Music for Young Children
MUSI 4255.001 – Spring 2020 (3 Credits)
Tues & Thurs 2:00pm - 3:15pm CA-228
Instructor:  Mrs. Kristin Coen-Mishlan, MMEd
Email: kristin.coenmishlan@tamucc.edu
Office Hours: T & TH 12:30-3:00 (CA-231A)
Phone: 361-825-2263
Tues Thurs 2:00pm – 3:15pm CA-228

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 the use in elementary classroom and teach the material.
3. The student will be able to implement teaching strategies chosen from many theories.
   a. Some examples include Jaques-Dalcroze, Kodaly, Off, and Gordon
4. The student will be able to organize and present effective elementary music lessons.
5. The student will be able to design an elementary music curriculum based on TMEA TEKS and teach lessons from this curriculum

Required Materials:


Assignments:

**Reading and reflections:** 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 you to respond. These assignments must be typed and turned in on Blackboard. Pop tests 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.

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

**Observations:** Observations of an actual classroom and the participation of teaching the 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 require to team up with an elementary music school teacher and observe that teacher three times. The student will be require to hand in observation logs within a week of attending the observation. **Please make arrangements soon to accomplish this part of your grade! You will need to have a background check in order to observe in CCISD.**

**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.

**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 their classroom. The compilation will contain at least 75 items. This must be organized in a notebook or electronic format with dividers or folders for each section. You will be thankful to yourself when you need this in the future!

**Final Project:** This is an individual or a group project. You will prepare a model curriculum for an individual class covering a unit of instruction. Students working in groups will be required to design the curriculum for 8 class meetings, and individuals will design curriculum for 4 class meetings. Each class meeting is 30 minutes in length. The curriculum and justifications for choosing items for the curriculum will be presented in class during the final.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Microteachings</td>
<td>20%</td>
</tr>
<tr>
<td>Observations</td>
<td>10%</td>
</tr>
<tr>
<td>Recorder Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
</tbody>
</table>
Attendance Policy:

This course is not designed as an online or distance-learning experience. It presumes your regular attendance in class. The policy which we will follow:
1. Three absences are allowed for any reason.
2. Upon the fourth absence, you will receive a grade penalty of -100 points.
3. Consideration will be given to those with extenuating circumstances with proper documentation. Use your 3 freebies wisely.

Miscellaneous Items:

Submitting papers: All written assignments must be submitted on Blackboard as a Microsoft Word or PDF document. Times New Roman 12 point font and double spaced is the expected format.

Late papers: Be respectful of the deadlines and the response of which I am grading. Once it becomes a 0 in Blackboard, you have no chance for credit.

Extra Credit: Fair warning – Please do not ask about extra credit. Just do it properly the first time.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99_c0.03_student_grade_appeals.pdf.
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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10th will be the last date to drop your class and receive a “W”.

Clear statements can clarify your expectations and help students succeed in your class, as well as defend against grade appeals.

- Attendance/tardiness
- Late work and Make-up Exams
- Extra Credit
- Cell Phone/Electronic Device Usage
- Academic Integrity/Plagiarism
- Preferred/required methods of citations/manuscript formatting
- Classroom/Professional Behavior or Statements of Civility
- Statement of Academic Continuity

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in ( ).

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.
Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course Outline
Week 1
• Chapter 1 The Multiple Meanings of Music for Children
  • Recorder Express page 4-7

Week 2
• Chapter 2 From Theory to Practice in Teaching Music to Children
  • Recorder Express page 8-12

Week 3
• Chapter 3 Methods of Teaching Music to Children
• Chapter 12 Curriculum Design
  • Recorder Express page 13-18 • Microteaching 1

Week 4
• Chapter 4 The Singing Child
• Chapter 5 Pitch and the Child
• Recorder Test

Week 5
• Chapter 6 *The Moving Child*
• Chapter 7 *Rhythm and the Child*
• *Recorder Express* page 22-24
• Plan to do one of your Observations this week!!!!

Week 6
• Chapter 8 *The Playing Child*
• Chapter 14 *Music in an Integrated Curriculum*
• *Recorder Express* page 25-28
Week 13 (Apr 15-19):
• *Quaver*; will this be the tool for teaching music in the future?

Week 7
• Chapter 9 *The Listening Child*
• Chapter 10 *The Creating Child*
• *Recorder Express* page 29-32

Week 8
• Chapter 11 *Motivation and Management*
• Chapter 13 *Assessment and Evaluation*
• *Recorder Express* page 33-34

Week 9
• Chapter 15 *Music, Children and Cultural Diversity*
• Chapter 16 *Music for Exceptional Children*

Week 10
• Exploring the use of Literature in teaching music, movement and orchestration Week

Week 11
• Observations due April 6
**Microteaching** 3

Week 12
• Recorder Final Week

Week 14
• Working on teaching presentations and portfolio
• Final Teaching Presentations •
Microteaching 4

Week 15 • Conclusion
• Review & Final Preparation
• Turn in Lesson Plans, Recorder and Portfolio

Final Exam -
Microteaching 2

*The proposed course outline may be altered or refined during the course at the discretion of the professor.
You will be asked to teach many times during the semester. Some of the teaching will be teaching your peers and some will be teaching children who attend ECDC on campus.

Recommended Resources

* Teaching Kids to Sing by K. Phillips
* The First Days of School by H Wong & R. Wong
* The Musical Classroom by P. Hackett & C. Lindeman
* Purposeful Pathways by R. Sams & B. Hepburn
* World Music Drumming: New Ensembles and Songs by W. Schmid
* The Eclectic Curriculum in American Music Education by P. Carder (Editor)
* Teaching Music in the Twenty-First Century by L. Choksy et al.
* Music Across the Senses by J. Kirchner
* The Child as Musician by G. McPherson
* Introduction to Music Education by C. Hoffer
* Teaching Music in American Society by S. Kelly
* Critical Issues in Music Education by H. Abeles & L. Customer
* Orff-Schulwerk Rhythmische Übung by G. Keetman
* The Sweet Pipes Recorder Book by G. Burakoff & W. Hettrick
* Music for Children by C. Orff & G. Keetman (adapted by M. Murray)
* Recorder Method by E. Sueta
* Be a Recorder Star by E. Sueta
* Pre-Instrument Method by F. Weber
* Do It! Play Recorder by J. Frosted
* Music in special education by M. Adamek & A.A. Darrow
* The inclusive classroom: Strategies for effective instruction. by M. Mastropieri & T. Scruggs
* The book of ....(pitch exploration, echo songs, call & response, wiggles, etc.) by J. Feierabend
* Assessing the developing child musician by T. Brophy
* Intelligent Music Teaching by R. Duke
* Teaching Movement and Dance by P. Weikert