

**MUE 3311 Music in Elementary Schools
University of Florida
Course Syllabus Fall 2019**

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Office Hours: TW Pd. 4 10:40am-11:30am; other times available by appointment

Credits: 3
Class meeting time: TR Period 2-3
(8:30am-10:25am)

Graduate Teaching Assistants:

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Course Catalogue Listing

Fundamental principles and procedures of music education in elementary school.

Course Description

The purpose of this course is to prepare pre-service music teachers to teach elementary general music in the public schools. Students will gain experience with approaches to teaching music (Kodaly, Orff, Dalcroze, and Modern Band), observe and work with local music teachers in the schools, design and implement developmentally appropriate music instruction, and collect and analyze musical resources for the elementary music classroom. Students will also demonstrate functional skills on the recorder, ukulele, guitar, and classroom percussion instruments.

Course Goals and Objectives

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

- Explain the musical development of children and demonstrate appropriate teaching sequences for the elements of music.
- Teach music concepts through singing, playing, moving, listening, and creating.
- Design developmentally appropriate, sequential music curriculum and assessments based on the Florida music standards.
- Deliver instruction with a high level of musicianship, including accurate singing and rhythm.
- Analyze music materials for use in the elementary music classroom.
- Create curriculum that provides recognition or adaptations for a variety of student populations including physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings.
- Demonstrate appropriate use of technology in the delivery of instruction.

Textbooks

Required:

- Burkoff, G. & Burkoff, S. (1994). *Playing the Soprano Recorder*. Arlington, TX: Sweet Pipes.
- Houlahan, M. & Tacka, P. (2015). *Kodály Today* (2nd ed.). New York, NY: Oxford University Press.
- Holy Names University Folk Song Collection (free website): <http://kodaly.hnu.edu>

Materials

Required:

- 1 ½ inch or larger binder with 6 binder dividers/tabs OR memory stick for Portfolio OR Google Drive/Dropbox
- Video recording device (smartphones and iPads are acceptable)
- A 440 Tuning Fork (supplied)
- Peripole Soprano Recorder (supplied)

Required CNAfME Membership

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. Information on how to join and the meeting schedule will be given during the first week of classes.

Required State Certification Test – Only applies to transfer students

In order to pass this class, you must have taken the Florida General Knowledge Test before the end of classes on **Dec. 4, 2019**. Submit a copy of your registration confirmation to Dr. Sheridan. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK> There is a fee of \$130.

LiveText – Required

As a music education major, you are required to purchase a membership to LiveText. This is required for all teacher certification programs and serves as a way to track assessments related to all of your core coursework. You must purchase the membership to LiveText by **October 1, 2019**. Directions and additional information will be distributed in class. There is a fee of \$139.

Additional Resources

1. A Canvas course site has been established for use in this class. To access it use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>

UNIVERSITY OF FLORIDA POLICIES

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 which 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

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 instructor of this class.

Health and Wellness Resources

- 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
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
- University Police Department
392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

EXPECTATIONS

Attendance

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>

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided.

Class Participation

The activities that will occur during class meetings are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

Email

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine.

Fieldwork Attendance Policy

Fieldwork is an important component in the process of becoming a music educator. As part of this course, you will complete a set number of hours of fieldwork at a designated local elementary school. You will be expected to be present for all fieldwork days. If you miss a day, you will be required to make it up on your own time in coordination with your cooperating teacher. Absences will not be permitted.

ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill, has a death in his/her immediate family, or other such emergency. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information about them will be provided in class. All written assignments will be submitted through Canvas.

ASSESSMENTS

<u>Component</u>	<u>Description</u>	<u>Weight</u>
Participation	Active participation in class; Code of ethics micro course; Recorder, ukulele, and guitar proficiencies	20%
Peer Teaching	Assigned teaching episodes done in class with lesson plans	20%
Fieldwork	Lesson plans, reflections, teaching videos	30%
Written Work	Lesson plans, unit plan, gradebook, elementary music teaching resource portfolio	30%

You will also be assessed according to the Florida Educator Accomplished Practices (FEAPs) within LiveText. You will be rated on a scale of 1-4 on each of the FEAPs indicated on the handout distributed in class. These ratings do not affect your grade in the course, but they could be accessed by potential employers in the future.

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-
59 & below	F

Information on current UF grading policies for assigning grade points can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

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.

As music education majors, students will be video recorded on many occasions, most commonly when peer teaching. Video files are for used for classroom assessment, which qualifies as a public record according to Florida law.

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 Roman font.

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

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

APA Format

For formal writing in your music education courses, use the *Publication Manual of the American Psychological Association, 6th edition*. Listed below are some basic items from the format. Please consult the text for full explanations on these and other topics. Additional information may be found at <https://owl.english.purdue.edu/owl/resource/560/01/>

Basic Items:

- One-inch margins
- Times Roman Font 12pt
- Double spaced *without* extra spacing between paragraphs
- Cover page (document title, your name, course title)
- In-text citations and a reference list, all formatted correctly

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Outline of Classes – You will be notified of any changes.

