

**MUE 3311 Music in Elementary Schools
University of Florida
Course Syllabus Fall 2020**

Ms. Melissa Lloyd
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Credits: 3
Synchronous Class meeting time: Tuesday
(9:00am-10:15am)

Office Hours: virtual office hours via Zoom are available by appointment

Graduate Teaching Assistant:
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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), virtually observe 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 and ukulele.

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:

- Houlahan, M. & Tacka, P. (2015). *Kodály Today* (2nd ed.). New York, NY: Oxford University Press.
- Burakoff, G., & Burakoff, S. (1994). *Playing Soprano Recorder: A Basic Recorder Method for Group or Individual Instruction*. Sweet Pipes, Inc.
- Holy Names University Folk Song Collection (free website): <http://kodaly.hnu.edu>

Materials

Required:

- Access to Google Drive/Dropbox for electronic portfolio submission
- Video recording device (smartphones and iPads are acceptable)
- Soprano Recorder (Baroque fingering)
- Soprano or concert-size ukulele

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. All meetings will be held on Friday afternoons from 1:55 p.m. – 2:45 p.m. online via Zoom. The dates and topics for the fall CNAfME meetings are as follows:

- **9/2/2020** (7:00 p.m. – 8:00 p.m.) – Music Education Rally
- **9/25/2020** – Dr. Jose Ruiz-Resto – Improvisation for Music Educators
- **10/23/2020** – Mr. David Tyson and Ms. Julie Song-Ross – Modern Band
- **11/13/2020** – Dr. Jean Crockett – Supporting Students with Special Needs
- **12/4/2020** – FMEA Preparation

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. 9, 2020**. Submit a copy of your registration confirmation to Ms. Lloyd. 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 **November 3, 2020**. 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 **timely 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 and completed assignments), 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.

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 contact the instructor via email 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 and ukulele proficiencies, Flipgrid discussions, Perusall readings	30%
Teaching Demonstrations	Assigned teaching episodes video recorded with lesson plans	20%
UbD Unit Plan	A series of 4 unified lesson plans	20%
Written Work	Virtual teaching observation reflections, CNAfME reflections, 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, 7th 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

Course Calendar

Key

KT = Houlahan, M. & Tacka, P. (2015). *Kodály Today* (2nd ed.). New York, NY: Oxford University Press.

B & B = Burakoff, G., & Burakoff, S. (1994). *Playing Soprano Recorder: A Basic Recorder Method for Group or Individual Instruction*. Sweet Pipes, Inc.

P = Online readings in Perusall (accessible via Canvas course site)

O = Online readings in Canvas

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

Date	Topic	Assignment (due by 9:00 a.m. unless otherwise noted)
9/1/2020	Course syllabus overview LiveText Music and Children Teaching a Song by Rote	
9/3/2020 (asynchronous learning)	The singing voices of children	READ: KT – pp. 112-116; P – Campbell et al. Chapter 4, “Their Singing Voices; O – Michael Kinsley, “We Need a New National Anthem” DUE: Perusall – Campbell et al. Chapter 4 (initial annotations due by 11:59 p.m.); Flipgrid discussion about Kinsley article (initial post due Thursday by 11:59 p.m.; 2 replies due by Tuesday at 9:00 a.m.)
9/8/2020	Vocal Development of Elementary-Aged Children	READ: KT – Chapter 2 (pp. 53-74)

	Selecting Appropriate Repertoire	DUE: Rote Song Selection; Perusall and Flipgrid replies
9/10/2020 (asynchronous learning)	Virtual Teaching Observation 1	VIEW: Virtual Teaching Observation 1 (accessible via Canvas course site)
9/15/2020	Creative Movement and Music Developmentally Appropriate Sequence of Movements Strategies for Promoting Safe Movement in the Classroom	READ: KT – Chapter 3 (pp. 118-133) DUE: Virtual Teaching Observation 1 Reflection Form; Teach a Song by Rote (video upload and lesson plan)
9/17/2020 (asynchronous learning)	Dalcroze Approach	READ: P – Scaffolding the Dalcroze Approach VIEW: Dalcroze video (accessible via Canvas) DUE: Perusall – Scaffolding the Dalcroze Approach (initial annotations due by 11:59 p.m.); Flipgrid Discussion about Dalcroze Video (initial post due Thursday by 11:59 p.m.; 2 replies due Tuesday by 9:00 a.m.)
9/22/2020	Performing on Instruments in the Elementary General Music Classroom Recorder	READ: KT – Chapter 3 (pp. 134-146) DUE: Perusall and Flipgrid replies
9/24/2020 (Asynchronous learning)	The Orff Approach Virtual Teaching Observation 2 Recorder	READ: P – Instruments in the Classroom View: Introduction to Orff Schulwerk; Virtual Teaching Observation 2

