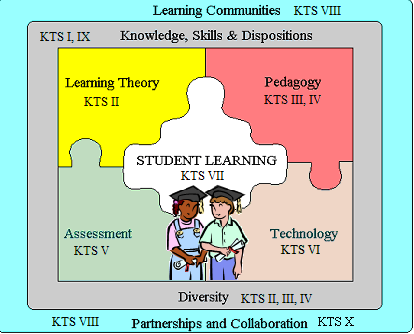
**Campbellsville University**

**School of Music**

**MUS 340: Elementary Music Methods**

**Syllabus**

**Fall 2016**



**Meeting Time:** MWF 1:00-1:50

**Instructor:** Dr. April Sholty

**Office:** Gosser, Rm. 222

**Office Hours:** MWF 2-3; TTh 9:30-12:00

**Office Phone:** 270-789-5463

**Email:** ahsholty@campbellsville.edu

**Credits:** 3

**Prerequisite:** MUS 240: Foundations and Principles of Music Education

**Required Materials:**

* *Music in Childhood*, 4th ed. by Campbell and Scott-Kassner (ISBN:978-285-05747-7) (REQUIRED)
* *150 Folksongs* (ISBN: 978-0-913932-04-9) (RECOMMENDED)
* A 3-ring notebook for course materials
* Soprano Recorder (available to borrow from School of Music or you can purchase one on your own)
* Off-Campus Field Experience and Teaching Experiences
* Finger Print Clearance and Background Check (done in a previous ED course)
* NAfME Membership is highly encouraged

**Description:** The aim of this course is to present a survey of materials and methods in teaching music in the elementary grades for music education. The different phases of public school music such as singing, listening, rhythms, and creating music are studied.

This course is designed to help you develop ***ways of thinking about teaching and learning*** that will serve you throughout your career as a music educator. You will develop knowledge, skills, and techniques for planning, delivering, and evaluating music instruction for elementary school children.

**Kentucky Teacher Standards:**

Standard 1: The teacher demonstrates applied content knowledge\*

Standard 2: The teacher designs and plans instruction\*

Standard 3: The teacher creates and maintains learning climate\*

Standard 4: The teacher implements and manages instruction

Standard 5: The teacher assesses and communicates learning results\*

Standard 6: The teacher demonstrates the implementation of technology\*

Standard 7: Reflects on and evaluates teaching and learning

Standard 8: Collaborates with colleagues/parents/others\*

Standard 9: Evaluates teaching and implements professional development

Standard 10: Provides leadership within school/community/profession

**\*Diversity Proficiencies**

**School of Music Student Learning Outcomes**

* The student will develop curricula and plan for instruction in diverse P-12 settings, implementing technology in planning and teaching strategies.
* The student will demonstrate knowledge of various teaching methodologies, practices, and learning theories associated with education

**Learning Outcomes:**

The student will be able to…

* Articulate your philosophy of music education. \*
* Demonstrate a working knowledge of child development (cognitive, physical, social, emotional) when planning and implementing music instruction. **KTS 1, 2 \***
* Demonstrate pedagogical techniques and strategies effective for delivering music instruction to children, and for managing children in a music-learning environment. **KTS 2-4 \***
* Use a varied repertoire of songs, listening pieces, and other music and movement examples appropriate for children in lessons and presentations. **KTS 1 \***
* Write standards-based lesson plans that enable the musical learning of children through a variety of age-appropriate activities and experiences, including singing, playing instruments, creating music, reading and notating music, moving, and listening to and analyzing music. **KTS 1-4 \***
* Identify connections between music learning opportunities and opportunities for learning in other arts and other disciplines. **KTS 1,8 \***
* Play classroom instruments competently. **KTS 1 \***
* Evaluate your own growth as a teacher, as well as the musical growth of your future students. **KTS 9 \***

**\*NASM Teaching Competencies 1-6**

**Course Requirements:**

1. Attendance

MUS 340 is an activity-based course, which requires attendance for full credit. As this course is part of your professional preparation, both attendance and on-time arrival are considered essential. Your personal involvement and experience will comprise a significant portion of the material.

Please see the university’s attendance policy. After two absences, if the student misses class for reasons other than what is allowed in the university’s policy, a penalty of ten points will be taken from the student’s overall grade. Student must provide documentation for classes missed to avoid penalty. Two tardies equal one absence. There is no difference between excused or unexcused absences.

1. Assignments

Assignments for the course include readings and responses, creating various types of lesson materials and manipulatives, and lesson plans.