Date	Topics	Assignments Due by 8:30am
8/20	Introduction – Livetext Music and Children Teaching a Song by Rote	KT pp. 112-116
8/22	The how, what, and why of elementary music Music Curriculum Framework	Read: MinC Ch. 1 and Child Development Charts
8/27	Philosophy, Curriculum, Repertoire, and Teaching Strategies Repertoire and Analysis Recorder	Read: KT Ch. 2 (pp. 53-74) Due: Rote Song Choice
8/29	Peer Teaching –Rote Song Recorder	Due: Rote Song
9/3	Creative Expression – Singing, Movement, and Playing Instruments Recorder	Read: KT Ch. 3 and TMD Ch. 1
9/5	Peer Teaching - Creative Movement Developing Audiation and Music Literacy Recorder	Due: Creative Movement Read: Ch. 4
9/10	Peer Teaching – Creative Movement Classroom Instruments Recorder	
9/12	No Class – Society for Music Teacher Education Symposium <i>Asynchronous tasks on Canvas</i>	Read: Fostering Resilient Learners pp. 9-37 KT Ch. 5 and pp. 216-231
9/17	Peer Teaching – Ostinato Prepare/Practice Model Classroom Instruments Recorder	Read: KT Ch. 6 Due: Asynchronous tasks Due: Ostinato
9/19	Peer Teaching - Ostinato Classroom Instruments Recorder Ukulele	Due: Recorder Proficiency
9/24	Peer Teaching Sound to Symbol Presenting Names (syllables) and Notation Ukulele	Due: Bordun
9/26	Peer Teaching Practicing – Reading, Writing, and Improvisation Fieldwork Discussion Ukulele	Due: Code of Ethics Micro Course Read: KT Ch. 7 (pp. 329-374)

10/1	Music in Special Education Guitar	Deadline to purchase LiveText Due: Ukulele Proficiency Read: "Music in Special Education" and McAnally (2013)
10/3	Fieldwork	Reflection due by 10/4 @11:59pm
10/8	Listening Evaluation and Assessment Guitar	Read: KT Ch. 7 (pp. 375-404) and articles in Canvas
10/10	Fieldwork	Due: Lesson for Teaching #1 Reflection due by 10/11 @11:59pm
10/15	Technology Guitar	Read: Riley – "iPad Apps for Creating in Your General Music Classroom" and article in Canvas Due: Listening Plan
10/17	Fieldwork	Due: Lesson for Teaching #2 Reflection due by 10/18 @11:59pm
10/22	Introduction to Understanding by Design Teaching Portfolio Curriculum Design Lesson Planning Guitar	Read: KT Ch. 10 Read: Appendix 2 Children's Literature (online reserve)
10/24	Fieldwork	Due: Lesson for Teaching #3 Reflection due by 10/25 @11:59pm
10/29	UBD Framework Integrated Lessons Guitar	Read: Articles in Canvas
10/31	Fieldwork	Due: Lesson for Teaching #4 Reflection due by 11/1 @11:59pm
11/5	Fieldwork Wrap-up Guitar	Due: CNAfME Reflection #1
11/7	Fieldwork	Due: Lesson for Teaching #5 Reflection due by 11/8 @11:59pm
11/12	Guitar	Read: Article in Canvas
11/14	Guitar	Due: Guitar Proficiency

11/19	Teaching Folk Dances	Due: Unit Plan
11/21	No Class - Thanksgiving	
11/26	Catch-up day	Due: Gradebook (Spreadsheet)
11/28	Semester Wrap-up	Due: Elementary Music Teaching Portfolio
12/3	Folk Dancing	Due: Folk Dance Plan Due: CNAfME Reflection #2
12/11 3pm- 5pm	Final – Folk Dancing Continued	

Reading Assignments: KT = Kodály Today MinC = Music in Childhood

TMD = Teaching Movement and Dance

Additional readings will be posted on the Canvas site

Assignment	Description	FEAPs
Rote song	Teach a folksong by rote; submit lesson plan online with song analysis	3f
Creative Movement	Teaching a creative movement activity; submit lesson plan online	
Ostinato	Teach an ostinato; submit lesson plan online	
Bordun	Teach a bordun; submit lesson plan online	
Folk dance	Teach a folk dance; submit lesson plan online	
Listening Plan	Write a listening plan based on an age appropriate piece of classical music; submit lesson plan online	
Fieldwork Lesson Plans	Write a complete lesson plan (format will be distributed in class) for each of the times you will teach in your fieldwork placement and when you teach at the Boys and Girls Club	1a, 1b, 1c, 2a, 2g, 3d, 3f
Fieldwork – Video 1	Video record yourself teaching, view the video, and reflect on your teaching.	1a, 1b, 1c, 2a, 3d
Fieldwork – Video 2	Video record yourself teaching, view the video, and reflect on your teaching.	1a, 1b, 1c, 2a, 3d
Fieldwork Reflections (6)	After each fieldwork day, reflect on the experience and your teaching. If you video recorded that day, watch the video before writing the reflection. At least two of your reflections will include the video.	2a
Unit Plan	Write a series of three lesson plans using the prepare/practice model. Include assessment plan, integration, and accommodations/modifications.	1a, 1b, 1c, 2h, 2i, 3b, 3e, 3d
Gradebook	Design a gradebook using excel. View the instructional video at Lynda.com - Google spreadsheet tutorials (Creating and Formatting Spreadsheets & Using Functions, Formulas, and Charts)	4f
Elementary Music Teaching Portfolio	Submit an organized portfolio that meets all requirements as described in class	
Participation	Active participation in class; Recorder, Ukulele, and Guitar Proficiencies	
CNAfME	Participation in CNAfME (attendance monitored by instructor) (5d). Reflection on two CNAfME events that includes application to present and/or future teaching and student learning (5e).	5d, 5e
Code of Ethics Micro Course	Complete micro course in LiveText	6