

MUE 3111 Elementary Music Methods
University of Florida
Course Syllabus Fall 2014

Instructor: Dr. Stephanie L. Standerfer

Email: Standerfer@ufl.edu

Office: MUB 356

Office Hours: MTWR@10:30-11AM and W@5-6pm

Class Meetings: TR P2-3 8:30-10:25am

Credits: 3

Course Description:

A study of the various methods and materials used in the teaching of choral and general music in kindergarten through grade six including curriculum design with national and state music standards as well as performing, responding and creative assessments. Course experiences are highly participatory to facilitate improvement of musical and pedagogical skills.

Catalog Description:

Fundamental principles and procedures of music education in elementary school.

Prereq: MUE 2040 and midpoint guidance conference.

Rationale:

The purpose of this course is to provide pre-service elementary music teachers an understanding of and practice in structuring elementary (K-8) music instruction including national music standards, music objectives, assessments, and instructional processes. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

Course Objectives:

Upon successful completion of this course, students should be able to:

1. explain the elements of music and demonstrate appropriate teaching sequences for each.
2. design sequential curriculum and assessments based on the National Music Standards for elementary grades and the Florida music standards.
3. teach music content through singing, playing instruments, listening, creating, and/or moving.
4. arrange compositions appropriate for elementary instrumental ensembles using notation software.
5. demonstrate accurate and expressive musicianship skills appropriate for the elementary classroom.
6. 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.
7. demonstrate appropriate use of technology to prepare and deliver instruction.

Textbook Information:

Campbell, P. S. & Scott-Kassner, C. *Music in childhood: From preschool through the elementary grades*, 4nd ed. Belmont, CA: Schirmer/Thomson Learning. 2002. ISBN: 978-1285057477

Moore, M. C., Batey, A. L., & Royse, D. M. (2002). *Classroom management in general, choral, and instrumental music programs*. MENC. ISBN: 156545149X

*Recorder Karate student book and ivory 3-part Yamaha soprano recorder is also required. See Sakai for ordering information.

*Membership in CNAfME is required. Attendance at FMEA and chapter events is highly recommended.

Additional resources posted on Sakai.

Class Attendance:

Attendance and participation in scheduled classes are required to successfully complete the course. You are expected to attend and participate in order to develop your teaching skills and gain necessary information from the instructor and classmates available only through classroom discourse.

Communications

Students are expected to check their student email account daily for course announcements. For questions that may benefit all students in the class (e.g. What is the homework for Tuesday?), post the question in the General Discussions section of the Discussion Board in Sakai. For individual question (e.g. Can I schedule a meeting to discuss my assignment grade?), email Dr. Standerfer directly at the email address above.

Electronic Devices

Students are expected to have laptops or tablets for work during class, *only classwork*.

Honor Code:

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 or TAs in this class.

Disclosure of Disability:

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.”

Expectations of Student Work:

As teachers you will be expected to prepare error-free materials and appropriate, detailed curriculum for your students. To prepare you as music teachers, expectations for written work are no less for this course. Less than “A” or “B” work will be returned for revisions. All assignments must be completed to receive a course grade.

The work you submit for this class, or any class, is a representation of you as a soon-to-be teacher. If errors are acceptable to you, what does that say about your standards for yourself? For *your* students?

All written work is to be edited prior to submission. Spelling errors and poor grammar are not acceptable. All written work should be printed with one-inch margins in 12pt. Arial or Times Roman font.

The learning plan assignments (except the final units with lessons) will be revised by the student until all assignments meet a superior level on the grading rubrics. Due to time restrictions of final exams, the final unit (B), recorder proficiency, and resource e-notebook will not be revised.

Assignments & Assessments

All assignment and assessment directions are posted on the Sakai site for this course. Changes in assignments will be posted on Sakai and announcements will be emailed to your Gatorlink account. You must check your email daily for course announcements.

The final point distribution based on the grading scale below will be posted on the course website at the end of the semester. 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.

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.

Make-Up Policy: Assignment due dates are posted in Sakai. It is highly recommended that you work ahead on assignments. Missed assignments due to extreme circumstances will be considered on a case-by-case basis (e.g. hospitalization).

Recorder Proficiency (pass/fail)

A majority of school districts introduce recorder playing in elementary grades. It is a relatively easy instrument for children and adults to learn. It also compliments the voice as an accompaniment. As a music teacher you are expected to acquire proficiency in recorder playing. You will be peer-teaching beginning recorder lessons during the semester.

Practicing for this proficiency is not specified on the outline of classes and assignments, but is nonetheless expected. The recorder proficiency will be completed during class. Requirements will be distributed during class 3 weeks in advance. Students must pass the proficiency to receive a course grade.

Resource eNotebook (16 points)

Your resource eNotebook for teaching elementary music will be submitted on a flash drive or disk at the final exam. Directions will be posted online.

Peer Teaching & Learning Plans

For each lesson you teach in class (peer teaching) and field experience (at local schools) you will write a learning plan with standards, objectives, assessment, and teaching process. You will be teaching a portion of your full plan to the class. Most teaching segments in class will be between 5-7 minutes. Feedback from your peers and instructor will be given. Directions for each peer teaching will be distributed in class.