1. Field Experience (100 points)

Everyone must complete **20 hours of field experience in an elementary music classroom**. All field experiences must be with a certified music teacher. You are responsible for scheduling observations.

Examples of how you can earn field experience hours:

A). Teaching a lesson in a certified music teacher’s classroom (K-5)

B). Any time spent in a certified music teacher’s classroom assisting and/or observing (K-5)

C). Attending an evening performance of an elementary music program (there are specific guidelines for this reflection, see Dr. Sholty)

D.) Any time spent with a teacher planning your unit (time with teacher only not your own time spent working on unit)

1. Pre-Professional Development Hours (50 points)

You are required to have 3 hours of PPD credit for this course. These can be obtained through approved campus events (PPD NAfME meeting, School of Ed. PPD workshops, etc.) or attendance of conferences (KCNAfME Conference September 18-19). **KTS 9**

1. Exams

There will be two exams given during the semester (a midterm and a final).

1. Unit Plan

You will teach a 3-lesson unit at Campbellsville Elementary School. Details to follow.

Grading:

Grades will be determined on the basis of attendance, participation in activities and discussions, exams, teaching experiences, and successful completion of assignments and projects. The final grade will be based on a cumulative set of points for all assignments and projects, following any deductions for attendance points as outlined above.

Assignments are due on the date indicated on the assignment sheet (separate handout), and will be collected at the beginning of class. Late assignments will receive a grade deduction as follows: up to three class period late 10%; beyond one class period not accepted.

Grading Scale: A 90-100% D 60-69%

B 80-89% F F 59% and below

C 70-79%

Quality of Work:

All written assignments must be typed. Students must use a computer program (e.g. Finale or Sibelius) for submission of all music examples. Proof read your assignments to insure good prose and spelling. When you submit work of high quality you will receive full credit for the assignment.

General Class Expectations:

Students are expected to attend class prepared. Bring textbook, notebook, recorder, and a writing utensil everyday. Participation is part of your grade. Be prepared to sing, dance, and play everyday. Students are expected to dress appropriately for class.

Email Etiquette Expectations:

As a future teacher, email will be a main means for communicating with administrators, parents, and colleagues. It is never too soon to practice professionalism in the field of education. When emailing your professor (or school teacher to schedule field experience), please make an effort to include the following: Subject line, Salutation (Dr. Sholty,), the body of email should use proper spelling, punctuation, and sentence structure, and a signature (your name). Dr. Sholty reserves the right to not respond to emails lacking the above criteria.

Dr. Sholty will not respond to email after 7 p.m. Please plan ahead if you need assistance with an assignment.

**All cell phones are to be turned off before entering the classroom. Absolutely no “texting” permitted during class. The use of technology is allowed as designated by instructor.**

**Academic Integrity**

Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student to cheat is as guilty as the student assisted. Any student found guilty of cheating will receive a failing grade of F for any assignment, project, or exam in which they have cheated.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one’s own in any academic exercise. Therefore, all writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism will receive a failing grade of F for that assignment, project or exam. (Policy adopted March 2010, revised Feb. 2011)

**Disability Statement**: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Cordinator:

Terry VanMeter

1 University Drive, UPO 944

Administration Office 8A

Phone: 270-789-5016

Email: [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of secual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Campus Security:** Contact number – 270-789-5555 or 270-403-6111 (preferred)

Note: The instructor reserves the right to modify this syllabus during the semester. Students will be made aware of any changes in a timely manner.

