

**MUE 3210 Music for the Elementary Child**  
**University of Florida**  
**School of Music**

Summer A 2019  
M – R 9:30 – 10:45 (Period 2)

**Instructor:**

Ms. Elizabeth S. Schultz

Email: [schultz.e@ufl.edu](mailto:schultz.e@ufl.edu)

Telephone: (352)273-3147

Office: Steinbrenner Band Hall, Band Library (downstairs)

Office Hours: Wednesdays 11:00 – 12:30

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**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, as well as 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**

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

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

## **Communications**

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, please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Ms. Schultz during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). I will reply on weekends as I am 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. social media or texting) will no longer be permitted to use it 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/](http://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/>) 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 TAs in this class.

### Course Evaluation

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

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>      |
|---|-------------------|
| Participation .....                                 | 72 points         |
| Annotated Bibliography .....                        | 20 points         |
| Musical Growth Journal – 6 entries x 5 points ..... | 30 points         |
| Rote Song Teaching .....                            | 10 points         |
| Reflection Paper .....                              | 15 points         |
| Objectives Assignment .....                         | 25 points         |
| Song Project .....                                  | 20 points         |
| Composition Project .....                           | 20 points         |
| Unit Project .....                                  | 35 points         |
| Peer Teaching .....                                 | 20 points         |
| <b>Total</b>  | <b>270 points</b> |

### Grading Scale

|        |    |
|--------|----|
| 93-100 | A  |
| 90-92  | A- |
| 87-89  | B+ |
| 83-86  | B  |
| 80-82  | B- |
| 77-79  | C+ |
| 73-76  | C  |
| 70-72  | C- |
| 67-69  | D+ |
| 63-66  | D  |
| 60-62  | D- |
| 0-59   | F  |

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 and use good writing style, correct grammar, spelling, and punctuation. Papers should use 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>

### **Make-Up Policy**

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

***Assignments not submitted by the assigned date will lose 10% from the total points for each day late.***

### **Additional Campus Resources**

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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.

## Detailed Description of Assignments:

- ***Class Participation*** ***Total: 72 points***  
Includes attendance, participation during class, and in-class assignments. Three (3) points for class meeting. Zero (0) points given when absent from class.
- ***Annotated Bibliography*** ***Total: 20 points***  
Select a specific grade level. Find five (5) music resources that can be used in a general classroom of your chosen grade level. Write a paragraph for each source describing the resource and how it can be utilized. Include a citation for the resource in APA format. Four (4) points per resource/annotation.
- ***Musical Growth Journal*** ***Total: 30 points***  
You will be expected to keep a journal about your musical growth in this class and how the skills learned in this class have helped you, surprised you, or will be applicable to your elementary classroom. The journals will be due to Canvas each Thursday by 11:59 pm for full credit and should be 1-2 paragraphs discussing the assigned theme for the week.
- ***Reflection Paper*** ***Total: 15 points***  
1 ½ - 2 typewritten pages (no header needed); Times New Roman 12 pt. font; double-spaced. Write about and reflect upon your experiences with music. Feel free to use this opportunity to share concerns, things you are looking forward to, etc. in this. Think of it as an opportunity for you to introduce yourself to me and let me know what you hope to gain from this class.
- ***Rote Song Teaching:*** ***Total: 10 points***
  - Choose a short song or chant to teach to the class.
  - Refer to class notes for the process of teaching a song by rote.
- ***Objective Assignment:*** ***Total: 25 points***
  - Using your own words:
    - Write a total of 12 objectives (2 points each for a total of 24 points): three (3) Language Arts, three (3) Science, three (3) Math, and three (3) Social Studies objectives. You may write them all for one grade or you may choose several grades.
    - Each objective **must** have music-related content.
    - Include the full standard and call number below each objective.
  - Objectives should:
    - Begin with the words “Students will be able to [action verb] ...”,
    - Must be measurable, and
    - Must contain behavior, context, and criteria.
  - See handout in Canvas for further information
- ***Song Project*** ***Total: 20 points***
  - Write a paragraph (4+ sentences) describing your classroom setting for the project (i.e., grade level, number of students, special students).
  - Pick three (3) songs (not chants) and list four (4) objectives for each song that includes: two (2) academic objectives and two (2) musical objectives. Identify the standard each objective is based upon.

