

MUE 3210 Music for the Elementary Child
University of Florida
Course Syllabus Spring 2019

Supervising Professor:

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Instructor of Record for Section 18607:

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Instructor of Record for Section 18608:

Ms. Jasmine Hines

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Office Hours: By appointment

Course Catalogue Listing

Helps meet state certification requirements for elementary classroom teachers. Function of elementary school music in aiding the developmental growth of children. Prerequisite: *HUM 2511 strongly recommended.*

Course Description

The purpose of this course is to help pre-service elementary classroom teachers acquire and strengthen foundational music skills and gain an understanding of how to structure basic music instruction in the elementary classroom. Additionally, students will discover how to integrate musical concepts into all areas of the general elementary curriculum. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

Course Objectives

Through full participation in this course, students should be able to:

- sing with correct pitch and technique and lead simple songs and singing games.
- demonstrate basic skills on the ukulele and other classroom instruments.
- create sequential lesson plans that integrate music and music skills at a developmentally appropriate level for the identified elementary grade.
- design curriculum based on the Florida standards for music, language arts, science, math, and social studies.
- teach integrated music content through singing, playing instruments, listening, creating, and/or moving.

Textbook

Required: Campbell, P. C., Scott-Kassner, C. & Kassner, K. (2017) *Music for Elementary Classroom Teachers*. New York, NY: W. W. Norton & Company.

- There is an e-book version of the textbook available.
- The textbook is required and should be brought to each class session.

Communication

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Dr. Sheridan or Ms. Lloyd during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). We will reply on weekends as we are able.

Electronic Use Policy

Laptops and tablets may be used for taking notes during class at the discretion of the instructor. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking social media accounts or texting) will no longer be permitted to use the devices during class time.

Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TA in this class.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Assignments & Assessments

<u>Assignments</u>	<u>Value</u>
Syllabus Acknowledgement	5 points
Participation	75 points
Annotated Bibliography	20 points
Musical Growth Journal – 14 entries x 5 points	70 points
Rote Song Teaching	10 points
Objectives Assignment	25 points
Song Project	20 points
Composition Project	20 points
Unit Plan	35 points
Peer Teaching	20 points
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Total	300 points

Any grade discrepancy should be brought to the instructor’s attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies, as distributed to students.

It is each student’s responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

Written assignments must be typed in an academically appropriate writing style, with correct grammar, spelling, and punctuation. Formatting for papers should include 1-inch margins, double spacing, and 12pt Times New Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Syllabus Assignment

The following text must be submitted electronically as the first assignment for the course. Copy and paste the text below, being sure to include your name and the date, and submit it on the course site in Canvas. This is a PASS/FAIL assignment worth 5 points and must be completed by 1/15/19.

I have received, read, and understand the nature of and requirements for:

MUE 3210: Music for the Elementary Child

Name:

Date:

Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

Assignments not submitted on the due date will receive a zero.

Grade Distribution:

A = 100 – 93%		A- = 92 – 90
B+ = 89 – 88	B = 87 – 83	B- = 82 – 80
C+ = 79 – 78	C = 77 – 73	C- = 72 – 70
D+ = 69 – 68	D = 67 – 63	D- = 62 – 60
E = 59 and Below		

Additional Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>

Phone: 392-1575

University Police Department

Phone: 392-1111 or 9-1-1 for emergencies.

