

MUE 3311 Music in Elementary Schools
University of Florida
Course Syllabus Fall 2022

Instructors on Record:

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

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

Supervising Instructor:

Dr. Megan M. Sheridan
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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:

- Abril, C. R. & Gault, B. M. (2016). *Teaching General Music*. Oxford University Press.
- Holy Names University Folk Song Collection (free website): <http://kodaly.hnu.edu>

Recommended:

- Houlahan, M. & Tacka, P. (2015). *Kodály Today* (2nd ed.). Oxford University Press.

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)
- 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. Regular meeting times, locations, and topics will be provided in class.

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. 7, 2022**. 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 4, 2022**. Directions and additional information will be distributed in class. There is a fee of \$139.

ACPS Fingerprinting and Background Clearance – Required

You will be required to have a Fingerprinting and Background Clearance for Alachua County Public Schools by **September 6, 2022**. The cost is \$49.25 and must be done through Alachua County. It is good for five years. This is so you are able to complete the practicum component of this course in the public schools. Directions for obtaining the clearance will be distributed in class.

Canvas

A Canvas course site has been established for use in this class. To access it go to <https://ufl.instructure.com/> All assignments must be submitted through Canvas unless otherwise noted by the instructors.

UNIVERSITY OF FLORIDA POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY 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 (<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 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>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 352-392-1161
- University Police Department 352-392-1111 (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.ua.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.ua.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. [Click here to read the university attendance policies.](#)

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 **appropriate 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 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, including discussions of readings; Code of ethics micro course; Recorder and ukulele proficiencies	20%
Peer Teaching	Assigned teaching episodes done in class with lesson plans	20%
Fieldwork	Lesson plans, reflections, teaching videos	30%
Written Work	UbD unit plan, gradebook, CNAfME reflections 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>.

Additional Important Information

Video Recording

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

Written Assignments

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. Handwritten 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.

MUE 3311 Music in Elementary Schools
Outline of Classes – You will be notified of any changes.

Reading Assignments:

TGM=Teaching General Music

Additional readings will be posted on the Canvas site

Date	Topics	Read	Assignments Due by 8:30am
8/25	Introduction – Livetext, FTCEs, Procedures Music and Children Evaluating Appropriateness		
8/30	The how, what, and why of elementary music Music Curriculum Framework	TGM Introduction and ch. 1 Review NGSSS – www.CPalms.org	
9/1	Social Constructivism in General Music Repertoire and Analysis	TGM ch. 3	Due: Rote Song Choice
9/6	Introduction to the Kodály Approach	TGM ch. 4	ACPS Clearance (Due 9/6) Due: Rote Song
9/8	Creative Expression – Singing, Movement, and Playing Instruments Introduction to Dalcroze	TGM ch. 7 and “Teaching Movement and Dance” Weikart Ch. 1	
9/13	Peer Teaching - Creative Movement Developing Audiation and Music Literacy Recorder		Due: Creative Movement
9/15	Peer Teaching – Creative Movement Classroom Instruments		
9/20	Introduction to Orff-Schulwerk	Read: TGM ch. 2	
9/22	Sound to Symbol Classroom Instruments Recorder	Read: “Winding it Back” Hammel and Hourigan	

		(2016)	
9/27	Practicum Discussion Classroom Instruments Lesson Planning	Read: TGM ch. 9	
9/29	Sound to Symbol Presenting Names (syllables) and Notation		Due: Ostinato and Bordun Due: Code of Ethics Micro Course
10/4	Interdisciplinary Approach to Music Education Practicing - Reading, Writing, and Improvisation	Read: TGM ch. 8	Deadline to purchase LiveText
10/6	Practicum #1		
10/11	Culture in General Music Listening Evaluation and Assessment	Read: TGM ch. 11	Due: Reflection Practicum #1
10/13	Practicum #2		Due: Lesson Plan P2
10/18	Technology Classroom management	“iPad Apps for Creating in Your General Music Classroom” Riley; Using Technology...” Dunbar (2018); and “Classroom Management” Koops (2018)	Due: Listening Plan Due: Reflection Practicum #2
10/20	Practicum #3		Due: Lesson Plan P3
10/25	Understanding by Design Universal Design for Learning Teaching Portfolio Curriculum Design Lesson Planning	Read: TGM ch. 14	Due: Reflection Practicum #3
10/27	Practicum #4		Due: Lesson Plan P4
11/1	UBD Framework Integrated Lessons	Read: UBD Articles in Canvas	Due: Reflection Practicum #4

11/3	Practicum #5		Due: Lesson Plan P5
11/8	Fieldwork Wrap-up Guitar	Read: TGM ch. 13	Due: CNAfME Reflection #1 Due: Reflection Practicum #5
11/10	Practicum #6		Due: Lesson Plan P6
11/15	“Reading” Methods Guitar	Read: TGM ch. 16	Due: Videos #1 and #2 Due: Reflection Practicum #6
11/17	Guest Speaker: TBD		
11/22	Guitar		
11/24	No Class - Thanksgiving		
11/29	Teaching Folk Dances		Due: Unit Plan
12/1	Catch-up day		Due: Gradebook (Spreadsheet)
12/6	Semester Wrap-up		Due: Elementary Music Teaching Portfolio
12/16 7:30am- 9:30am	Final – Folk Dancing Continued		Due: Folk Dance Plan Due: CNAfME Reflection #2