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| **Date** | **Assignments** |
| **Week 1** |  |
| **8/31** | Introduction to Course |
| **9/2** | Topic: The Multiple Meanings of Music for Children  **READ: Campbell, Ch. 1 (p. 1-16)** |
| **Week 2** |  |
| **9/5** | **Labor Day – NO CLASS** |
| **9/7** | Topic: From Theory to Practice in Teaching Music to Children  **READ: Campbell, Ch. 2** |
| **9/9** | Topic: From Theory to Practice in Teaching Music to Children  **DUE: Tigernet Assignment #1: Learning Theories (due by 9/9 at 11:55 p.m. EST)**  1. Which theories can help to guide the design of a child-centered curriculum? How might such a curriculum manifest itself in the behaviors of teachers and children?  2. How is it that musical play can be a child’s work—a means for their development intellectually, physically, socially, and emotionally. Give examples of musical play and its effects on children’s development. |
| **Week 3** |  |
| **9/12** | Topic: Methods of Teaching Music to Children  **READ: Campbell, Ch. 3** |
| **9/14** | Topic: Methods of Teaching Music to Children |
| **9/16** | Topic: Motivation and Management  **READ: Campbell, Ch. 11**  **DUE: Tigernet Assignment #2: Methods of Teaching Letter (due by 9/16 at 11:55 p.m. EST)**   1. In a letter to your principal, describe your personal method of instruction. Include a statement of goals and experiences you have and musical materials and techniques you use. |
| **Week 4** |  |
| **9/19** | Topic: Motivation and Management |
| **9/21** | Topic: Curriculum Design  **READ: Campbell, Ch. 12**  **DUE: Tigernet Assignment #3: Motivation and Management (due by 9/23 at 11:55 p.m. EST)**   1. You are a teacher. Describe the type of class you are teaching and the system that you have employed to be able to call on your students by name. 2. A large sixth-grade girl has disrupted your music classes for several days in a row by making facing faces at smaller girls, and, when catching their eyes, shouting insults and threats at them. Describe your plan of action to deal with this problem. |
| **9/23** | Topic: Curriculum Design  **DUE: FIELD EXPERIENCE (5 hours with signed form due in class and typed reflection submitted via Tigernet by 11:55 p.m. EST)** |
| **Week 5** |  |
| **9/26** | Topic: Assessment and Evaluation  **READ: Campbell, Ch. 13** |
| **9/28** | Topic: Assessment and Evaluation |
| **9/30** | Topic: The Singing Child  **READ: Campbell, Ch. 4**  **DUE: Tigernet Assignment #3: Lesson Plan (due by 9/30 at 11:55 p.m. EST)**  Complete SOE 1 and SOE 2 and create a lesson plan for an elementary music course. |
| **Week 6** |  |
| **10/3** | Topic: The Singing Child |
| **10/5** | Topic: The Singing Child |
| **10/7** | Topic: Pitch and the Child  **READ: Campbell, Ch. 5** |
| **Week 7** |  |
| **10/10** | **DUE: Teach a Song Activity** |
| **10/12** | Topic: The Moving Child  **READ: Campbell, Ch. 6** |
| **10/14** | Topic: The Moving Child |
| **Week 8** |  |
| **10/17** | Topic: The Moving Child |
| **10/19** | **DUE: Music and Movement Activity** |
| **10/21** | **FALL BREAK – NO CLASS** |
| **Week 9** |  |
| **10/24** | Topic: Rhythm and the Child  **READ: Campbell, Ch. 7**  **DUE: Midterm Exam (Take Home)** |
| **10/26** | Topic: Rhythm and the Child  **DUE: FIELD EXPERIENCE (5 hours with signed form due in class and typed reflection submitted via Tigernet by 11:55 p.m. EST)** |
| **10/28** | Topic: Rhythm and the Child |
| **Week 10** |  |
| **10/31** | **DUE: Rhythmic Ostinato** |
| **11/2** | **TBA** |
| **11/4** | **TBA** |
| **Week 11** |  |
| **11/7** | Topic: The Playing Child  **READ: Campbell, Ch. 8** |
| **11/9** | Topic: The Playing Child |
| **11/11** | Topic: The Playing Child |
| **Week 12** |  |
| **11/14** | Topic: The Listening Child  **READ: Campbell, Ch. 9** |
| **11/16** | Topic: The Listening Child |
| **11/18** | Topic: The Listening Child  **DUE: FIELD EXPERIENCE (5 hours with signed form due in class and typed reflection submitted via Tigernet by 11:55 p.m. EST)** |
| **Week 13** |  |
| **11/21** | **DUE: Listening Activity** |
| **11/23** | **Thanksgiving Break – NO CLASS** |
| **11/25** | **Thanksgiving Break – NO CLASS** |
| **Week 14** |  |
| **11/28** | Topic: The Creating Child  **READ: Campbell, Ch. 10** |
| **11/30** | Topic: The Creating Child |
| **12/2** | Topic: The Creating Child |
| **Week 15** |  |
| **12/5** | Topic: Music for Exceptional Children  **READ: Campbell, Ch. 16** |
| **12/7** | Topic: Music for Exceptional Children |
| **12/9** | Topic: Course Review/Final Discussions  **DUE: Unit Plan (hard copy)**  **DUE: FIELD EXPERIENCE (5 hours with signed form due in class and typed reflection submitted via Tigernet by 11:55 p.m. EST)** |
| **Week 16** |  |
| **12/16** | **FINAL EXAM @ 8:00 a.m.** |