

# MUSIC FOR THE ELEMENTARY CLASSROOM TEACHERS

University of South Alabama

Fall 2008

Tuesday/Thursday 9:30 – 11:00

Tuesday/Thursday 2:00 – 3:30

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**MUE 301** is designed to equip the classroom teacher with the purpose, resources, and proficiencies necessary to integrate music in the elementary classroom. Special emphasis is placed on developing the skills to teach in an active-learning environment and to experience a variety of education approaches to meet the diverse needs of the individual learner. Toward this end, the course will focus on the development of the musicianship of the teacher, the experiences essential to the effective creation of music lessons, and the unending possibilities for the use of music throughout the learning process.

## CATALOG DESCRIPTION

The fundamentals of music, music reading, and classroom instruction experience in the light of the needs of the classroom teacher. Prerequisites: Not open to music majors or students with previous music-theory credit. 3 credit hours.

## ALABAMA QUALITY TEACHING STANDARDS 290-3-3-.04

### *(1) CONTENT KNOWLEDGE*

(1)(c)1.(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(1)(c)1.(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.

(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

### *(2) TEACHING AND LEARNING*

(2)(c)1.(iv) Knowledge of developmentally appropriate instructional and management strategies.

(2)(c)1.(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each students' achievement.

(2)(c)2.(i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.

(2)(c)2.(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.

(2)(c)2.(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

(2)(c)3.(i) Knowledge of norms and structures that contribute to a safe and stimulating learning environment.

- (2)(c)4.(iii) Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.
- (2)(c)4.(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.
- (2)(c)5.(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.

*(3) LITERACY*

- (3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

*(4) DIVERSITY*

- (4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
- (4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.
- (4)(c)4.(iv) Ability to design learning experiences that engage all learning styles.
- (4)(c)5.(i) Knowledge of how personal/cultural biases can affect teaching and learning.
- (4)(c)5.(iii) Ability to create a learning community in which individual differences are respected.
- (4)(c)5.(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs to tailor curriculum and teaching to address these personal characteristics.

*(5) PROFESSIONALISM*

- (5)(c)1.(i) Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the License to use FolioTek beginning with the first College of Education course containing Alabama Quality Teaching Standards taken and continue to use the software throughout their program of study.

In general, the process consists of students submitting evidence/artifacts related to the knowledge, skills, or abilities taught in a course/internship. The professor evaluates the student based on a standardized scoring rubric and the results are kept in an electronic database version of the State Department of Education Performance Assessment Templates (PAT). The progress of the student in meeting the required competencies is monitored throughout their program.

**COURSE OBJECTIVES**

By the end of the course, the student should be able to:

- Demonstrate an understanding of the elements of music as taught in the elementary school
- Develop the ability to read notation through the use of various classroom instruments

- Demonstrate an understanding of the pedagogy of teaching music as a content and skill area
- Demonstrate the ability to use music to develop teaching activities for use with basic skill subject areas
- Design activities that use music to teach a variety of content areas
- Design lessons that teach the goals mandated by the Alabama Course of Study through the use of music integration
- Locate and use instructional resources for integrating music
- Utilize knowledge of cognitive, language, social, emotional, and physical development in planning and writing appropriate instructional goals for children
- Demonstrate an understanding of effective instruction for students from diverse cultural backgrounds
- Demonstrate an understanding of and sensitivity to children with special learning needs and identify ways of modifying educational activities for these students
- Develop skills in evaluating the developmental appropriateness of curriculum material, teacher-student interactions, and the educational environment
- Demonstrate knowledge and understanding of several different instructional models, including -----direct instruction, cooperative learning, & discovery methods
- Identify the different personal, classroom, and teacher factors that influence students' motivation in the classroom
- Demonstrate knowledge of basic guidance activities for young children and an understanding of appropriate classroom and behavioral management techniques for elementary school children

