

Music for Elementary School Teachers

Music 442 Fall 2007

Instructor: Mr. Troy Toavs, Classroom 258, Tues. & Thurs.; 12:30-1:45 p.m.

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The goals of this course are to (1) introduce elementary education majors to various methods and materials for teaching music in the elementary school and (2) to develop the musical potential of each person to the fullest extent.

Text

- *Music Fundamentals, Methods, and Materials for the Elementary Classroom*, Rozmajzl/Boyer-White. Fourth Edition.
- *Packet* from the bookstore
- Ed Sueta Recorder Method
- Recorder

Competencies

At the end of the course, the student should be able to:

1. Locate and use the available resources in elementary music (books, recordings, visual aids, etc.).
2. Play all common classroom musical instruments.
3. Direct musical activities—singing, listening, playing instruments, moving, creating, and reading music.
4. Plan and teach musical experiences for elementary school children suitable for their physical, intellectual and musical development.
5. Plan lessons in music to be integrated into the total school program.
6. Sing with skill and enjoyment.
7. Read musical notation.
8. Improvise.
9. Demonstrate understanding of musical structure and style.

<u>Requirements</u>	<u>Points</u>
In-service Topic	50
Demonstration Lesson and Plan I	50
Demonstration Lesson and Plan II	100
Demonstration Lesson and Plan III	100
Unit Test I	200
Unit Test II	200
Unit Test III	<u>300</u>
	1000

The final exam is not comprehensive.

Class assignments and observations are P/F (An "F" will deduct points from your grade).

Grading

930-1000	= A
860-929	= B
780-859	= C
700-779	= D

Note

1. Late assignments will be penalized 5 points per day.
2. In the event of an emergency on the day you are scheduled to teach or take an exam, please notify the instructor prior to the class. Failure to show up will result in a severe penalty. If you can't call prior to class, call as soon as possible when you get back.

If you had a job, your principal would expect you to show up for school or send word that a substitute needed to be hired.

3. Students are expected to attend school observations (scheduled during class time). Leaving early or coming late must be approved in advance and may result in the scheduling of a make-up visit by the individual student.
4. Please bring your packet, book, and recorder; attend every day and be on time.

Statement Regarding Exceptional Students

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of disability, please make an appointment with me as soon as possible. My office location is the community music room and my office hours are as announced.

Academic Honesty/Plagiarism Policy

Collaboration or sharing of test information before, during, or after a test is cheating. In written work, students must cite (i.e., footnote) any other author's (including your roommate's) material in work submitted for a grade. All uncited material must be the work of the student submitting it. Students must not collaborate unless specifically authorized by the teacher. Students who cheat on tests, who share test materials with others, who submit any written work without necessary citation, or who indulge in unauthorized collaboration on written work or examinations will receive a ZERO for the unit of work in question. Repeaters will receive an F for the course. Students involved in Academic Dishonesty will have their names referred to the Dean of Students' Office for filing after each offense and for disciplinary action after the second or later one.

Course Outline

Unit I: Rhythm and Movement

- Percussion instruments
- Teaching Presentation I "Rhythm/Movement"
- Unit Test I

Unit II: Melody and Singing

- Orff Instruments
- Teaching Presentation II "Teaching a Song"
- Unit Test II
- Recorder

Unit III: Harmony, Form, Expressive Elements

- Autoharp
- Integrated Teaching
- Recorder
- Teaching Presentation III "Integrating Music With Other Subjects"
- Unit Test III

- *Orchestra Video #1*
- *Teaching Music With a Multicultural Approach Media Kit #2*
- *Music Action Kit #3 (video)*
- *The School Music Program #4*
- *Peanut Butter and Jelly #5*
- *New Approaches to Music (Raebeck & Wheeler) #6*
- *A Galaxy of Games for the Music Class (Athey & Hotchkiss) #7*
- *This Old Man #8*
- *Peer Gynt #9*
- *Farewell Symphony #10*
- *Singing in General Music #11 (in class) (video)*
- *Kodály: Pre-School #12*
- *Kodály: Ages 6 to 9 #13 (in class) (video)*
- *Integrating Music Into the Classroom #14*
- *The Child's Way of Learning #15*
- *The Music Specialist and the Classroom Teacher (Hoffer) #16 (folder)*
- *The Best of MEJ: Elementary General Music (MEJ: Elem.) #17*
- *Opportunities to Learn #18*
- *Sample lesson plans (3-Ring Binder) #19*
- *Music Through Children's Literature (Leven) #20*
- *Creating Original Opera at Lake Agassiz Elementary School #21*
- *Music and Early Childhood #22 (Feirabend) (video)*
- *Young Wonders #23 (video)*
- *Art Starts #24*
- *Behind the Curtain #25*

Note: Additional videos, cassettes, and books for lesson plan use can be found in the Music 442 reserve and on the Permanent Reserve.

See also Music 440 Reserve and General Music Ed. Reserve sections for developing lesson plans.

Music 442 Assignments

Week

- Aug. 21 (1) Chapter 1 “Children and Music”
 (2) Chapter 13 “Lesson Planning”
 Answer questions in Unit I Study Guide
- Aug. 28 (1) Chapter 2 pp. 5-16 “Rhythm”
 (2) Chapter 4 “Timbre”
 (3) Chapter 10 pp. 207-229 “Playing Musical Instruments
- Sept. 4 (1) Chapter 2 pp. 15-31 Rhythm”
 Answer questions in Study Guide
 (2) *Music Action Kit*: 3 videos on 2 cassettes (Reserve #3)

Prepare the following questions for Exam 1:

Why is music education in the schools important? How can it be justified to parents, administrators, and students? What part can you play in promoting music in your school either as a parent or teacher?

