University of West Georgia  
MUSC 3000: Music for Classroom Teachers  
Syllabus

Dr. Dawn H. McCord  
Fall 2005

Class: 2 hrs. credit  
Office: Humanities 233  
TR 11:00-11:50 am  
Office Hours: M 2:30-3:30, 4:30-5:30  
T 5:30-7:10 pm  
Office Hours: T 9:-9:30, 1:30-5:30  
Humanities 235  
Office Hours: R 8-9, 3-5:30  
Email: WebCT

Course Description
Study of principles, fundamentals, skills, techniques, and materials for teaching music in preschool through elementary classroom settings. Includes basic fundamentals and elements of music, lesson planning, and presentations. Intended for Early Childhood, Middle Grades, and Special Education majors.

Required Materials
Blank Video Cassette  
Chicago: GIA Publications, Inc.

Objectives/Learning Outcomes
Each student will:
  a. explore fundamentals of music and basic elements of music  
  b. develop skills in singing, playing classroom instruments, and leading music activities  
  c. become familiar with materials and techniques used in teaching music in the elementary classroom  
  d. acquire experience in developing lesson plans  
  e. develop competence in teaching standards in Georgia Quality Core Curriculum

Methods
The class will be taught by lecture, demonstration, discussion, and student presentations.

Requirements
Each student will:
  1. Demonstrate proficiency in fundamentals and elements of music.  
  2. Demonstrate proficiency on bells, autoharp, rhythm instruments, and recorder.  
  3. Develop lesson plans.  
  4. Teach four plans (two songs, a conceptual lesson, and a cross-disciplinary lesson).  
  5. Be assessed on written examinations.
6. Attend two concerts.

**Evaluation**

**Points possible**

<table>
<thead>
<tr>
<th>CB*</th>
<th>1. Participate in class discussions and activities.</th>
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<tbody>
<tr>
<td>10</td>
<td>Three exams-to be taken on scheduled days</td>
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</table>

a. Music concepts and activities exam  

b. Lesson plan development exam  

c. Music skills final exam (taken during scheduled final exam time) which will include a recorder performance and music fundamentals assessment of understanding.

<table>
<thead>
<tr>
<th>CB</th>
<th>3. One task analysis - handout attached</th>
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4. Two song presentations

<table>
<thead>
<tr>
<th>5</th>
<th>Teach song by rote - unaccompanied</th>
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<tbody>
<tr>
<td>10</td>
<td>Teach song, according to song-leading techniques specified in class. Accompany with autoharp (guitar or piano many be substituted).</td>
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</tbody>
</table>

5. Teach two music lessons

<table>
<thead>
<tr>
<th>15</th>
<th>Music conceptual lessons**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Group plan text lesson replication presentation</td>
</tr>
<tr>
<td></td>
<td>2. Separate written conceptual plan (QCC and citations required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>One assigned lesson, cross-disciplinary**</th>
</tr>
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</table>

Lesson Criteria – Details will be provided in class.

<table>
<thead>
<tr>
<th>CB</th>
<th>6. Song and lesson presentations will be videotaped. For each, turn in video reviews using forms provided. (Video reviews need NOT be typed.) Please bring blank videotapes to class on presentation days.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th>7. Report on two live concerts presented by the School of Music (<a href="http://www.westga.edu/~musicdpt/calendar.html">http://www.westga.edu/~musicdpt/calendar.html</a>). This website is updated frequently. Report should be approximately 1½ to 2 pages typewritten, 12 point Times New Roman and must be turned in within two weeks of attended performance as well as by the due date.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Report I will focus on your observations including</td>
</tr>
</tbody>
</table>
reflections on: performing forces, musical styles, concert
etiquette, historical concerns, and your personal critique.

b. Report II will focus on how you would prepare a specific
grade level to attend this specific concert. Activities should
include detailed applications for the concert attended.

c. The instructor must approve both concerts prior to
attendance. The concert repertoire should be considered
appropriate for students and outside of popular venues.
Ethnic music presentations are strongly encouraged for one
of the concerts but not church oriented. The quality of
performance should be exemplary.

5 8. Textbook Series Cross-Disciplinary Report

CB 9. It is the student's responsibility to practice instruments outside of
class.

CB 10. Consistently demonstrate professional teaching values

CB 11. Attendance is expected for all classes.

*Competency-based. Failure to fulfill requirement may result in points being subtracted
(up to 10 points per requirement).

**All song and lesson presentations will be videotaped. For each, turn in video reviews
using forms provided. (Video reviews need NOT be typed.) Please bring blank
videotapes to class on presentation days.