#### REQUIRED TEXTS AND SUPPLIES

- 📖 Soprano Recorder (Baroque fingering)
- 📖 *Recorder Express* (Recorder Book)
- 📖 Course Packet
- 📖 Email account
- 📖 *Creating Meaning* by Claudia Cornett (also available on reserve in the library)
- 📖 Other materials and references on Reserve in the Library

#### OTHER RULES AND REGULATIONS

**All cell phones, beepers, and electronic devices must remain *off* during class hours. Devices may be confiscated and given to the USA Police Department.**

#### STATEMENT REGARDING CHANGES IN COURSE REQUIREMENTS

Since not all classes progress at the same rate, it may be necessary to modify the above requirements or their timing as circumstances dictate. For example, the number and frequency of exams may be changed, or the number and sequence of assignments. In either of these cases, adequate notification will be given in writing and conform to the spirit of policy statement 6.3.1 of the University of South Alabama Faculty Handbook.

#### STUDENTS WITH SPECIAL NEEDS

In accordance with the Americans with Disabilities Act, the Office of Special Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify me, and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the Student Center, room 270. For further information, contact Bernita Pulmas at 251.460.7212.

#### ATTENDANCE POLICY

Most classes will require your active participation and discussion. Regular attendance is vital to the success in this course. Three absences are allowed, without penalty. However, the student is solely responsible for everything covered in class including, but not limited to, new material presented, deadlines, review sessions, assignment criteria, quizzes, and activities. Four absences will result in a student course grade being **LOWERED BY ONE LETTER GRADE**. Five absences will result in an overall course grade failure. There are **NO** exceptions. Students are *\*tardy at 5 minutes\** after the start of class and *\*absent at 15 minutes\** after the start of class. Four tardies = one absence.

#### GRADING POLICY

Written and practical assignments are designed to help students reach the goals of the course. Most projects may be submitted 10 days prior to the due date. The instructor will grade and return the project to the student with suggestions and comments for improvement. The grade will not be recorded until the assignment is resubmitted on the official due date. **LATE WORK** will be penalized by a deduction of 10% each day, including weekends. Early submission is encouraged. **\*\*Please note that a lack of early preparation on your part does not constitute a crisis on the part of the instructor.**

Students are encouraged to complete assignments *before* the dates listed below.

**40% Weekly Assignments, Quizzes and Class Participation**

**10% Final Group Project**

**20% Written Tests**

**15% Teaching Observation: Submit by email (**

**15% Playing Skills**

#### Grading Scale

<b>90 – 100</b>	<b>A</b>
<b>80 – 89.9</b>	<b>B</b>
<b>70 – 79.9</b>	<b>C</b>
<b>60 – 69.9</b>	<b>D</b>
<b>Below 60</b>	<b>F</b>

## MUSIC TOPICS THROUGH WHICH COURSE CONTENT IS DELIVERED

\*Length of class time devoted to each topic will be determined as the semester progresses.

### Philosophy/Reasons for the Course

#### Research

Important skills learned by children studying music:

Comprehending

Solving problems

Reasoning logically; making value judgments

Using symbols

Conceptualizing

Communicating

Self-motivation

Working productively and cooperatively with others (ensembles)

### Concert Attendance and Etiquette

### Musical Elements

Timbre

Texture

Articulation

Rhythm

Melody

Harmony

Form

Style

Dynamics/expression

Time and Place

### Learning the Elements of Music through:

Performing, instrumental/vocal

Describing, notation/movement/verbal

Creating, composing/arranging

### Utilization of Children's Literature for Sound Exploration, Composition, Rhythm, Dynamics

### Steady Beat

### Teaching Songs by Rote

### Hierarchy of Singing Skills

Finding the Singing Voice

Individual Singing

Ostinati

Rounds

Partner Songs

Descants and Countermelodies

Part Singing

### Instrumental Families of the Orchestra: String, Woodwind, Brass, Percussion

### Recorder Skills

Finger Positions

Notes on the Staff

Playing notes on the recorder from music notation

### Accompanying Skills

Autoharp, etc.

Reading Chord Symbols