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Office Hours: Wednesday 9-11 and 1-3, Thursday 9:30 – 11, other times by appointment

Course Description:  
Study of materials, literature and developmental concepts appropriate for musical maturation.

Course Goals:  
1. Obtain a basic understanding of music by being able to read simple rhythms and sing melodies  
2. Study music concepts, such as timbre, expressive elements, form, texture, harmony, as related to the teaching of music to children  
3. Prepare a lesson plan for a music class or a class using music to teach other subjects  
4. Integrate music into their classroom and use music to teach other subjects  
5. Understand the value of music in a child’s life  
6. Make intelligent decisions about the quality of a children’s song and its worth to them as a classroom teacher  
7. Understand how to produce a good singing voice  
8. Teach children’s songs  
9. Integrate (mainstream) special ed students into their classroom specifically using music as a tool

Intended Learning Outcomes/Goals/Objectives:  
This course is aligned with the College of Education vision, “The James I Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs are recognized at state, national, and international levels” and the mission of the College of Education (COE) which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

The Program Learning Objectives and Student Learning Objectives in MHL 350 is to align with the mission of preparing competent professionals and values of academic and music excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct primary and elementary school learners. The program Learning Objectives are aligned with the most recent music standards endorsed by the National Association for Music Education and the National Coalition for Core Arts.  

Note: All items in bold below are referencing the Texas Educator Prep in music as listed in the Texas State Board for Educator Certification
PLO 1  The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.  *(Standard 1 applies to PLO 1 and SLO 1.1 – 1.6)*
SLO 1.1 The music teacher has a basic understanding of the standard terminology used to describe and musical sound  (pages 12 – 142 and assessments for weeks 4 and 5)
SLO 1.2 The music teacher demonstrates, at a basic level, musical artistry both through vocal performance and by conducting/teaching vocal performances.  (pages 62 – 118 and assessment weeks 7 and 9)
SLO 1.3 The music teacher is able to identify and interpret basic music symbols and Terms.  (pages 62 – 119 and assessments weeks 10 and 11)
SLO 1.4 The music teacher is, at a basic level, able to perceive performance problems and detent errors accurately.  (assessments for weeks 9, 13, 14, and 15)
SLO 1.5 The music teacher is able to identify vocal and instrumental sounds and distinguish among timbres, and identify music forms.  (pages 162 – 190 and assessments for weeks 6 and 8)
SLO 1.6 The music teacher is able to recognize and describe melody, harmony, and texture of a music work.  (pages 62 – 73 and pages 120 – 142 and assessments for week 6)

PLO 2  The music teacher sings with accuracy and confidence.  *(Standard 2 applies to PLO 2 and SLO 2.1 – 2.3)*
SLO 2.1 The music teacher sings, demonstrating accurate intonation and rhythm  (pages 231 – 255 and assessments for weeks 4, 5, and 9)
SLO 2.2 The music teacher has experience with a varied repertoire of music representing style from diverse cultures, including music of the United States.  (pages 231 – 255 and assessments for weeks 4, 5, and 9)
SLO 2.3 The music teacher understands the value of music and the arts in the education of children.  (Pages 1 – 11 and assessments for week 1 and 2)

PLO 3  The music teacher has a comprehensive knowledge of music notation.  *(Standard 3 applies to PLO 3 and SLO 3.1 – 3.2)*
SLO 3.1 The music teachers knows and understands how to read, recognize aurally, and interpret music notation; and how to write standard notation.  (pages 12 – 60 and assessments for weeks 10 and 11)
SLO 3.2 The music teacher can sight-read simple melodies in various modes and tonalities.  (Pages 12 – 60 and assessments for weeks 4, 5, and 9)

PLO 4  The music teacher creates and arranges music.  *(Standard 4 applies to PLO 4 and SLO 4.1)*
SLO 4.1 The music teacher knows and understands how to arrange music for specific purposes and settings.  (pages 120 – 142 and assessments for week 6)

PLO 5  The music teacher applies a comprehensive knowledge of music to evaluate musical
compositions, performances, and experiences. \textit{(Standard 6 applies to PLO 5 and SLO 5.1 – 5.3)}

SLO 5.1 The music teacher can recognize accurate pitch, intonation, rhythm, and characteristic tone quality. (pages 231 – 255 and assessments for weeks 4, 5, and 7)

SLO 5.2 The music teacher is able to diagnose performance problems and detect errors accurately. (pages 231 – 255 and assessments for weeks 13 - 15)

SLO 5.3 The music teacher can apply knowledge of music forms. (pages 162 – 191 and assessments for week 6)

\textbf{PLO 6} The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation. \textit{(Standard 7 applies to PLO 6 and SLO 6.1 – 6.3)}

SLO 6.1 The music teacher provides student with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful. (pages 231 – 255 and 313 – 327 and assessments for weeks 4, 5, 6, 13, 14, and 15)

SLO 6.2 The music teacher incorporates a diverse musical repertoire into instruction, including music from both Western and non-Western traditions. (pages 231 – 255 and assessment for weeks 9, 13, 14, and 15)

SLO 6.3 The music teacher integrates music instruction with other subject areas (pages 365 – 381 and assessments – see pages 381).

\textit{Required Text:}
\textit{Music: Fundamentals, Methods, and Materials for the Elementary Classroom Teacher} (5\textsuperscript{th} ed) by Boyer and Rozmajzl (Pearson publisher) – including the accompany music CD

\textit{Course Requirements:}
\textit{Weekly assignments and video demonstration of your teaching}

\textbf{Course Topics}
1. Music and the Child

Who is musical?

Importance of music

Musical development

National Content Standards for Music Education

1. Teaching Rhythm to Children

2. Teaching Melody to Children
3. Teaching Timbre to Children

4. Teaching Expressive Elements to Children

5. Teaching Form to Children

6. Teaching Texture to Children

7. Teaching Harmony to Children

8. The Singing Voice

9. Playing Musical Instruments

10. Listening Activities and Materials

11. Movement and Children

12. Lesson Planning

13. Integrating Music Across the Curriculum

**Academic Integrity (A-9.1).**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).