University of Arkansas Little Rock

**I. MUED 3232**

**II. Elementary Classroom Music**

**III. 2 Credits**

**IV. Fall 2014**

**V. Dr. Vicki R. Lind**

**VI. Office: 109A**

**VII. Office Hours: T/Th 9:00 – 10:00, M 3:00**

**VIII. Phone/Email: 501-569-3327/vrlind@ualr.edu**

**IX. Course Description:** MUED 3232 is intended for elementary education majors. The course is designed to provide experiences that will enable you to develop the necessary skills and knowledge to teach musical concepts and integrate music learning with other core subjects. The goals and objectives of this course are aligned with the Arkansas Standards for Beginning Teachers and are directed towards your goal of becoming an exemplary elementary teacher. Two credit hours.

**X. Conceptual Framework:** Leaders in learning demonstrate communication, specialized expertise, professional development and a strong commitment to diversity in competency, disposition, and behavior.

**XI. Program Standards:**

 **InTASC Standard 4**

 2.1 Basic knowledge of the components of music

 2.2 Basic knowledge of the families of musical instruments

 2.3 Basic knowledge of musical concepts, vocabulary and forms

 2.4 Knows developmentally appropriate musical activities and

 experiences for elementary students

 2.5 Knows how to integrate the components of music with

English/Language Arts, Mathematics, Social Studies, Science,

and other content competencies as they evolve

**XII. Course Objectives** (\* indicates related standard)

*By the end of the course you should be able to…*

1. articulate a thoughtful and informed philosophy of music learning.

2. develop a basic knowledge of music vocabulary, the elements of music, and families of musical instruments. (InTASC 2.1 & 2.2)

3. describe, interpret, perform, and create music appropriate for use in an elementary classroom. (InTASC 2.1 & 2.3)

4. develop criteria for analyzing and selecting music for your classroom. (InTASC 2.3 & 2.4)

5. develop age appropriate music activities for children in elementary classes referencing the National Standards for Music Education. (InTASC 2.4)

6. develop music learning activities for use in your classroom that connects music learning with other core subjects. (\*InTASC 2.5)

**XIII. Methods/Instructional Strategies/Required Texts**

# This class includes both lecture and active learning experiences. Students will sing, move, and play instruments as they discuss strategies for inter-disciplinary teaching.

# We will be using the textbook “Teaching Elementary Music: Integrative Strategies between Music and Other Subjects.” This book is an excellent resource for teachers and provides valuable information on music and music learning. Be sure to complete the reading assignments before class so that you can benefit from class discussions.

**XIV. Assignments, Evaluation Procedures, and Grading Policy:**

Students are responsible for completing all assignments on time. Partial credit will be given for late assignments submitted **within one week** of the due date. This option is intended for emergency situations and further extensions will not be granted. Papers will be considered on time if they are submitted by 11:59 pm on the due date.

All written assignments must be typewritten and double-spaced. Page limits are based on 12 point Times font. If you need help with your writing (e.g. correct grammar, spelling, and organization) contact the University Writing Center before the due date. Assignments should be submitted through Blackboard. If you have trouble with the technology, email completed assignments to vrlind@ualr.edu before the deadline.

\*Reading assignments are connected to the topic for each class period and should be completed prior to the class meeting time.

Grading:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

**Your grade will be based on the following**

**Tests and Quizzes Total**

Tests (2) 100 pts. each 200

Quizzes (2) 50 pts. each 100

**Written Assignments**

Personal Statement 100

Interviews 200

Scavenger Hunt 100

Repertoire List 150

**Teaching Dispositions**

Music Demonstration 50

Demonstration Lesson 100

Classroom collaborations 300

 1300

**ASSIGNMENT DESCRIPTION:**

**Personal Statement**

Write a short essay (3-5 paragraphs) outlining your experiences with music. Include information about your early experiences with music and music learning as well as a description of the role music currently plays in your life. This paper may or may not include information about your experiences in school music.

**Scavenger Hunt** Begin to explore the question “Does music make you smarter?” by conducting an Internet scavenger hunt. Find ten sources of information outlining the benefits of music learning. For each source, provide a list including the URL, the source (who is making the claim), and a brief sentence or two about the specific claim.

Example:

URL <http://www.livescience.com/1388-playing-music-smart.html>

Source Live Science (quoting neuroscientist at Northwestern University)

Claim Experiences in music is connected to reading and decoding speech

**Music Demo** You will be given two minutes in class to demonstrate your musical ability. You may sing, dance, or play an instrument. You may work alone or with a colleague to show us your musicality.

