



Pacific University Oregon
College of Arts & Sciences
Department of Music

MUS 301: Music in the Elementary Schools Fall, 2023

Class Days & Times: Tuesday & Thursday 6:30 – 8:05 p.m.

Room: TMDE 120

Credits: 4.00

Prerequisites: MUS 112

Instructor: Dr. Dijana Ihas

Office: TMDE 207

Phone: (503) 352-2102

Email: dahas@pacificu.edu

Office Hours: Tuesday/Thursday 11:45-12:45p.m.; Wednesday & Friday by appointment. Students are encouraged to inform instructor about their intention/need for office hour in advance so to maximize the use of the 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 music education settings. Traditional methods of teaching general music- Kodaly, Orff, Dalcroze, and Gordon- will serve as theoretical and practical framework for development of knowledge, skills, and attitudes needed for successful teaching music to children. Other objectives include gaining insights in basics of vocal pedagogy as applied to teaching young students, learning how to play/teach recorders, learning basics of playing the class guitar, practicing classroom management skills, furthering skills in writing lesson plans and developing assessment tools as applied to elementary music classes.

Student 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 developments, theoretical principles, and practical applications of Kodaly, Orff, Dalcroze, and Gordon's approaches.
- Basic principles of various learning theories as applied to Pre-K to 5th grade (Skinner, Ausbel, Bruner, and Vygotsky).
- Teaching/learning materials available for teaching music in Pre-K to 5th grade.
- Teaching elementary music in culturally diverse classrooms.

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/teach and chant a multitude of age-appropriate songs and chants from Western and other cultures' music heritages.
- Play/teach recorders, Orff-Schulwerk and other classroom instruments used in general music classes.
- Dance/teach simple children's dances.
- Play basic chords on guitar.
- Teach students to read, write music, listen, improvise, compose music, and analyze music.
- Develop assessment tools to measure students' progress in cognitive, psychomotor, and affective domains as applied to elementary music classes.
- Demonstrate knowledge of classroom management strategies applicable to elementary music classes.
- Write detailed field observation.

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

Campbell, P. S. & Scott-Kassner C., *Music in Childhood: From Preschool through Elementary Grades*, Cangege, 2019.

Wong, H. K. *The First Day of School: How to Be an Effective Teacher*, 5th edition, 2018, Wong Publications

Recorder Fun! Teach Yourself the Easy Way! Hal Leonard, Milwaukee, WI. 1990

Required Materials

- Either a laptop with electronic folder dedicated to MUS 301 or 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. If using binder students will need to transfer all information into electronic folder for final exam.
- 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/>

Methods of Evaluation and Assessment

Students' academic progress will be regularly assessed through weekly reading summaries, singing/chanting/dancing demonstrations, teaching demonstrations, and regular playing quizzes on recorders. Furthermore, students' academic growth will be evaluated through midterm and final exams, and written field observations.

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 1:00 p.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!

Only excused absences, defined as one for which student sent email to Dr. Ihas prior to class will be taken in consideration with no consequences. Only TWO excused absences are allowed per semester. Third absence, regardless of reason, will result in lowering the grade for one full 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 assignments & formative assessment:

Weekly Answers to Chapter Questions: Following the chapter lecture on Tuesday/Thursday students will read assigned chapter and answer questions in *Review* section at the end of each chapter in *Music in Childhood*. Students will upload their answers to chapter covered in previous week on Moodle by **Monday at 11:59 p.m. of each week.**

Eliciting Prior Knowledge: In preparation for Tuesday/Thursday lecture class students will either read *Scenario* section of assigned chapters in *Music in Childhood* or answer three short questions three questions: (1) What did I learn? (2) Why should I care? and (3) How will I apply this understanding? Students will upload their answers to these three questions for chapter covered in upcoming week on Moodle by **Tuesday by 3 p.m. of each week**, that is right before the class, so that they can come to class with mind prepared for upcoming chapter.