		<p>(accessible via Canvas course site)</p> <p>PRACTICE: Recorder, B & B, pp. 6-10</p> <p>DUE: Perusall – Instruments in the Classroom (initial annotations due by 11:59 p.m.)</p>
9/29/2020	<p>Developing Audiation and Music Literacy Skills</p> <p>Prepare/Practice Model</p> <p>Recorder</p>	<p>READ: KT – Chapter 4</p> <p>DUE: Virtual Teaching Observation Reflection 2 Form; Teach an Ostinato (video upload and lesson plan); Perusall replies</p>
10/1/2020 (asynchronous learning)	<p>Takadimi</p> <p>Recorder</p>	<p>READ: P – Esther Sheib Inks – Takadimi</p> <p>PRACTICE: Recorder, B & B, pp. 11-15</p> <p>DUE: Perusall – Esther Sheib Inks, Takadimi (initial annotations due by 11:59 p.m.)</p>
10/6/2020	<p>Sound to Symbol Approach</p> <p>Presenting Names (syllables) and Notation</p> <p>Recorder</p>	<p>READ: KT – Chapter 5</p> <p>DUE: Recorder Proficiency 1 – “Mice and Crickets” p. 15, #31 in B & B (video upload); Perusall replies</p>
10/8/2020 (asynchronous learning)	<p>Virtual Teaching Observation 3</p> <p>Recorder</p>	<p>VIEW: Virtual Teaching Observation 3 (accessible via Canvas course site)</p> <p>PRACTICE: Recorder, B & B, pp. 16-18</p>

10/13/2020	<p>Incorporating form, improvisation, and composition</p> <p>Integrating listening into a music lesson</p> <p>Recorder</p>	<p>READ: KT – Chapter 7 (pp. 358-374)</p> <p>DUE: Virtual Teaching Observation 3 Reflection Form</p>
10/15/2020 (asynchronous learning)	<p>Virtual Teaching Observation 4</p> <p>Recorder</p>	<p>READ: KT – Chapter 7 (pp. 375-401)</p> <p>VIEW: Virtual Teaching Observation 4 (accessible via Canvas course site)</p> <p>PRACTICE: Recorder, B & B, pp. 19-21</p>
10/20/2020	<p>Teaching Exceptional Learners, Part 1</p> <p>Individuals with Disabilities Education Act (IDEA)</p> <p>Ukulele</p>	<p>READ: O – Hammel & Hourigan, “The Fundamentals of Special Education Policy”</p> <p>DUE: Virtual Teaching Observation 4 Reflection Form; Recorder Proficiency 2 – “The British Grenadiers,” B & B p. 21, #46 (video upload)</p>
10/22/2020 (asynchronous learning)	<p>Winding it Back</p> <p>Virtual Teaching Observation 5</p> <p>Ukulele</p>	<p>READ: P – Winding it Back</p> <p>VIEW: Virtual Teaching Observation 5 (accessible via Canvas course site)</p> <p>PRACTICE: Ukulele (resources accessible via Canvas course site)</p> <p>DUE: Perusall – Winding it Back (initial annotations due by 11:59 p.m.)</p>