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Spring 2019**

Outline of Classes – You will be notified of any changes

Week	Topic	Assignment Due
Week 1	<ul style="list-style-type: none"> • Music for Children • “Why music?” • Intro to Music Literacy • Discuss Musical Growth Journal entries (due weekly) 	
Week 2	<ul style="list-style-type: none"> • Music and the Brain • Teachers as Facilitators of Music and the Arts • Arts Integration • Music Literacy 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Appendix 1 – Music Fundamentals; Chapter 2 - “Teachers as Facilitators of Music and the Arts”; Abril - “I Have a Voice” article</p> <p>Due: Syllabus Acknowledgement; Musical Growth Journal 1</p>
Week 3	<ul style="list-style-type: none"> • Pillars of Music Education • Designing lesson objectives • Music Literacy • Musical Development of Children 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 3 - “The Musical Growth of Children”; Shuler, Norgaard, & Blakeslee - “The New National Standards for Music Educators” article</p> <p>Due: Musical Growth Journal 2</p>
Week 4	<ul style="list-style-type: none"> • Integrating Music - Singing • Teaching a Song by Rote • Singing games • Music Literacy • Differentiated Instruction 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 4 - “Their Singing Voices”; Doubet & Hockett - “Differentiation Gets an Upgrade” article</p> <p>Due: Musical Growth Journal 3</p>
Week 5	<ul style="list-style-type: none"> • Integrating Music – Singing, Listening, and Moving 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 5 - “Their Ears: Listening to</p>

	<ul style="list-style-type: none"> • Creating a lesson plan • Music Literacy 	<p>Music” and Chapter 6 - “Their Moving Bodies” Due: Objectives assignment; Musical Growth Journal 4</p>
Week 6	<ul style="list-style-type: none"> • Rote song peer teaching • Integrating Music - Musical Ways to Start and End the Day • Discuss song project 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 9 - “Music for the Joy of It” Due: Rote song teaching (completed in class); Musical Growth Journal 5</p>
Week 7	<ul style="list-style-type: none"> • Integrating Music - Instruments • Orff instruments • Ukulele 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 7 - “The Instruments They Play” and Appendix 2 - Orff: Schulwerk (A15) Due: Musical Growth Journal 6</p>
Week 8	<ul style="list-style-type: none"> • Music and Children’s Literature • Song Stories • Discuss Annotated Bibliography 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 10 - “Music and Language Arts”; “Classroom Resources for Children” (A45-A47) Due: Song project; Bring your favorite illustrated children’s book to class; Musical Growth Journal 7</p>
Week 9	No Class Meeting – Spring Break	
Week 10	<ul style="list-style-type: none"> • Music, History, and Culture • Culturally Responsive Teaching 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 14 - “All of the Arts” <i>Music for Elementary Classroom Teachers</i>: Chapter 11 - “Music and Social Studies”; Ladson-Billings - “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” article Due: Musical Growth Journal 8; work on annotated bibliography</p>
Week 11	<ul style="list-style-type: none"> • Music and Math • Discuss Unit Plan assignment 	<p>Read: Chapter 12 - “Music and Math” Due: Annotated Bibliography; Musical Growth Journal 9</p>
Week 12	<ul style="list-style-type: none"> • Music and Science • Students with Exceptionalities 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 13 - “Music and Science”;</p>

		Council & Fiedler – “Gifted 101: Unlocking the Mystery of Academically Gifted Education” article; Darrow & Adamek – “Recent and Continuing Initiatives and Practices in Special Education” Due: Musical Growth Journal 10
Week 13	<ul style="list-style-type: none"> • Musical Creativity in the Classroom, Part 1 • Improvisation 	Read: <i>Music for Elementary Classroom Teachers</i> : Chapter 8 - “Their Creative Imaginations”; “Music Outside the Lines” excerpt by Hickey (pp. 7-14) Due: Musical Growth Journal 11
Week 14	<ul style="list-style-type: none"> • Musical Creativity in the Classroom, Part II • Music and Technology • GarageBand 	Read: Riley – “iPad Apps for Creating in Your General Music Classroom” article Due: Unit Plan; Musical Growth Journal 12
Week 15	<ul style="list-style-type: none"> • Review of Musical Notation • Begin Composition Project in class • Discuss Peer Teaching 	Read: Cooper - “Cultivating Composition and Creativity” article Due: Musical Growth Journal 13
Week 16	<ul style="list-style-type: none"> • Composition Project • Drum circles and games • Review Peer Teaching expectations for final exam 	Read: Laird – “Empathy in the Classroom: Can Music Bring Us More in Tune with One Another?” article Due: Composition Project (completed in class); Musical Growth Journal 14
Final Exam	<ul style="list-style-type: none"> • Peer Teaching 	Due: Peer Teaching (completed in class during time of final exam)