All assignments are due on date scheduled and will not be accepted late or on-line (email
or WebCT).

All assignments are to be typed, unless otherwise directed.

GRADING

Grades will be assigned as follows:

A = A minimum of 90 points earned, all competency-based (CB) assignment
adequately fulfilled or completed and on time.

B = A minimum of 80 points earned, all competency-based assignments
adequately fulfilled or completed and on time.

C = A minimum of 70 points earned, all competency-based assignments
adequately fulfilled or completed and on time.

D = A minimum of 60 points earned, all competency based assignments
adequately fulfilled or completed and on time.

F = Below D criteria.
**Attendance**
Understanding of music requires practice, interaction, and participation. Missed tests, in-class assignments and presentations may not be made up. Assignments are due on the date assigned even if you will be absent. Presentations may only be made up with professors advance consent and appropriate arrangements. Some presentation make ups may include videotaping the presentation by the student. The student is responsible for getting all notes and handouts missed. Attendance is a competency based course requirement and penalties may be applied to grade.

**Disclaimer**
Instruction contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester; however, this syllabus should not be considered a contract between University of West Georgia and the student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation.

**Academic Honor**
At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal or engage in plagiarism in the pursuit of his or her studies and is encouraged to report those who do. Every students work must be his/her own product. Failure to comply may result in a grade of “F” on the project/test or a grade of “F” in the course.

**Calendar**
[Assigned readings should be completed by the date given in the same row as the assignation.]

<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Day/Night</th>
<th>Topic &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>August</td>
<td>23</td>
<td>Syllabus; Gardner’s Multiple Intelligences; Fundamentals (concepts) of Music; Task analysis; Introduction to recorder.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>30</td>
<td>Fundamentals of Music; Recorder, pitches G-A-B: Task analysis due. Teaching a Song by Rote</td>
</tr>
<tr>
<td>3</td>
<td>September</td>
<td>6</td>
<td>Presentations-teaching a Song by Rote; Music activities; Introduction to autoharp</td>
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<tr>
<td>4</td>
<td></td>
<td>13</td>
<td>Music fundamentals and activities (recorder included).</td>
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<tr>
<td>5</td>
<td></td>
<td>20</td>
<td>Test-music fundamentals and activities; Song Presentation-accompanied song; Developing the lesson plan; National Standards; QCC <a href="http://www.doe.k12.ga.us/">http://www.doe.k12.ga.us/</a> First pull down menu for “Quality Core Curriculum” QCC Standards &amp; Resources Select grade level and “Fine Arts” General Music; Recorder.</td>
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<tr>
<td>6</td>
<td></td>
<td>27</td>
<td>Song Presentation-accompanied song; Developing the lesson plan pp. 21-28; National Standards p. 27-28; Recorder: Lesson Planning, bring copy of QCC for music, grade level of your choice.</td>
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<tr>
<td>7</td>
<td>October</td>
<td>4</td>
<td>Practice recorder: Lesson Plan Criteria</td>
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<tr>
<td>8</td>
<td>11</td>
<td>Basal Series Critique Due; Practice recorder; Lesson I Presentation (Group and Replication from text),</td>
<td></td>
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<tr>
<td>9</td>
<td>18</td>
<td>Concert I Report due*; Conceptual (written plan due even if it is not your day to teach).</td>
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<tr>
<td>10</td>
<td>November 1</td>
<td>Spring Break-No Classes</td>
<td></td>
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<tr>
<td>11</td>
<td>8</td>
<td>Written Lesson Plan due (Music concept and assigned grade level)</td>
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<tr>
<td>12</td>
<td>15</td>
<td>Concert II Report due**; Lesson II Presentation, cross-disciplinary (written plan due even if it is not your day to teach), remember video tape.</td>
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</tr>
<tr>
<td>13</td>
<td>15</td>
<td>Lesson Plan Presentations; Practice recorder</td>
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<tr>
<td>14</td>
<td>22</td>
<td>Lesson Plan Presentations; Practice recorder; No class on 23rd for Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>29</td>
<td>Lesson Plan Presentations</td>
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<tr>
<td>December 6</td>
<td>Review for final</td>
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</table>
| Final | 13  | Section 01 – 11:00 am-1:00 pm (Finals will not be given early)  
Section 02 – 5:30 am-7:30 pm (Finals will not be given early) |

*First of 2 concerts attended. **2nd of 2 concerts attended. Note that the second concert is due shortly after the first. The concerts should be completed as early as possible.