10/27/2020	<p>Teaching Exceptional Learners, Part 2</p> <p>504 plan vs. IEP</p> <p>Supporting Students who have experienced Trauma</p> <p>Ukulele</p>	<p>READ: O – Fostering Resilient Learners, Chapter 1</p> <p>DUE: Virtual Teaching Observation Reflection 5 Form; Ethics Micro-course (submit screenshot of completed course and score); Perusall replies</p>
10/29/2020 (asynchronous learning)	<p>General Music and Children Living in Poverty</p> <p>Virtual Teaching Observation 6</p> <p>Ukulele</p>	<p>READ: P – General Music and Children Living in Poverty</p> <p>VIEW: Virtual Teaching Observation 6 (accessible via Canvas course site)</p> <p>PRACTICE: Ukulele (resources accessible via Canvas course site)</p> <p>DUE: Perusall – General Music and Children in Poverty (initial annotations due by 11:59 p.m.)</p>
11/3/2020	<p>Curriculum Maps</p> <p>Scope and Sequence for the Elementary Grades</p> <p>Introduction to Understanding by Design (UbD)</p> <p>Ukulele</p>	<p>READ: KT – Chapter 10</p> <p>DUE: Virtual Teaching Observation 6 Reflection Form; Deadline to Purchase LiveText; CNAfME Reflection 1; Perusall replies</p>
11/5/2020 (asynchronous learning)	<p>Understanding by Design (UbD)</p> <p>Virtual Teaching Observation 7</p> <p>Ukulele</p>	<p>READ: P – Understanding by Design Framework</p> <p>VIEW: Virtual Teaching Observation 7 (accessible via Canvas course site)</p>

		<p>PRACTICE: Ukulele (resources accessible via Canvas course site)</p> <p>DUE: Perusall – Understanding by Design Framework (initial annotations due by 11:59 p.m.)</p>
11/10/2020	Assessment Strategies – Guest Presenter, Dr. Stephanie Standerfer	<p>DUE: Virtual Teaching Observation 7 Reflection Form; Perusall replies</p>
11/12/2020 (Asynchronous learning)	<p>Rubrics for Assessment</p> <p>Ukulele</p>	<p>READ: P – Using Rubrics as an Assessment Tool in Your Classroom</p> <p>PRACTICE: Ukulele (resources accessible via Canvas course site)</p> <p>DUE: Perusall – Using Rubrics as an Assessment Tool in Your Classroom (initial annotations due by 11:59 p.m.)</p>
11/17/2020	<p>Integrated Lessons</p> <p>Cross-Curricular Connections</p> <p>Final Portfolio</p> <p>Gradebook</p> <p>Ukulele</p>	<p>READ: O – “A Harmonious Duet: Music and Children’s Literature”</p> <p>DUE: Submit one lesson plan from your UbD plan to receive feedback; Perusall replies</p>
11/19/2020 (asynchronous learning)	<p>Virtual Teaching Observation 8</p> <p>Ukulele</p>	<p>VIEW: Virtual Teaching Observation 8 (accessible via Canvas course site)</p> <p>PRACTICE: Ukulele (resources accessible via Canvas course site)</p>

11/24/2020	Unit Plan Q/A	DUE: Virtual Teaching Observation 8 Reflection Form; Ukulele Proficiency (video upload)
11/26/2020	NO CLASS – THANKSGIVING HOLIDAY	
12/1/2020	Social Emotional Learning (SEL) Classroom Management	READ: O – Music Education and Social Emotional Learning: The Heart of Teaching Music, Chapter 1 DUE: UbD Unit Plan; Gradebook
12/3/2020 (asynchronous learning)	Classroom Management	READ: P – Classroom Management for Early Childhood Music Settings DUE: Perusall – Classroom Management for Early Childhood Music Settings (initial annotations due by 11:59 p.m.)
12/8/2020	Popular Music in the Elementary General Music Classroom Technology Integration	READ: O – Using Popular Music Pedagogies to Foster 21 st -Century Skills and Knowledge DUE: CNAFME Reflection 2; Elementary Music Teaching Resource Portfolio (submitted electronically via Google Drive or Dropbox); Perusall replies

Assignment	Description	FEAPs
Rote song	Video record yourself teaching a folksong by rote; submit lesson plan online with song analysis	1a, 1b, 1c, 1d, 2a, 2g, 3d, 3f
Ostinato	Video record yourself teaching an ostinato; submit lesson plan online	1a, 1b, 1c, 1d, 2a, 2g, 3d, 3f
Unit Plan	Write a series of four 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 and Ukulele Proficiencies; Perusall; Flipgrid discussions	5e
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