

EASTERN MENNONITE UNIVERSITY

ELEMENTARY SCHOOL MUSIC

MUED 341

Fall 2012

Office Hours – M (1-3pm), Th (10:45AM-Noon), F (1:30-3:15pm)

Sharon M.D. Miller

Office Lehman #014

Phone 432-4220

E-mail: millersm@emu.edu

COURSE DESCRIPTION:

This course explores the methods, materials, philosophies and objectives in the elementary school with an emphasis on child development through music. Students will experience music and musical activities suitable for children from Pre-K through grade 5 with an emphasis on appropriate motivational and teaching methods. Special emphasis is given to the Orff, Kodaly, Jacques-Dalcroze and other approaches to music teaching as well as to the needs of diverse learners and the history of music education in the United States. Students will observe public school music teachers as part of the course. Music education majors will also participate in a practicum.

COURSE OBJECTIVES:

(Letters in parenthesis correspond to Teacher Candidate Performance Outcomes. See the EMU Teacher Education Handbook. S=Scholarship, I=Inquiry, PK=Professional Knowledge, Co=Communication, Ca=Caring, L=Leadership)

1. Based on research of current philosophies of Music Education, students will prepare a personal philosophy of Music Education that will include a faith perspective. (S, I, PK, Ca)

2. Students will gain an understanding of the Orff, Kodaly, Jacques-Dalcroze and a number of American systems of teaching through observations, hands on experience, and supplementary materials. Understanding will be demonstrated through performance (teaching), lesson plans and writing assignments. (I, PK, Co)

3. Students will demonstrate the ability to prepare written lesson plans and a cohesive teaching unit that include effective inquiry strategies, assessments, use of technology, accommodations for students of diverse needs, and connections to the National Standards and VA SOL's. (I, PK, Co)

4. Students will demonstrate poise, good speaking skills and an understanding of the integration of musical elements through micro teaching and practicum teaching. (Co)

5. Students will demonstrate the ability to critique text books, instructional hardware and software, web materials, and the presentations of practitioners based on the students' knowledge of child development, activities which are age-appropriate and

the elements of an effective lesson through oral and written responses. (S, I, PK, Ca)

6. During class sessions and in practicum, students will demonstrate effective use of the following technology/media equipment: CD and video players, computer-generated or assisted audio/visuals. *Moodle* and other internet resources will be used to communicate with peers, the instructor, and for assignments. (PK, Co)

7. Students will be able to articulate the progression of music education throughout the history of the United States and link that with the practices of today. (S, PK)

8. Professionalism will be demonstrated through membership in a professional organization (i.e. NAfME) and attendance at a professional conference (L). Copyright laws will be adhered to in all assignments.

9. Students will demonstrate an understanding of how music is related to other fine arts and to core subjects (ex. shared concepts, elements, performance skills) through lesson planning.

During Practicum (Music Education majors):

10.a. students will demonstrate the ability to work with colleagues, to draw on the expertise of colleagues as well as the students' knowledge in order to reflect on and revise practice. (I, PK, Ca, I)

10.b. students will demonstrate potential in working with students of diverse ages, ethnic and social backgrounds and learning capabilities. The student will seek assistance in order to adapt learning activities to meet the needs of students. (PK, Ca, I)

10.c. professional integrity will be demonstrated through reliability and preparedness (L)

Notes:

1) *The Practicum Evaluation rubric completed by the practicum teacher will be used for admission to student teaching decisions.*

2) *Additional course fee is for the Practicum.*

REQUIREMENTS AND EVALUATIONS:

1. Daily Assignment preparation, participation	10 points
2. Projects from reading (5 of 7)	15 points
3. Outside Reading Responses (2 @ 10 pts each)	20 points
4. 3 tests	80 points
5. Observations (3)	20 points
6. Lesson Plans (3 @ 10 points each)	30 points
7. Presentation	15 points
8. Unit Project	60 points
9. Unit Presentation	10 points
10. Practicum (Journal, Activities)	25 points
11. Cumulative Notebook	15 points
12. Philosophy of Music Education	25 points

TOTAL SEMESTER POINTS = 325

****Grades on late assignments (after 5 pm on the due date) will be reduced 1 point each day that the assignment is late.**

GRADING SCALE:

100 - 95	A	94 - 92	A-		
91 - 89	B+	88 - 85	B	84 - 82	B-
81 - 79	C+	78 - 75	C	74 - 72	C-
71 - 69	D+	68 - 65	D	64 - 62	D-

ATTENDANCE: Please call the instructor if you cannot be present. Your total semester points will be reduced by **4 points per day after 2 absences** unless the absence is excused by the instructor at least 1 day prior to the absence.

BOOKS AND MATERIALS

Required Text for Music Education students:

Campbell, Patricia Shehan and Carol Scott-Kassner. *Music in Childhood, 3rd Ed. Enhanced*
Belmont, CA: Wadsworth Group/Thomson Learning, 2010.

Choksy, Lois, et. al. *Teaching Music in the Twenty-First Century*. Upper Saddle River, NJ: Prentice-Hall, Inc. 2001.

The student will use resources from the Curriculum Materials area of the library or internet sources for the completion of most assignments.

Outside readings are from the *Music Educators Journal* and *Teaching Music* housed in the EMU library or are available on-line. *Music K-8* is available as an additional resource for music.

Books from the main collection will be important for the writing of the philosophy paper. (See resources listed on a separate document.)

ACADEMIC HONESTY

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

WRITING TUTORS

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

CLASS ASSIGNMENT SCHEDULE

See separate document for exact course schedule and assignment due dates.