

Prerequisite: MUSI-3252 Foundations of Music Programs

Student Learning Outcomes:

1. The student will demonstrate knowledge of child development and learning stages
2. The student will be able to select age appropriate musical materials for use in the elementary classroom
3. The student will be able to implement teaching strategies chosen from the theories of Jaques-Dalcroze, Kodaly, Orff, and Gordon
4. The student will be able to organize and present effective elementary music lessons
5. The student will be able to design and elementary music curriculum based on the National Standards for Music (NAfME/MENC)

Required Materials:


Recorder: Baroque Fingering (can be found at South Texas Music Mart on South Staples)

Additional Resources: (Library Reserves)


www.classicsforkids.com – multiple resources for parents, teachers, and children. This website includes lesson plans, listening activities, activity sheets, direct links to NAXOS recordings, resources for parents and teachers, a weekly radio show for children, Kodaly and Orff resources, and much, much more.

Assessment Tools:
Assignments: Each chapter of the text will have several questions/reflectons for the student to respond to in writing. See rubric distributed in class for details. There will also be several lesson plans due based on different methodologies. These lesson plans will be due throughout the course, and will correspond to your final project.

Microteachings: The student will demonstrate the application of effective teaching procedures to the presentation of selected musical topics. The student will prepare lesson plans and present a series of elementary music lessons varying in length from 5 to 20 minutes. See rubric distributed in class for details.

Observations: Observations of an actual classroom are essential to understanding how to effectively teach the material you are learning. Over the course of the semester, you will be required to team up with an elementary music school teacher in the district and observe that teacher three times. If you can work it out with your mentor teacher, you may also teach in that class for extra credit. You will be required to hand in your observation sheets at the due dates.

Midterm: Exam
   Recorder Playing Exam (1): You will be asked to play several selections on the recorder as a playing exam. You will be graded on correct fingerings, good tone, fluency of performance

Final Project: The student will prepare a model curriculum for an individual class covering a 4-week unit of instruction. See rubric distributed in class for details. Project due: Final Exam Day

Grading:

Assignments 20%
Microteachings 20%
Midterm 10%
Observations 10%
Final Project 30%
Recorder Exam 5%
Classroom Participation 5%

Attendance Policy

This course is not designed as an online or distance-learning experience. It presumes your regular attendance in class. The departmental policy, which we will follow, is as follows:

1. Three absences are allowed for any reason.
2. Upon the fourth absence, your final course grade will be lowered by 5%.
3. Upon the sixth absence, you will receive an automatic “F” for the course.
4. Each tardy counts as one-half an absence.
5. We begin counting on Tuesday, January 29.

Miscellaneous Items

Submitting Papers: All written assignments must be typed for submission. I expect them to be set up using the MLA style. Please use care in your writing. Sloppiness has no place in a musician’s life. Assignments that are poorly written or poorly produced will not be accepted. I strongly suggest that you proofread, not simply run the SpellCheck.

Late Papers: You need time to do your best work. I need time to evaluate your work carefully. In the event that you have a genuine problem beyond your control, talk with me AHEAD OF TIME. Nearly all
challenging situations can be dealt with effectively if you see me in advance. If you do not talk to me ahead of time, I will not accept your late assignment.

**Extra Credit:** Fair warning—Please do not ask about “extra credit.” Just do it properly the first time.

**Notice to students with disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Plagiarism:** A depressing topic, but one that should be addressed before it becomes a problem. The University Academic Honesty policy is published both in print and online in the University Catalog. Please familiarize yourself with this policy if you haven’t already done so. You most certainly should be well aware of the range of penalties attached to any violation of this policy. If I find that you have committed plagiarism, you will fail the assignment. If it happens twice, you will fail the course. In serious situations, dismissal of a student who violates this policy is an option.

**Grade Appeal Process:** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
Class Schedule:
This schedule is subject to change!!! Please watch for revised schedules if need be.

Unit 1 (Jan 23-Feb 7)
- Campbell, Chapters 1&2
  o Music Philosophy Statement Assignment due Feb. 5
  o Recorder Acquired by Jan. 25
  o Final Project ideas due Jan. 30

Unit 2 (Feb 11 - 25) (TMEA Conference Feb. 12-15)
- Campbell, Chapters 3-5
  o Kodaly Lesson Plan due Feb 25
  o Project outline due Feb 18
  o Recorder Practice

Unit 3 (Feb 27 – March 6)
- Campbell, Chapters 6-7
  o Dalcroze lesson plan due Feb 27
  o First observation due March 6
  o Micro-Teachings Start this week!!!
  o Recorder Practice

Unit 4 (March 18 -27) (Spring Break March 10-14)
- Campbell, Chapters 8-10
  o Orff Lesson plan due March 6
  o Listening Lesson plan due March 20
  o Micro-Teachings Continue!
  o Recorder
  o Second Observation due! March 27

Unit 5 (April 1 - 17)
- Campbell, Chapter 11-13
  o Composition lesson plan due April 8
  o Micro-Teachings conclude
  o Final Observation due April 17
  o Recorder playing exam

Unit 6 (April 22-May 6)
- Campbell, Chapter 14-17
  o Technology/Website Bibliography due May 1
  o Technology infused lesson plan due May 6
  o Song Bibliography due April 24

Final Exam (May ? – TBA)
- Final Project Due; Final Micro-Teaching Presented (15 min. per student)