**Interviews** Make professional contact with two elementary teachers (one general classroom teacher and one music specialist) and request an interview on the topic of music education. Prepare your questions before you schedule the interview and be respectful of the participants’ time. Five or six questions with a few follow up inquiries should give you enough information to complete this assignment. Your interviews may be with someone you already know or you may select someone you have not met. The interviews may be conducted by phone, email, or in person. Possible topics include the value of music education in students’ lives, the role of arts education in public school, the changing nature of public school music, and the challenges to providing quality arts education today. Do not limit yourself to these topics; think about the questions you have regarding music learning and public education and use this time to explore your questions. \*For each interview, provide a **description** of the person interviewed, a **list** of the questions asked, and a **transcription** of the participants’ responses. **ALSO** include a short summary of both interviews including your thoughts and ideas about the topics discussed.

**Philosophy of Music Education** Drawing upon your personal experiences with music, the interview assignment, and the information you gathered during your scavenger hunt, write a 1 ½ - 2 page paper outlining your philosophy of music in education. Be sure to **balance** your personal experiences with what you have learned from others. Your philosophy should include **information** on how children learn and the **teacher’s role** in designing learning experiences for all children. You may include your philosophy of education in general, but be sure to include specific ideas regarding music in the classroom.

**Play List** Teachers select music to use in their classrooms for a variety of reasons. Whether you are selecting a piece as part of a geographical study, looking for something to enhance a science unit, or need a song for your class to sing in an upcoming talent show, certain criteria should be considered. Create a playlist for use in your classroom.

\*Music examples must be age appropriate and carefully selected to hold the interest of the selected age group. Be very careful when reviewing the lyrics, one overlooked “bad” word or missed innuendo can make for a very long day in the life of a teacher. Music that is too simple is boring; music that is too complex does not lend itself to music learning. If you find the music interesting and can identify the potential for music learning, it is probably a good choice.

\*Music examples must include a variety of styles and genres. You’ve heard the old adage, “variety is the spice of life;” that particularly holds true for this assignment. Students need to be exposed to a variety of types of music and you will find that you are better able to integrate music into your classroom if you have several styles and sounds to choose from. Include music that is made by different types of **groups** (large ensembles, small ensembles, vocal groups, instrumental groups, etc.) and represents different **styles and** **genres** (marches, lullabies, children’s songs, choral pieces, folk tunes, jazz, rock, etc.) Include music from different **time periods** and different **cultures**.

\*Write a brief statement about each piece describing why you find it interesting and what you feel it has to offer your students.

**Lesson Demonstration**

You will be assigned a small group. Together with your peers, you will develop an integrated lesson plan appropriate for elementary students. Your lesson plan must include music learning and you will identify specific music standards you will address in your lesson. The format for your lesson plan and demonstration will be provided for you in class. Your group will give a demonstration lesson to the class on the assigned date.

**Classroom Collaboration** Frequently, we will use class time to work in small groups or with a partner to synthesize information, share ideas, or create teaching vignettes. You will be expected to contribute to the conversation as well as listen to the ideas generated by your peers. Written work generated during these classroom collaborations will be collected and assessed

**XV. Class Policies**

**Attendance:** You are expected to be in class every day and to contribute to the course objectives. If you miss class, it is **your** responsibility to attempt to make up the missed work. Since knowledge and information will be shared that will not readily be available outside of class, attendance is vital for your success in the course. Students who miss class or are late to class impede their own achievement **as well as the achievement of their classmates**. Written documentation and advance or same-day notification of absence for a medical reason, car trouble, or for a death in the family is required, NO EXCEPTIONS.

**Students with Disabilities**: Disability Support Statement

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me private as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [www.ualr.edu/disability](http://www.ualr.edu/disability).

**Web accessibility Statement**: It is the policy and practice of UALR to make all web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of any online course materials for this class, please notify the instructor immediately.

**Weather Policy**:The UALR website, UALR email, the University’s main telephone number (501-569-3000), and the campus emergency alert system are the official means of communicating all information concerning weather-related closing. Local television and radio stations will also be notified. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of ravel when road conditions are affected by the weather.

**Non-Discrimination Policy:**

UALR adheres to a policy that enables all individuals, regardless of race color, gender, national origin, age, religion, sexual orientation, veteran’s status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action. Harassment, which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment. It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes they have been discriminated against should contact the Office of Human Resources to obtain assistance and information concerning the filing of complaints. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification, and placement, work conditions, promotional opportunities, demonstration/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

**Plagiarism/Academic Dishonesty Statement:** College and University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other university documents and publications, will be strictly enforced in this class. Any student caught in the act of cheating will be assigned a grade of zero points (F) for the assignment in question. If written work does not appear to be your own, you will be questioned about it and appropriate action will be taken.