University of West Georgia
MUSC 3000: Music for Classroom Teachers
Syllabus
Jeannine W. Davis

Class: 2 hrs. credit
Office: Humanities 337

T 5:30-7: 10 pm
Humanities 235
Office Hours:
T 4:30-5:30

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 MiniDV cassette

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 playing rhythm instruments and recorder; and singing.
   3. Develop lesson plans.
   4. Teach three plans (one song, a conceptual lesson, and a cross-disciplinary lesson).
   5. Be assessed on written examinations.
   6. Attend two concerts.
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. Penalty = 4 points for every class absence for any reason beyond one missed class.

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 student’s 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Date</th>
<th>Topic &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>10</td>
<td>Syllabus; Survey; Fundamentals (concepts) of music; Introduction to recorder.</td>
</tr>
<tr>
<td>2</td>
<td>January</td>
<td>17</td>
<td>Fundamentals of music; Recorder, pitches G-A-B; Teaching a song by rote; Read Anderson pp.1-20, 36-130; Memorize names of treble staff lines and spaces (Froseth) Memorize hand signs, p. 105.</td>
</tr>
<tr>
<td>3</td>
<td>February</td>
<td>24</td>
<td><strong>Presentations</strong>-teaching a song by rote; Recorder, pitches, G-A-B-C-D;</td>
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<tr>
<td>4</td>
<td>February</td>
<td>31</td>
<td>Music fundamentals and activities (recorder included).</td>
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<tr>
<td>5</td>
<td>February</td>
<td>7</td>
<td><strong>Test</strong>-music fundamentals and activities; Developing the lesson Plan; Read Anderson pp. 21-38; National Standards; Music QCCs <a href="http://public.doe.k12.ga.us/">http://public.doe.k12.ga.us/</a> Curriculum: Pull down menu-Curriculum and Instructional Services/ Georgia Learning Connections/ Select QCC Standards and Resources/ Fine Arts/ General Music/</td>
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</tbody>
</table>
Developing the lesson plan; Recorder; Lesson Planning, bring copy of QCC for music, grade level of your choice; Developing cross-disciplinary resources and the basal series report; Conceptual music plans and selection of music groups.

Test-song performance; Recorder, G-A-B-C-D-F#-E-D; Basal series cross-disciplinary critique due; Lesson I presentation

March 7 Concert I report due* Test-Lesson Planning Conceptual plan

Spring Break
Written cross-disciplinary plan due

April 4 Concert II report due**; Lesson II presentation Lesson plan presentations Lesson plan presentations Lesson plan presentations; Review

May 9 5:30-7:30 pm

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

**Evaluation**

**Points possible**

<table>
<thead>
<tr>
<th>CB*</th>
<th>1.</th>
<th>Participate in class discussions and activities.</th>
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<tbody>
<tr>
<td></td>
<td>2.</td>
<td>Three exams taken on scheduled days</td>
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<tr>
<td>10</td>
<td>a.</td>
<td>Music concepts and activities exam</td>
</tr>
<tr>
<td>10</td>
<td>b.</td>
<td>Lesson plan development exam</td>
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<td>15</td>
<td>c.</td>
<td>Music skills final exam (taken during scheduled final exam time) which will include a recorder performance and music fundamentals assessment of understanding.</td>
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| CB  | 3. | Survey                                       |

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<th>4.</th>
<th>Two song presentations**</th>
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<tr>
<td>10</td>
<td>a. Teach song by rote – unaccompanied</td>
</tr>
<tr>
<td>10</td>
<td>b. Learn and perform an assigned song from text. You will play the starting pitch on the recorder, hum the starting pitch and sing the song from memory.</td>
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<tr>
<th>5.</th>
<th>Teach two music lessons</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>a. Music conceptual lessons**</td>
</tr>
<tr>
<td></td>
<td>1. Group plan text lesson replication presentation (5 pts.)</td>
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<tr>
<td></td>
<td>2. Separate written conceptual plan on a different concept than group plan (QCC and citations required, 5 pts.)</td>
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</table>
b. One assigned lesson, cross-disciplinary**

Lesson Criteria will be provided in class.

CD 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 MiniDV to class on presentation days.

20 7. Report on two live concerts presented by the School of Music (http://www.west2a.edu/~rnusicdpt/calendar.html). This website is updated frequently. Attendance sheet procedures must be followed. Report should be approximately 1 & 1/2 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.

   a. Report I will focus on your observations including 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 unless music meets aesthetic criteria. 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 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.