



Pacific University Oregon
College of Arts & Sciences
Department of Music

MUS 301

Music in the Elementary Schools

Fall, 2017

Class Days & Times: Tuesday & Thursday 7:55 – 9:30 a.m.

Room: TMDE 100

Credits: 4.00

Prerequisites: MUS 112

Instructor: Dr. Dijana Ihas

Office: TMDE 207

Phone: (503) 352-2102

Email: dihaspacificu.edu

Office Hours: Monday 1:30-3:00 p.m.; Tuesday & Thursday 3:00 – 3:45 p.m.

Wednesday & Friday by appointment only. Students are encouraged to inform instructor about their intention/need for office hour in advance so to maximize the use of available time.

Objective of the Course

The objective of this course is to prepare music education majors to successfully and effectively teach general music in Pre-K to 5th grade settings. Developmental theories of Jean Piaget, Lev Vygotsky, and Eric Erickson, learning theory of Jerome Bruner and taxonomies of three educational domains (cognitive, psychomotor and affective) will serve as a conceptual framework for cognitive and affective learning outcomes of this course. Best-regarded methods of teaching music to children, such as Orff, Kodaly, Dalcroze, and Gordon will serve as theoretical framework for psychomotor learning outcomes of this comprehensive, practical, and eclectic in nature course.

Students' Learning Outcomes

Cognitive Learning Outcomes:

At the end of this course, student who regularly attended classes and completed assigned readings and written assignments **will demonstrate knowledge and understanding** of:

- Historical role of music education in the curriculum
- Historical and philosophical backgrounds of the four most often used elementary music teaching methods/approaches (Kodaly, Orff, Dalcroze, and Gordon).
- Basic principles of various developmental and motivation theories as applied to ages Pre-K to 5th grade (Piaget, Vygotsky, Erikson, and Maslow)
- Basic principles of various learning theories as applied to Pre-K to 5th grade (Skinner and Bruner)
- Challenges and trends in the continuously changing world that are influencing music education

Psychomotor Learning Outcomes:

At the end of this course, student who regularly attended classes and practiced all music learning and teaching assignments **will be able to perform following tasks with an easy and proficiency:**

- Sing and chant a multitude of age-appropriate songs and chants from Western and other cultures' music heritages.
- Teach a multitude of age-appropriate songs and chants from Western and other cultures' music heritages.
- Play recorders, Orff-Schulwerk and other classroom instruments used in general music classes.
- Teach to play recorders, Orff-Schulwerk and other classroom instruments used in general music classes.
- Dance simple children's dances.
- Teach simple children's dances.
- Teach students to read and write music, and to listen, improvise, and compose music.
- Teach students about specific musical concepts such as rhythm, melody, form, and expressive elements.
- Develop assessment tools that have capacity to improve instruction.
- Demonstrate knowledge of classroom management techniques and strategies.
- Write organized and meaningful daily lesson/rehearsal plans that reflect effective teaching strategies and outline assessment procedures.
- Write a meaningful self-evaluation.

- Write a meaningful peer-evaluation.
- Write a meaningful observation of teaching practices of elementary music teacher-in-service.

Affective Learning Outcomes:

At the end of this course, student who regularly attended classes and enthusiastically participated in all projects **will exhibit behaviors that are characterized by following attitudes and habits:**

- Appreciation and understanding of importance of teaching music to young students
- Valuing dedication to life-long learning

Music Department Student's Learning Outcomes:

The Music Department at Pacific University seeks to prepare students:

- For lifelong interest, participation and enjoyment in music
- To become informed audience members (intelligent listeners and evaluators) of music and musical performances
- To be functionally literate in the language of music-reading, writing, speaking and listening
- To pursue active music-making, both vocally and instrumentally
- To create their own music
- To discover relationships between music, the other arts and disciplines other than the arts
- To broaden and deepen their understanding of the music of our cultural heritage
- To increase their appreciation of musical systems and traditions of cultures other than our own
- To become more proficient in the music technologies appropriate to their areas of musical interest
- To prepare for careers in elementary and secondary music education
- To pursue rigorous and dedicated activity as performers specializing in voice or piano
- To prepare for graduate study in music composition, music education or performance

Required Texts

Choksy, L., *Teaching Music Effectively in the Elementary School*, Prentice-Hall, Inc. Upper Saddle River, NJ. 1991

Recorder Fun! Teach Yourself the Easy Way! Hal Leonard, Milwaukee, WI. 1990
Every student is REQUIRED to have his/her own textbooks.