- Develop a lesson plan for one (1) of the songs chosen. Use the lesson plan format distributed in class. You will transfer the objectives from the previous section into the lesson plan.
- **Composition Project** **Total: 20 points**
  - Completed in class. In a group, you will demonstrate your musical reading, writing, and performing skills by composing a piece for classroom instruments and performing it for the class.
- **Unit Project** **Total: 35 points**
  - Choose a specific grade level and learning environment (number of students and ability levels).
  - Write a one-page long summary describing the environment chosen and how music contributes to the social and academic development of your students.
  - Choose a unifying theme for your unit. Your theme may or may not be musically related. Be creative!
  - Craft three (3) lessons that have music as a central component. Each lesson should reflect your theme and should be about 20-30 minutes in length. Lesson plans should use the format distributed in class.
  - Each lesson must contain at least two (2) Language Arts/Math/Science/Social Studies objectives and two (2) musical objectives. Identify the standard each objective is based upon.
- **Teaching Episode** **Total: 20 points**
  - Select, refine, and prepare a portion of one (1) lesson plan to present to the class. You must complete the presentation within 8-10 minutes. The presentation must lead the class through a musical activity and demonstrate at least one (1) of your musical objectives. As the teacher, you must demonstrate a musical skill (singing, chanting, playing an instrument). Due to time restrictions, ***you must prepare all materials (even those that are to be made by the students) ahead of time.***

**MUE 3210 Music for the Elementary Child  
Summer A 2017  
Schedule Outline**

| Week | Date    | Topics   | Reading & Assignments   |
|------|---------|--|---|
| 1    | 5/13/19 | <ul style="list-style-type: none"> <li>- Music for Children<br/>“Why music?”</li> <li>- Chanting and using our voices for music</li> </ul> <p><u>Discuss:</u> Syllabus<br/><i>Reflection Paper</i><br/><i>Musical Growth Journal</i></p> |   |
|      | 5/14/19 | <ul style="list-style-type: none"> <li>- Musical development</li> <li>- Understanding rhythm</li> <li>- Using our voices to sing</li> </ul> <p><u>Discuss:</u> Abril article</p>   | <p><b>Read:</b> Abril article (in supplemental readings)<br/><i>“I have a voice but I just can’t sing...”</i></p> <p><b><u>Due:</u> 1) Reflection Paper</b></p> |
|      | 5/15/19 | <ul style="list-style-type: none"> <li>- Young Children and Music</li> <li>- Intro to singing</li> </ul> <p><u>Discuss:</u> Pond article</p>   | <p><b>Read:</b> Pond article (in supplemental readings)<br/><i>“The Young Child’s Playful world of sound”</i></p>   |
|      | 5/16/19 | <ul style="list-style-type: none"> <li>- Florida Standards (CPALMS)</li> <li>- Writing objectives</li> <li>- Children’s musical development process</li> </ul> <p><u>Discuss:</u> <i>Objectives Assignment</i></p>                       | <p><b>Read:</b> Ch. 3 (Campbell et. al.)</p> <p><b><u>Due:</u> 1) Musical Growth J1</b></p>   |
|      |         |  |   |

|   |         |  |   |
|---|---------|--|---|
| 2 | 5/20/19 | <ul style="list-style-type: none"> <li>- Getting comfortable using our voices</li> <li>- Teaching songs by rote</li> </ul>   | <b>Read:</b> Ch. 1 (Campbell et. al.)   |
|   | 5/21/19 | <ul style="list-style-type: none"> <li>- Notes on the staff</li> <li>- Exploring rhythm with instruments</li> <li>- Writing musical objectives</li> </ul>  | <b>Read:</b> Ch. 2 (Campbell et. al.)   |
|   | 5/22/19 | <ul style="list-style-type: none"> <li>- Songs, Music, &amp; Movement</li> <li>- Understanding musical notation</li> <li>- Writing content area objectives that include musical skills</li> </ul> <p><u>Discuss:</u> <i>Song Project</i><br/><i>Rote Song Teaching</i></p> | <b>Read:</b> Zimmerman (in supplemental readings)   |
|   | 5/23/19 | <ul style="list-style-type: none"> <li>- Rhythmic improvisation</li> <li>- Developing children's voices</li> <li>- Rote song teaching introduction</li> </ul>  | <b>Read:</b> Ch. 4 (Campbell et. al.)<br><br><b><u>Due:</u> 1) Musical Growth J2</b><br><b>2) Objectives</b><br><b>Assignment</b> |
| 3 | 5/27/19 | <i>No class, Memorial Day!</i>   |   |
|   | 5/28/19 | <ul style="list-style-type: none"> <li>- Music and math</li> <li>- Music integration vs. music infusion</li> <li>- Writing objectives for music and another area</li> </ul>  | <b>Read:</b> Ch. 12 (Campbell et. al.)<br><br><b><u>Due:</u> 1) Song Project</b>  |
|   | 5/29/19 | <ul style="list-style-type: none"> <li>- Music and science</li> <li>- Using Orff instruments</li> <li>- Rhythmic notation</li> </ul>   | <b>Read:</b> Ch. 13 (Campbell et. al.)  |