Directions: Please type this essay and bring it to Exam I. The suggested length is 200-250 words.

- Sept. 11 (1) Chapter 12 “Movement”
 (2) Chapter 2 “pp. 32-45 “Rhythm”
 (3) Watch the video *Music and Early Childhood* on pre-school music (Reserve #22)

Prepare the following questions for Exam I in your notes.

Give at least five reasons pre-school music experiences are essential to the child’s musical and personal development.

What kinds of experiences should be provided?

- (4) Informal Activities

- Sept. 18 **Teaching Presentation: Rhythm/Movement (5-10 Min.)**

Choose a K-4 content standard involving rhythm and/or movement and write a lesson plan to teach mastery of it. Write the number and wording of your standard under "Concept" on your lesson plan. For example: 6:e. Listening to, analyzing, and describing music: Respond through purposeful movement etc. You will find the standards in *The School Music Program* (Reserve #4).

See the following for ideas:

- (1) *Silver Burdett Teacher's Books* (General Music Ed Reserve)
- (2) *Experiences in Music*: pp. 185-205 (Reserve #5)
- (3) *New Approaches to Music in the Elementary School*: Chapter 3 (Reserve #6)
- (4) *A Galaxy of Games for the Music Class* (Reserve #7)

See also cassettes and books on the Music Education Permanent reserve.

Note: Do not do a lesson plan in which the class sings. If you have a song, chant it instead. Activities involving listening to music and responding without singing are fine for this lesson.

Sept. 25

Exam I Tuesday

- (1) Please bring your essay justifying why music is important.
- (2) Be prepared to answer the questions about the pre-school video.
- (3) Be prepared to give two examples of activities done in class to teach each of the following: steady beat, rhythm, tempo, meter, creative movement.

Oct. 2

- (1) Chapter 3 pp. 46-68 "Melody"

Unit II Study Guide

- (2) Chapter 10 pp 225-227 "Instruments"
- (3) Watch the video *Singing in General Music* (Reserve #11)

Prepare the following questions in your notes to study for Exam II

- a. Describe at least three techniques for helping children find their singing voices.
- b. Describe two techniques for getting children physically prepared for singing.
- c. Describe two techniques to improve in-tune singing.

Oct. 9 (1) Chapter 3 pp. 68-96 "Melody"
 (2) Chapter 9 "Singing"

Oct. 16 (1) Watch Kodály Video (Grade 1 only) Reserve #12
Type 10 things you learned and turn in at Exam II.
 (2) Review pp. 198-201 "Kodály"

Oct. 23 (1) Chapter 11 "Listening"
 (2) Informal Activities II

Oct. 30 (1) **Teaching Presentation II: Singing (5-10 Min.)**

Your song must come from a *Silver Burdett* or *Share the Music Teachers' Manuals* (Reserve Shelf). If you need to use a recording, they are available for some songs. Check with your instructor in advance. Please use a recording if you provide an inaccurate vocal model for children. **The piano may not be used. *Indicate the content standard in your lesson plan.***

(2) Read pp. 198-199, Kodály; 217-224 Orff

Nov. 6 **Exam II**
 (1) Kodály statements due (10 total)
 (2) Be prepared to answer the questions on reserve assignment #11

- Nov. 13
- (1) Chapter 7 “Texture
 - (2) Chapter 6 “Form”
 - (3) Musiktanz observation forms due
- Nov. 20
- (1) Chapter 8 “Harmony”
 - (2) Chapter 5 “Expressive Elements”
 - (3) Chapter 14 “Integrating Music”
- Nov. 27
- (1) **Teaching Presentation III (5-10 Min.) Correlating Music with Other Subjects**
Indicate the content standard.

For lesson plan ideas see the following:
 - a) *Integrating Music Into the Classroom*: pp. 384-402 (Reserve #14)
 - b) *The Child’s Way of Learning* (Reserve #15)
 - c) *Music Through Children’s Literature* (Levene, Reserve #20)
 - d) *Children’s Books on Music* 442 Reserve
 - e) *Art Starts* (Reserve #24)
 - f) *Big Book Media Kit* (Reserve #5)
 - (2) “The Music Specialist an the Classroom Teacher” (Hoffer, Reserve #16)
 - (3) “Classroom Teachers: Elementary to Music Education” in *The Best of MEJ: Elementary General Music*: pp. 131-134 (Reserve #17)
- Be prepared to answer the following questions on the exam:** List three negative attitudes some classroom teachers have concerning the music specialist? How can classroom teachers support the efforts of the music teacher?
- Dec. 4
- (1) pp. 258-259 “Autoharp”
 - (2) Informal Activities III
 - (3) “Stomp” video and creative experiences with sound

Exam III (Not comprehensive) Time 1:00 Tuesday, Dec. 11

Be prepared to answer the following questions for Grades 1-6 from *Opportunities to Learn* (Reserve #18)

- i. Describe two recommendations for curriculum and scheduling.
- ii. Describe two recommendations for staffing.
- iii. Describe two recommendations for materials and equipment.

Be prepared to answer the questions on the Reserve #17 assignment.

Note: The reason for having you become familiar with these recommendations for MENC is so that

- (1) You will know if your school has a good music program
- (2) You will be aware that you can make an important contribution to your children's music education both through what you do in your classroom and your support of music with parents and the administration.