Required Materials

- Three-ring binder with pocket-folders and lined paper for taking notes and properly storing handouts that will be distributed in class. The binder must be labeled with student's name and the name/semester/year of the course.
- Pen/pencil and eraser
- Recorder (musical instrument)
 - Suggested recorder (one that will last for a long time): Peripole to be ordered from <http://www.peripole.com/>

Attendance to the Professional Workshop

All students in this course are required to attend *Orff 101* Workshop on September 9, 2017 @ 9-12:00 p.m. at Catlin Gablin School. Attendance at this workshop is free for students with student ID card.

Methods of Evaluation and Assessment

Students' academic progress will be regularly assessed through weekly singing, playing recorders and other instruments, and dancing quizzes. Furthermore, students' academic growth will be evaluated through various written projects and assignments, comprehensive written and oral tests, as well as presentations of the simulated teaching segments.

Attendance Competency

This course is designed to cover a vast amount of learning materials in a limited period of time, and your REGULAR and PROMPT ATTENDANCE is of paramount importance for the success in this course.

Attendance will be taken promptly at 7:55 a.m. Students are expected to be in their seats at least five minutes before that time with text-books and all required materials ready on their desks.

NO TARDINESS will be accepted. Arriving to class after it begins will result in a half absence. NO EXCEPTIONS!

You may miss no more than TWO CLASSES per semester. Two absences are excused (for any reason but **not** on the day of a major quiz or assignment). More than two absences will automatically **lower your grade for one full grade point**. Therefore, SAVE your excused absences for **true** emergencies only. No exceptions can be made in regard to this policy as it is fair and reasonable!!

Assignments Explained:

Weekly Questions & Discussions: Students will read chapters in advance. Students will develop four questions based on text. Questions will serve as the starting point for class discussion. Questions need to be thought out and formulated in accordance to Bloom's Taxonomy of Cognitive Domain. Detailed explanation of this assignment will be provide to students during the first day of classes. Well done and on time turned in assignment is worth 40 points for each week for grand total of 480 points per semester **(Due each Thursday)**

Weekly Summary: Students will read and summarize chapters on provided SPUNKI form. Detailed explanation of this assignment will be provided to student in the first week of classes. Each completed and well done assignment is worth 90 points for each week for grand total of 1080 points per semester. **(Due each Tuesday)**

Students as Partners in Teaching Presentations: Students will have an opportunity to practice their teaching skills by lecturing the class on assigned topic. Students will turn in detailed Lesson Plan and will prepare visual aids for the lecture (e.g., PowerPoint). Student will video record his/her presentation and will write a short self-evaluation. Other students will provide short peer-observations on student's teaching. The maximum number of points for this assignment is 500 points. **(Due date: TBA for each student)**

Singing/Chanting/Playing Instruments/Dancing Presentations: Learning objectives for this course emphasize development of teaching skills of songs, chants, fingerplays, dances to students in Pre-K to 5th grade. Students in this course, future music teachers, will be provided with regular opportunities to practice and develop these skills. The maximum number of points on each quiz in this area is 200 points **(Due: TBA)**

Playing Recorders Quizzes and Exams: Students in this class will develop skills of playing recorders to intermediate level of proficiency. Students' progress in this objective will be regularly assessed through playing quizzes and exams. **(Due: TBA)**

One Unit Test & One Final Written Test: At the conclusion of several major learning units, students will have a comprehensive written test on the materials that were covered in these units. Each test will be comprised of a multiple-choice section

and one essay question. The maximum number of points on each test will be determined. **(Due: TBA.)**

Classroom Management Package: Students will develop samples of classroom management posters to be used in the process of establishing a classroom conducive to learning. **(Due October 10.)**

Assessment Samples Package: Students will use New Music Core Standards and Taxonomies of Educational Domains as a conceptual framework for development of varied assessment tools applicable in elementary music classes. **(Due November 8.)**

Observation of an Experienced Elementary School Music Teacher: During the semester you will observe local elementary school music teachers. You will then write a summary of the observations. A detailed explanation of this assignment will be provided in the class. **(Due: TBA.)**

Attendance to the Professional Workshop: During the semester students will attend and participate in one professional workshop and then write a summary of the workshop. A detailed explanation of this assignment will be provided in the class. **(Workshop on September 9; Summary due on September 14.)**

Organization of the Binder: Students are expected to take notes during the class and to keep all handouts in an organized fashion. Organization of the binder will be graded on pre-set criteria. **(Due on Final Date.)**

Teaching Unit: Students will select the theme with the songs, chants and dances they would like to perform in an imaginary concert. Or, students will select the grade level they would like to teach for imaginary concert. This assignment capitalizes on all materials and activities covered throughout the semester and will include Lesson Plan & Concert Program hard copies to be turned in. A detailed explanation of this assignment will be provided in the class. **(Due: TBA.)**

Research in Music Education: Being updated on the newest research based practices is of crucial importance to all caring teachers. Students in this class will develop research skills and knowledge that will enable them to find published article son question of their interest. Students will find, read, and summarize four articles on question of their interest. Summaries will be turned in and presented during the final exam.