1. Singing rote (song assigned; Performance Assessment)
2. Instrumental (Performance Assessment and Creating *or* Responding Assessment)
4. Listening\Responding, Movement, &\or Creating (two assessment types)

Unit Plans A & B

The final project for the course will be two unit plans. These should demonstrate your knowledge and understanding of general music curriculum and processes as well as provide you materials to use during student teaching. Complete directions will be distributed in class and will include:

- ▶ Unit plan for primary grades (1-3)—A
- ▶ Unit plan for upper grades (4-6)—B
- ▶ One complete lesson from each (performance, responding, & creating assessments among the 2 lessons)
- ▶ Analysis & Synthesis forms for all pieces in each unit
- ▶ Abbreviated lesson descriptions for four other lessons each (written on unit plan forms)
- ▶ Copies of all songs & instrument parts *with appropriate citations*

Quizzes

Quizzes on the reading assignments will be posted online with at least five days of access to complete the assignment. These are open-book, individual tasks.

Final Exam

The final exam will be a take-home format and distributed during the last week of classes and due during the assigned final exam time. It will include:

- Processes for all musical modes of expression (singing, playing, listening, moving, creating)
- Curriculum design (including standards and performance, responding, and creating assessments)
- Methods (Orff, Kodaly, Dalcroze, Weikert)

Grade Distribution:

A+ = 100 – 98%

A = 97 – 94

A- = 93 – 90

B+ = 89 – 88

B = 87 – 84

B- = 83 – 80

C+ = 79 – 78

C = 77 – 74*

C- = 73 – 70

D+ = 69 – 68

D = 67 – 64

D- = 63 – 60

F = 59 and Below

*A grade of “C” is required to pass this class.

Syllabus Assignment:

The following text must be submitted electronically as the first assignment for the course. Copy and past it into a blank word-processing document and submit it online. This is a PASS/FAIL assignment and must be completed by 9/5/14.

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

MUE 3311: Elementary Music Methods including the requirement for video recording.

Name:

Date:

Music Teacher Performance Standards:

This course (MUE 3311) is designed to meet the following music teacher performance standards:

| <i>Learning Objective</i> | <i>Learning Activities</i> | <i>Assessment</i> | <i>Teacher Standards</i> |
|---|---|--|---------------------------------|
| 1. Demonstrate or explain the elements of music and appropriate teaching sequences for each at appropriate developmental levels | a. Musical analysis b. Group development of scope & sequence c. Comparison of instructor and K-8 text materials b. Development of sequential lesson plans and unit | a. Song Learning Plan 1 b. Instrument Learning Plan 2 c. Learning Plan 3 d. Unit Plans A and B & Learning Plan | INTASC: 4,5 |
| 2. Design sequential curriculum and assessment based on the national music standards for elementary grades | a. Models used in class b. Curriculum analysis c. Curriculum development with self- and peer-evaluation | a. Song Learning Plan 1 b. Instrument Learning Plan 2 c. Learning Plan 3 d. Unit Plans A and B & Learning Plans | INTASC: 4,5,6,7,8 |
| 3. Teach music content through singing, playing instruments, listening, creating, and moving. | a. Peer teaching during class b. Teaching during field experiences | a. Peer teaching in class b. Observation of teaching skills during peer teaching c. Self-evaluation and reflection by student d. Learning plans for peer teaching | INTASC: 4,5,6,7,8 |
| 4. Arrange compositions appropriate for elementary instrumental ensembles using notation software. | a. Models used in class b. Tutorial in computer lab c. Score analysis in class | a. Instrumental Learning Plan b. Unit Plans A and B & Learning Plans | INTASC: 1,2,4,5 |
| 5. Demonstrate accurate and expressive musicianship skills appropriate for the elementary classroom. | a. Participation in group and individual singing, instrument playing, creating, and movement b. Peer and paraprofessional teaching experiences | a. Peer teaching in class b. Observation of teaching skills during peer teaching c. Self-evaluation and reflection by student | INTASC: 4,5 |
| 6. 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 | a. Models used in class b. Curriculum analysis c. Curriculum development with self- and peer-evaluation | a. Song Learning Plan 1 b. Instrument Learning Plan 2 c. Learning Plan 3 d. Unit Plans A and B & Learning Plans | INTASC: 1,2,3,6,7,8 |
| 8. Demonstrate appropriate use of technology to prepare and deliver instruction. | a. Use of Blackboard tools b. Models used in class | a. Song Learning Plan 1 b. Instrument Learning Plan 2 c. Learning Plan 3 d. Unit Plans A and B & Learning Plans | INTASC: 4,5,6,7,8 |

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**INTASC—Interstate New Teacher Assessment
and Support Consortium Standards**

National teacher standards for entry into the
teaching profession. (2013)

*Beginning teachers should demonstrate
competency in the following:*

- 1 Learner Development*
- 2 Learning Differences*
- 3 Learning Environments*
- 4 Content Knowledge*
- 5 Application of Content*
- 6 Assessment*
- 7 Planning for Instruction*
- 8 Instructional Strategies*
- 9 Professional Learning and Ethical Practice*
- 10 Leadership & Collaboration*