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

Hours: T/TR 2:00-3:15
Class Location: CA 228
Office Hours: TBA

Instructor: Ms. Nannette A. Borden
Office Location: By Appointment
Phone: 361-946-0175
Email: nborden@stx.rr.com

Course Description:

This course is 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 in order to be comfortable in a teaching role.

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 and teach the material
3. The student will be able to implement teaching strategies chosen from many theories
4. Some examples are: Jaques-Dalcroze www.dalcroze.usa.org, Kodaly www.loyola.edu/Kodaly, Orff www.aosa.org, and Gordon www.giml.org
5. The student will be able to organize and present effective elementary music lessons
6. The student will be able to design and elementary music curriculum based on the National Standards for Music (NAfME/MENC) and teach a lessons from this curriculum

Required Materials:


Recorder: Recorder Express by Artie Almeida, Alfred Publishing

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: You must read the chapters which are assigned each week! Each chapter of the text will have several questions/reflections, pop test or lesson plans for the student to respond to in writing. These assignments must be typed and turned in at the beginning of each class. Pop test will occasionally be given about the material in each chapter. Lesson plans will be due each week based on the methodologies discussed in the book.

Microteachings: The student will demonstrate the application of effective teaching procedures to the presentation of selected musical topics. The student alone and in a group will prepare lesson plans and present a series of elementary music lessons varying in length from 5 to 15 minutes. The material used in the lesson must be memorized.

Observations: Observations of an actual classroom are essential to understanding how to effectively teach the material the students are learning. Over the course of the semester, the student will be required to team up with an
elementary music school teacher in the district and observe that teacher three times. The student will be required to hand in observations on the due dates. Please make arrangements soon to accomplish this part of your grade!

**Portfolio:** the students will compile a collection of songs, teaching ideas, lesson plan ideas, folk dances, singing games, rhythm activities, classroom transition ideas, music classroom set-up, relevant bulletin board ideas, class management ideas, etc...that can be used in his/her classroom. The compilation will contain at least 75 items. This must be organized in notebook format with separate labeled dividers for each section. The portions of the portfolio that require to be written out must be typed.

**Recorder Playing Exam:** The student will be asked to play several selections on the recorder as a playing exam. The student will be graded on correct fingerings, good tone and fluency of performance.

**Final Project:** This is a group project. The student group will prepare a model curriculum for an individual class covering a 4-week unit of instruction. The student will teach a lesson from this model. **Project due: May 3 or May 10**

**Classroom Participation:** All students will be expected participate fully in class discussions, singing, dancing, playing instruments, being attentive and participating in micro-teachings as “students,” and any other activities that may contribute to the overall effectiveness of their peers and the course as a whole.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Microteachings</td>
<td>15%</td>
</tr>
<tr>
<td>Observations</td>
<td>15%</td>
</tr>
<tr>
<td>Recorder Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
</tbody>
</table>

Assignments, including pop test, chapter questions and microteaching, can only be made up if you have had a death in your immediate family or you are sick. You must bring a doctor’s excuse in order to be given a chance to makeup work.

**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 will count 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 Spell Check.

**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. Note all assignment deadlines in advance and work ahead of schedule, because life will happen.

**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. 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.

Week One-January 21
- Chapter 1 *The Multiple Meanings of Music for Children*
- *Recorder Express* page 4-7

Week Two-January 26 & 28
- Chapter 2 *From Theory to Practice in Teaching Music to Children*
- *Recorder Express* page 8-12

Week Three-February 2 & 4
- Chapter 3 *Methods of Teaching Music to Children*
- Chapter 12 *Curriculum Design*
- *Recorder Express* page 13-18

Week Four-February 9 & 11
- Chapter 4 *The Singing Child*
- Chapter 5 *Pitch and the Child*
- Recorder Test

Week Five-February 16 & 18
- Chapter 6 *The Moving Child*
- Chapter 7 *Rhythm and the Child*
- *Recorder Express* page 22-24

Week Six-February 23 & 25
- Chapter 8 *The Playing Child*
- Chapter 14 *Music in an Integrated Curriculum*
- *Recorder Express* page 25-28

Week Seven-March 1 & 3
- Chapter 9 *The Listening Child*
- Chapter 10 *The Creating Child*
- *Recorder Express* page 29-32

Week Eight-March 8 & 10
- Chapter 11 *Motivation and Management*
- Chapter 13 *Assessment and Evaluation*
- *Recorder Express* page 33-34

Spring Break-March 14-18

Week Nine-March 22 & 24
- Chapter 15 *Music, Children and Cultural Diversity*
- Chapter 16 *Music for Exceptional Children*

Week Ten-March 29 & 31
- Exploring the use of Literature in teaching music

Week Eleven-April 5 & 7
- Observations due April 7

Week Twelve-April 12 & 14
- Recorder Final

Week Thirteen-April 19 & 21
- *Quaver*, will this be the tool for teaching music in the future?

Week Fourteen-April 26 & 28
- Working on teaching presentations and portfolio

Final May 3 (regular class time) & 10 (Class starts at 1:45)
- Final Teaching Presentation
- Turn in Lesson Plans and Portfolio