Final Exam Date:

December 13, 12-2:30 p.m.: Room 100

Important Dates:

September 11: Last day to drop/add Fall semester course
October 16: Advising for Winter Term and Spring Semester begins
October 17-20: Midterms
December 6: Reading Day

Extra Evidence Policy:

Because this course provides diverse opportunities for students to enhance their learning, there is NO NEED FOR EXTRA EVIDENCE.

Grading:

Your grade will be based on the total accumulation of points of your attendance and points earned on all of the assignments as explained above. All grades are equally based out of 100 %. The grading scale is as follows:

A	95-100	A -	90-94		
B +	87-89	B	83-86	B -	80-82
C +	77-79	C	73-76	C -	70-72
D +	67-69	D	65-66		
F	64 or below				

Classroom Conduct:

- Students should come to class on time and with all assignments and materials prepared.
- Students should come to the class with a positive attitude and all students should actively participate in class discussions.
- Cell phones and other electronic devices must be turned off. If a student uses these items during class, the student will be asked to leave the class and will be marked absent.
- No gum, food, or beverages (except water) are allowed during the class.
- Only polite and kind language is permitted in this class.

This syllabus and course agenda is subject to change, with advance notice, at the discretion of the instructor.

Academic Misconduct:

Pacific University has no tolerance for academic misconduct. It is university policy that all acts of misconduct be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an "F" for the assignment, an "F" for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

Learning Support Services for Students with Disabilities:

If you have documented challenges that will impede your learning in any way, please contact our LSS office at ext.2107. The Director or Assistant Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any ADA accommodations for specific courses.

COURSE AGENDA

(The amount of class time given to each topic may be subject to change at instructor's discretion. Clarified assignments with precise due dates will be reviewed at the end of each class. **NO LATE ASSIGNMENTS WILL BE ACCEPTED!**)

Week 1: August 29 & 31

Tuesday: **Welcome Back to School** song!!!

- **Topic of the Week: *The Multiple Meanings of Music for Children***
- **Pre-K Songs, Chants, Fingerplays & Dances**
- **ASSIGNMENTS FOR NEXT CLASS:** Chapter 1: Read & Questions; Practice singing *Welcome Back to School* song

Thursday: **QUESTIONS FOR CHAPTER 1 DUE!**

- **Chapter 1: Presentation with Questions and Discussion; *Learning Taxonomies* explained**
 - **Pre-K Songs, Chants, Fingerplays & Dances**
 - ***Students as Partners in Teaching* assignments decided upon**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 1; Practice singing & leading Pre-K songs; Practice *Welcome Back to School* song; Place order for Peripole recorder (Students must have recorders by September 19)
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Week 2: September 5 & 7

Tuesday: **SUMMARY OF CHAPTER 1 DUE!**

- **Topic of the Week: *Who Are Our Learners: Developmental Theories & Developing 10 Steps Lesson Plans with Students Learning Outcomes***
- **Presentations on Pre-K Songs, Chants, Fingerplays & Dances; *Welcome Back to School* song**
- **ASSIGNMENTS FOR NEXT CLASS** Chapter 2: Read & Questions; Keep practicing Pre-K repertoire; Keep practicing *Welcome Back to School*

Thursday: **QUESTIONS FOR CHAPTER 2 DUE!**

- **Chapter 2 : Presentation with Questions and Discussion; Practicing writing Lesson Plan & Students Learning Outcomes**
 - **Presentations on Pre-K Songs, Chants, Fingerplays & Dances**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 2; Work & complete *Lesson Plan* and *SLO* assignment (Due on September 12); Start working on *Classroom Management* package (Due on September 14); Work on *Orff 101* workshop summary (Due on September 19)
 - **REQUIRED ORFF WORKSHOP ON SEPTEMBER 9, 9 a.m.-12 p.m. (FREE WITH STUDENT ID; Catlin Gabel School in Portland)**
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Week 3: September 12 & 14

Tuesday: SUMMARY OF CHAPTER 2 DUE! LESSON PLAN AND SLO ASSIGNMENT DUE! *Students as Partners in Learning* presentations start THIS WEEK!