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|---|---------|--|---|
|   |         | <u>Discuss:</u> <i>Annotated Bibliography</i>  |   |
|   | 5/30/19 | <ul style="list-style-type: none"> <li>- Music integrated with history, culture, and language arts</li> </ul> <p><b>IN CLASS: Rote teaching assignment</b></p>   | <p><b>Read:</b> Ch. 10 &amp; 11 (Campbell et. al.)</p> <p><b><u>Due:</u> 1) Rote Song Teaching<br/>2) Musical Growth J3</b></p> |
| 4 | 6/3/19  | <ul style="list-style-type: none"> <li>- Playing percussion instruments</li> <li>- Developing notated music reading abilities</li> <li>- Finding musical resources</li> </ul> <p><u>Discuss:</u> <i>Final Unit Plan Teaching Episode</i></p> | <b>Read:</b> Ch. 6 (Campbell et. al.)   |
|   | 6/4/19  | <ul style="list-style-type: none"> <li>- Exploring music and technology</li> </ul>   | <b><u>Due:</u> 1) Bring in your favorite illustrated children's book</b>  |
|   | 6/5/19  | <ul style="list-style-type: none"> <li>- Songs for Orff instruments</li> <li>- Rhythmic and &amp; tonal notation review</li> </ul>   | <b><u>Due:</u> 1) Annotated Bibliography</b>  |
|   | 6/6/19  | <ul style="list-style-type: none"> <li>- Effective arts inclusion across the curriculum discussion</li> <li>- Playing the ukulele</li> </ul>   | <p><b>Read:</b> Ch. 14 (Campbell et. al.)</p> <p><b><u>Due:</u> 1) Musical Growth J4</b></p>                                    |
| 5 | 6/10/19 | <ul style="list-style-type: none"> <li>- Creative listening</li> <li>- Lesson planning review</li> <li>- Ukulele and singing</li> </ul>  | <b>Read:</b> Ch. 5 (Campbell et. al.)   |

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|---|---------|--|--|
|   |         |  |  |
|   | 6/11/19 | <ul style="list-style-type: none"> <li>- Music, History, and Culture</li> <li>- Lesson planning review</li> <li>- Composing music as a group and as individuals</li> </ul> <p><u>Discuss:</u> <i>Composition project</i></p> | <b>Read:</b> Ch. 7 (Campbell et. al.)<br>Ladson-Billings (in supplemental readings)      |
|   | 6/12/19 | <b>Composition Project</b><br><i>(completed during class)</i>  | <b>Read:</b> Ch. 8 (Campbell et. al.)  |
|   | 6/13/19 | <b>Composition Project Presentation</b><br><i>(completed during class)</i>   | <b><u>Due:</u> 1) Composition Project<br/>2) Musical Growth J5</b>                       |
| 6 | 6/17/19 | <ul style="list-style-type: none"> <li>- Songs and activities for musical growth</li> <li>- Incorporating students with exceptionalities</li> </ul>  | <b>Read:</b> Ch. 9 (Campbell et. al.)<br>Doubet & Hockett (in supplemental readings)     |
|   | 6/18/19 | <ul style="list-style-type: none"> <li>- Using technology to aid teaching</li> <li>- Peer teaching practice</li> </ul>   | <b>Read:</b> Riley (in supplemental readings)  |
|   | 6/19/19 | <b>Teaching Episode Day I</b>  | <b><u>Due:</u> 1) Teaching episode</b>   |
|   | 6/20/19 | <b>Teaching Episode Day II</b>   | <b><u>Due:</u> 1) Musical Growth J6<br/>2) Unit Project (by 11:59 on Thursday, 6/20)</b> |

**This syllabus is a guide. It may be varied as needed.**