Weekly Playing Recorders & Singing/Chanting/Movement Activities Quizzes: In order to gain skill of playing the recorders and to develop skills in singing, chanting, and movement activities students will practice recorders and singing/chanting/movement activities on a regular basis. Students' progress in this objective will be assessed through weekly in-class playing recorder quizzes **on Tuesdays and Thursdays of each week.**

Periodic assignments & summative assessment:

Three Curriculum Mastery Demonstrations: Learning objectives for this course emphasize development of knowledge and skills needed for teaching a large number of songs, chants, fingerplays, instrument plays, movement activities, and dances applicable to teaching music in in Pre-K to 5th grade general music classes. Students will practice these materials, and they will demonstrate that they can perform and teach materials with a full fluency. Three curriculum packages that students will master in addition to selected songs from text-book are: PreK-1st Grade, 2nd & 3rd Grades, and 4th and 5th Grades. Students will also practice and demonstrate fluency in methods and materials of Kodaly, Orff, Dalcroze, and Gordon as part of midterm exam. **(Due: See Moodle)**

Lecture Presentation 1 (in first half of the semester): Students will read assigned reading on Kodaly, Orff, Dalcroze, and Gordon. In groups of three, students will prepare/practice presentations, they will create PP/Prezi presentations, and handouts to be distributed to classmates during presentations. **(Due: See Moodle)**

Midterm exam: Take-home written midterm exam will consist of answering questions related to chapters we covered in class before midterm exam. In-class midterm exam will consist of students demonstrating the knowledge of principles and practical application of Kodaly, Orff, Dalcroze, and Gordon methods/approaches. **(Due: See Moodle)**

Lecture Presentation 2 (in second half of the semester): Students will read assigned unit from *The First Day of School*. In groups of four, students will prepare/practice presentations, they will create PP/Prezi presentations, and handouts to be distributed to classmates during presentations. **(Due: See Moodle)**

Classroom Management Package: Students will develop samples of classroom management materials to be used in their elementary music classes. **(Due: See Moodle)**

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

Observation of an Experienced Elementary School Music Teacher: During the semester students will observe local elementary school music teacher. Students will then write a summary of the observations. **(Due: See Moodle)**

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. **(Due: See Moodle)**

Final exam:

Take-Home Written Exam: Students will answer questions related to chapters covered from midterm exam. Students will upload answers on Moodle **before final exam. (Due on Finals Date)**

Teaching Unit: Students will select the theme with the songs, chants and dances they would like to perform in an imaginary elementary school concert. Alternatively, students will select the grade level they would like to present at imaginary concert. The assignment will include the submission of Concert Program, e-mail invitation to concert to be sent to parents/administrators, and a practical demonstration of teaching/leading four selected songs, two chant, and one movement activity. **(Due on Finals Date.)**

Grading:

Students' grades will be based on the total accumulation of points of 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 the class at least five minutes before class starts, with all assignments and materials prepared.
- Students should come to the class with an attitude conducive to learning and all students should actively participate in class discussions.
- Cell phones must be turned off during the class.
- No gum, food, or beverages (except water) are allowed during the class.
- Only polite and kind language is permitted in this class.

Final Exam Date:

TBD

Important Dates:

September 1st: Last day to drop/add Fall semester course

October 6th: Fall Break (no courses held)

October 16th : Advising for Winter Term and Spring Semester begins

October 16th -17th: Midterm exams

November 10th: Veterans Day (no courses held)

November 22th-24th: Thanksgiving Holiday

December 6th: Reading Day

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

Academic Misconduct Policy:

Pacific University has no tolerance for academic misconduct/cheating. It is university policy that all acts of misconduct and dishonesty be reported to the Dean. 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.

Support Services for Students with Learning Differences:

If you have documented challenges that will impede your learning in any way, please contact our Office of Accessibility and Accommodation located in Clark Hall (ext.2717; aaa@connect.pacificu.edu). OAA staff will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

The Center for Learning and Student Success (CLASS):

The Center for Learning and Student Success (CLASS) is located on the second floor of the Tran Library overlooking the lobby. CLASS is an open study space that offers individual tutoring, group tutoring, and guided study sessions for students. CLASS has peer tutors available from 10 a.m. through 10 p.m. Sunday through Thursday. Appointments are strongly encouraged, but not required. Check the schedule for up-to-date availability of tutors, drop-in hours, or to make an appointment: pacificu.edu/class

Statement about use of generative AI:

Students must obtain permission from the instructor before using ChatGPT or other artificial intelligence tools to complete assignments. Once permission is granted, AI may only be used as directed. Assignment submissions may be checked for possible AI use using AI detectors. Unauthorized use may result in a failing grade or a request to resubmit.