- **Topic of the Week: *Learning Theories***
- **K – 2nd Grade Songs, Chants, Dances & Dramatic Plays**
- **Hand in first Lesson Plan with SLO**
- **ASSIGNMENTS FOR NEXT CLASS:** Chapter 3: Read & Questions; Practice K-2nd Grade singing package; complete *Classroom Management* package

Thursday: QUESTIONS FOR CHAPTER 3 DUE! CLASSROOM MANAGEMENT PACKAGE DUE!

- ***Students as Partners in Teaching: Chapter 3 Presentation***
 - **K – 2nd Grade Songs, Chants, Dances & Dramatic Plays**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 3; Practice K-2nd grade package; Finish *Orff 101* workshop summary
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Week 4: September 19 & 21

Tuesday: SUMMARY OF CHAPTER 3 DUE! *ORFF 101* SUMMARY DUE!

- **Topic of the Week: *Methods of Teaching Music to Children:: Zoltan Kodaly & Assessment Tools in Elementary Classes* explained**
- **Introduction to recorders**
- **Presentations on K – 2ND Grade Repertoire**
- **ASSIGNMENTS FOR NEXT CLASS:** Chapter 4: Read & Questions; Keep Practicing K-2nd Grade singing package; Start working on *Assessment Package* (Due on September 26)

Thursday: QUESTIONS FOR CHAPTER 4 DUE!

- ***Students as Partners in Teaching: Chapter 4 Presentation with Questions ad Discussion***
 - **Presentations on K – 2ND Grade Repertoire**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 4; Work and complete *Assessment Package*; Practice Kodaly Method (Due on September 28)
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Week 5: September 26 & 28

Tuesday: SUMMARY OF CHAPTER 4 DUE! ASSESMENT PACKAGE DUE! RECORDERS PREPARED FOR LEARNING/TEACHING!

- **Topic of the Week: *Methods of Teaching Music to Children: Carl Orff***
- **Presentations on Kodaly Method**
- **Recorders: Early Pieces**
- **ASSIGNMENTS DUE NEXT CLASS:** Chapter 5: Read & Questions; Keep practicing Kodaly Method; Recorders

Thursday: QUESTIONS FOR CHAPTER 5 DUE!

- ***Students as Partners in Teaching*: Chapter 5 presentation with Questions and Discussion**
 - **Presentations on Kodaly Method**
 - **Recorders: Early Repertoire**
 - **ASSIGNMENTS DUE NEXT WEEK: Summarize Chapter 5; Practice Orff Approach; Practice recorders**
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Week 6: October 3 & 5

Tuesday: SUMMARY OF CHAPTER 5 DUE!

- **Topic of the Week: Methods of Teaching Music to Children: Emile Dalcroze**
- **Presentations on Orff Method**
- **Recorders**
- **ASSIGNMENTS FOR NEXT CLASS: Chapter 6; Keep practicing Orff Method; Recorders**

Thursday: QUESTIONS FOR CHAPTER 6 DUE!

- ***Students as Partners in Teaching*: Chapter 6 Presentation & Discussion with Questions**
 - **Presentations on Orff Method**
 - **Recorders**
 - **ASSIGNMENTS DUE NEXT WEEK: Summarize Chapter 6; Practice Dalcroze method; Practice recorders for first teaching/playing quiz (Due on October 10 & 12); **Contact local music teacher to schedule observation** (Summary of observation due on November 7)**
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Week 7: October 10 & 12

Tuesday: SUMMARY OF CHAPTER 6 DUE!

- **Topic of the Week: Methods of Teaching Music to Children: Edwin Gordon & Shinichi Suzuki**
- **Presentations on Dalcroze method**
- **Recorders: Teaching/Playing Quiz**
- **ASSIGNMENTS FOR NEXT CLASS: Chapter 7: Read & Questions; Keep practicing recorders**

Thursday: QUESTIONS FOR CHAPTER 7 DUE! REVIEW FOR MIDTERM EXAM!

- ***Students as Partners in Teaching*: Chapter 7 Presentation with Questions and Discussion**
- **Presentations on Dalcroze method**
- **Recorders: Teaching/Playing**
- **ASSIGNMENTS DUE NEXT WEEK: Summarize Chapter 7; Practice Edwin Gordon method; Study for midterm exam**

Week 8: October 17 & 19

Tuesday: **SUMMARY OF CHAPTER 7 DUE!**

- **Topic of the Week: *The Singing Child & The Moving Child***
- **Presentations on Gordon's Method**
- **Recorders: Intermediate Level**

Thursday: **MIDTERM EXAM!**

- **ASSIGNMENTS FOR NEXT WEEK: WELCOME TO SECOND HALF OF THE SEMESTER!!!**
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Week 9: October 24 & 26

Tuesday:

