

MUE 3210: *Music for the Elementary Child*
University of Florida
Course Syllabus Spring 2021

Supervising Professor:

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Instructor of Record for Section 17353:

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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. 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 will 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 cross-curricular 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.

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. ^[1]_[SEP]

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. **Three late arrivals will equal one unexcused absence.** The heart of education at the University of Florida is the teaching/learning interaction between you, the students 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. **For each unexcused absence, a student's course grade will be lowered by five percentage points.**

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.

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.

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.

Assignments & Assessments

<u>Assignments</u>	<u>Value</u>
Syllabus Acknowledgement	5 points
Participation	70 points
Reflective Reading Responses – 14 entries x 5 points	70 points
Annotated Bibliography	20 points
Song Selections for the Elementary Child	10 points
Rote Song Teaching	10 points
Teaching a Singing Game	10 points
Classroom Playlist	10 points
Composition – Song for Class Meeting	10 points
Composition – Song for Transitions	10 points
Garage Band Soundscape	10 points
Cross-Curricular Lesson Plan	25 points
Peer Teaching (based on cross-curricular lesson plan)	20 points
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Total	280 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>

Reflective Reading Responses

Reflective reading responses are a way to assess each student's understanding of the course content by making meaningful connections to the assigned readings each week. Students will be provided with

writing prompts to help facilitate this process. All reflective reading responses must demonstrate the student’s thoughtful reflection on the assigned readings by showing evidence of at least two different “highly connected” ways of knowing. All written responses must reference the assigned course readings for the week (option number 1), along with one additional highly connected way of knowing of the student’s choosing. Highly connected ways of knowing are listed below:

Highly Connected Ways of Knowing

1. ...include references to the assigned readings and/or resources drawn from this course in your response.
2. ...include references to literature, resources, or issues drawn from outside of this course in your response.
3. ...include your own personal experiences in your response.
4. ...include insight into how you might utilize this information to inform your future teaching practice.

Written responses will be evaluated based on the student’s ability to show evidence of at least two different highly connected ways of knowing (one being reference to the weekly course readings). Additionally, students are expected to submit written work of high quality that is free of spelling and grammatical errors. Points will be deducted for spelling and grammatical errors.

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 before the start of class on 1/22/21.

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

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Name:

Date:

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

**MUE 3210 Music for the Elementary Child
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Outline of Classes – You will be notified of any changes

Date	Topic	Assignment Due
01/15/21	<ul style="list-style-type: none"> • Music for Children • “Why music?” • Syllabus Overview • Experiential Music-Making 	
01/22/21	<ul style="list-style-type: none"> • Music and the Brain • Teachers as Facilitators of Music and the Arts • Arts Integration • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 1 – “Music and Children: Then, Now, and Evermore”; Chapter 2 - “Teachers as Facilitators of Music and the Arts”; Abril -“I Have a Voice” article</p> <p>Due: Syllabus Acknowledgement; Reflective Reading Response 1</p>
01/29/21	<ul style="list-style-type: none"> • Musical Growth of Children • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 3 - “The Musical Growth of Children”</p> <p>Due: Reflective Reading Response 2</p>
02/05/21	<ul style="list-style-type: none"> • Singing Voices of Children • Song Selections for Elementary-Aged Children • Teaching a Song by Rote • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 4 - “Their Singing Voices”</p> <p>Due: Reflective Reading Response 3</p>
02/12/21	<ul style="list-style-type: none"> • Review – Teaching a Song by Rote • Integrating Music – Singing and Moving • Strategies for Safe Movement • Teaching a Singing Game • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 6 - “Their Moving Bodies”</p> <p>Due: Song Selections for the Elementary Child; Reflective Reading Response 4</p>
02/19/21	<ul style="list-style-type: none"> • Rote song peer teaching • Integrating Music – Instruments • Orff instruments • Ukulele • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 7 - “The Instruments They Play” and Appendix 2 - Orff: Schulwerk (A15)</p> <p>Due: Rote song teaching</p>

		(completed in class); Reflective Reading Response 5
02/26/21	<ul style="list-style-type: none"> • Listening to Music • Selecting Appropriate Listening Materials for the Classroom • Creating a Classroom Playlist • Ukulele • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 5 – “Their Ears: Listening to Music”</p> <p>Due: Teaching a Singing Game (completed in class); Reflective Reading Response 6</p>
03/05/21	<ul style="list-style-type: none"> • Music and Language Arts • Song Stories • Enhancing Children’s Literature with Music • Discuss Annotated Bibliography • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 10 - “Music and Language Arts”; “Classroom Resources for Children” (A45-A47)</p> <p>Due: Bring your favorite illustrated children’s book to class; GarageBand Soundscape (completed in class); Reflective Reading Response 7</p>
03/12/21	<ul style="list-style-type: none"> • Music, History, and Culture • Culturally Responsive Teaching • Experiential Music-Making 	<p>Read: <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</p> <p>Due: Classroom Playlist; Reflective Reading Response 8</p>
03/19/21	<ul style="list-style-type: none"> • Music, Math, and Science • Experiential Music-Making 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 12 - “Music and Math”; Chapter 13 - “Music and Science”</p> <p>Due: Reflective Reading Response 9</p>
03/26/21	<ul style="list-style-type: none"> • Music and Students with Exceptionalities • Creating a Cross-Curricular Lesson Plan • Experiential Music-Making 	<p>Read: Councill & Fiedler – “Gifted 101: Unlocking the Mystery of Academically Gifted Education” article; Darrow & Adamek – “Recent and Continuing Initiatives and Practices in Special Education</p> <p>Due: Annotated Bibliography; Reflective</p>

		Reading Response 10
04/02/21	<ul style="list-style-type: none"> • Musical Ways to Start and End the Day • Music for Holidays, the Seasons, and Special Events 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 9 - “Music for the Joy of It”;</p> <p>Due: Composition – Music for Class Meeting (completed in class); Reflective Reading Response 11</p>
04/09/21	<ul style="list-style-type: none"> • Musical Creativity in the Classroom • Improvisation • Discuss Peer Teaching • Review Expectations for Cross-Curricular Lesson Plan 	<p>Read: <i>Music for Elementary Classroom Teachers</i>: Chapter 8 - “Their Creative Imaginations”</p> <p>Due: Composition – Music for Transitions (completed in class); Reflective Reading Response 12</p>
04/16/21	<ul style="list-style-type: none"> • Music and Community-Building in the Classroom • Drum circles and games • Review Peer Teaching expectations for final exam 	<p>Read: Laird – “Empathy in the Classroom: Can Music Bring Us More in Tune with One Another?” article; Royston – “Improving Music Teaching through Interpersonal Relationships” article</p> <p>Due: Cross-Curricular Lesson Plan; Reflective Reading Response 13</p>
4/28/21 (Wednesday) Final Exam 12:30pm- 2:30pm	<ul style="list-style-type: none"> • Peer Teaching of Cross-Curricular Lesson Plan 	<p>Due: Reflective Reading Response 14; Peer Teaching (completed in class during time of final exam)</p>