- **Topic of the Week: *Rhythm and the Child & The Playing Child***
- **3rd-5th Grade Songs, Chants, Dances**
- **Recorders**
- **ASSIGNMENTS FOR NEXT CLASS: Chapter 8: Read & Questions; Practice recorders,**

Thursday: **QUESTIONS FOR CHAPTER 8 DUE!**

- ***Students as Partners in Teaching: Chapter 8 Presentation with Questions and Discussion***
 - **3rd-5th Grade Songs, Chants, Dances**
 - **Halloween Songs & Chants**
 - **Recorders**
 - **ASSIGNMENTS FOR NEXT WEEK: Summarize Chapter 8; Practice 3rd to 5th grade songs; Practice Halloween Songs & chants; Practice recorders**
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Week 10: October 31 & November 2

Tuesday: **SUMMARY OF CHAPTER 8 DUE!**

- **Topic of the Week: *The Listening Child & The Creative Child***
- **Halloween Songs & Chants Presentations**
- **Practicing 3rd to 5th grade songs & Recorders**
- **ASSIGNMENTS FOR NEXT CLASS: Chapter 9: Read & Questions; Keep practicing 3rd to 5th grade songs**

Thursday: **QUESTIONS FOR CHAPTER 9 DUE!**

- ***Students as Partners in Teaching: Chapter 9 Presentation with Questions and Discussion***
- **Presentations on 3rd to 5th grade songs**
- **ASSIGNMENTS FOR NEXT WEEK: Summarize Chapter 9; Keep practicing 3rd to 5th grade songs; Keep practicing playing recorders**

Week 11: November 7 & 9

Tuesday: SUMMARY OF CHAPTER 9 DUE! SUMMARY OF OBSERVATION OF LOCAL MUSIC TEACHER DUE!!

- **Guitar Unit**
- **ASSIGNMENTS FOR NEXT CLASS:** Chapter 10: Read & Questions; Keep practicing 3rd to 5th grade songs; Keep practicing playing on recorder

Thursday: QUESTIONS FOR CHAPTER 10 DUE!

- ***Students as Partners in Teaching:* Chapter 10 Presentation with Questions and Discussion**
 - **Presentations on 3rd to 5th grade repertoire**
 - **Recorder: Review for Final Playing Exam**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 10; Practice recorders for final playing exam (Due on November 21)
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Week 12: November 14 & 16

Tuesday: SUMMARY OF CHAPTER 10 DUE!

- **Topic of the Week: *Musically Literate Child & Children Choir Songs***
- **Learning how to teach and lead the elementary music class: From lesson planning to assessment and performance**
- **Technology in elementary music classes**
- **Recorders Final Playing Exam**
- **ASSIGNMENTS FOR NEXT CLASS:** Chapter 11: Read & Questions; Keep practicing recorders

Thursday: QUESTIONS FOR CHAPTER 11 DUE!

- ***Students as Partners in Teaching:* Chapter 11 Presentation with Questions and Discussion**
 - **Learning how to teach and lead the elementary music class: From lesson planning to assessment and performance cont'd & Children Holiday Songs**
 - **Recorders Final Playing Exam Cont'd**
 - **ASSIGNMENTS FOR NEXT WEEK:** Summarize Chapter 11; Practice recorders for final playing exam; Start developing ideas for your *Teaching Unit* (Due: TBA)
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Week 13: November 21 & 23

Tuesday: SUMMARY OF CHAPTER 11; RECORDER PLAYING TEST!

- **Topic of the Week: *Research in Music Education: Visit to the Library***
- **ASSIGNMENTS FOR NEXT WEEK:** Chapter 12: Read and Questions; Work on Teaching Unit assignment (Due on November 28, 30, & December 5)
- **Thursday: NO CLASS: HAPPY THANKSGIVING!!!!!!**

Week 14: November 28 & 30

Tuesday: **QUESTIONS FOR CHAPTER 12 DUE!**

- *Students as Partners in Teaching*: Chapter 12 presentation and Discussion with Questions
- *Teaching Unit* presentations
- **ASSIGNMENTS FOR NEXT CLASS:** Keep practicing for Teaching Unit presentations

Thursday:

- *Teaching Unit* presentations cont'd
- **ASSIGNMENTS FOR NEXT WEEK:** Work on **first draft of *Research Assignment*** (Due on December 5)

Week 15: December 5

Tuesday:

- Teaching Unit presentations cont'd
- First draft of *Research Assignment*
- Take-Home Final Written Exam distributed: Review for Final Exam

Final Exam: December 13

- *Research Assignment* presentations
- *Take-Home Final Exam* due
- Organization of binder

May your winter break be safe and happy!!