MHL 354
Music for Children II
Course Number and Section

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Office: Wright Music Building, 127
Office Hours: Tuesday 9-11am, Wednesday 1-3pm, other hours available by appointment
Department: School of Music
Class meeting time and place: MWF 8-8:50, TR 8-9:15
Wright School of Music Room 275

Course Description:
A study of materials, literature and developmental concepts appropriate for musical maturation. Emphasis on developing critical thinking skills. Performance skills on recorders and Orff Instruments will be address. Pre-requisite: MTC 161 or MHL 350.

Program Learning Outcomes:
Upon completion of this course, students should be able to:
1. Demonstrate understanding of developmentally appropriate practice for teaching musical skills in the elementary grades
2. Perform repertoire for K-8 instruction from memory with appropriate performance style and musicianship
3. Plan, prepare, and implement long-range, mid-range, and short-range (daily) instruction
4. Discuss, at a comprehensive level, contemporary approaches in music pedagogy and their application to music instruction

General Education Core Curriculum Objectives/Outcomes:

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<tr>
<th>Core Objective</th>
<th>Definition</th>
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<td>Critical Thinking Skills (CO 1)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<td>Communication Skills (CO 2)</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<td>Empirical and Quantitative Skills (CO 3)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td>Teamwork (CO 4)</td>
<td>To include the ability to consider different points of view and to work</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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Text and Materials:

Required:
Yamaha YRS-24B Ivory 3-Piece Soprano Recorder w/Standard Fingering

Materials for teaching such as index cards, paper plates, felt, glue, scissors, etc. These materials will be determined by each individual as they prepare for their individual teaching assignments.

Recommended Texts (Especially for those students wanting to teach elementary music)
Brumfield, Susan. *First We Sing: Teaching Strategies (Primary Grades)*. Hal Leonard.
Brumfield, Susan. *First We Sing: Teaching Strategies (Intermediate)*. Hal Leonard.

Brumfield, Susan. *Supplemental First, We Sing! Activity Cards*. Hal Leonard.

Course Requirements:

Students are expected to actively participate in all classes. Weekly assignments include performing simple songs, recorder pieces, and peer teaching preparation and practice activities. Other weekly assignments include reading and writing reflections and writing lesson plan objectives and lesson plans. The final project consists of writing sequential lesson plans for both primary and intermediate grades. Specific details for each assignment will be announced in class and/or posted in D2L, or given to each student as a handout.

Course Calendar:

*Week 1 (August 28)* – Introduction; Name Games; Lesson Plan Objectives
(Rep – A my Name is Andy, Za Kodi, Here Comes a Bluebird, Shoo Fly, See Saw)

**Assignment #1**: Musical Me

*Week 2 (September 4)* – Scope and Sequence; Lesson Planning (Yearly) Kinder and 1st;
Prepare, Present, Practice; K-1 Rep
(Bounce High; Lucy Locket; Bow, Wow, Wow;

**Assignment #2**: 3 Lesson Plan Objectives

*Week 3 (September 11)* – The Singing Voice – What is the appropriate range for children? What should men do? What is the best model for students? Are we limited to certain keys?
**Assignment #3:** Find and teach a simple (and appropriate) children’s song
Write and submit your lesson plan objectives to go with this teaching activity

**Week 4 (September 18)** – Lesson Planning (Yearly) 2nd and 3rd, 2nd and 3rd Grade Rep

**Assignment #4:** Peer Teaching #1 Preparation Activity – Choose curricular concept of your choice
Write and submit your lesson plan objectives to go with this teaching activity

**Week 5 (September 25)** – Lesson Planning (Yearly) 4th and 5th; 4th and 5th Grade Rep; Selecting Repertoire: Analyzing songs for content and age appropriate material

**Assignment #5:** Complete song analysis sheet for songs provided

**Opportunity:**
Attend AND Write a Reflection:
- Kodaly Educators of Texas South Region Workshop
- Kristin Vogt Moore: Don’t Forget to Sing
- **Saturday, September 30, 9 am – 1 pm, University of Houston, Bert F. Winston, Jr. Band complex**
- FREE for Full-Time students with University ID

**Week 6 (October 2)** – Vertical Planning – What goes into the lesson?

**Assignment #6:** Peer Teaching #2 Practice Activity

**Week 7 (October 9)** – Classroom Percussion Instruments; Body Percussion; Exploring Orff; Word Chains; Speech Ostinati, Borduns (I Have a Dog; Two Little Sausages, etc.)

**Assignment #7:** Use a children’s rhyme and create your own Speech Canon (Bee, Bee)

**Opportunity:**
Attend AND Write a Reflection:
- Texas Gulf Coast Orff Association Workshop,
- Andrew Ellingsen: Sequencing Folk Dance in the Music Classroom
- **Saturday, October 14, 2017, 9 am, Moores School of Music, University of Houston, Room 185**
- FREE for Full-Time Students with University ID

**Week 8 (October 16)** – Bringing Songs and Literature to Life in the Classroom

**Assignment #8:** Write your own simple accompaniment to a folk or children’s song

**Opportunity:**
Thursday, October 19, 2017 4:15 pm, Meet at TJR Music Room (Mound St)
Participate in a workshop with NacISD and other area teachers

Week 9 (October 23) Recorders – Why? How?

Assignment #9: Web Assignment – Explore dsokids.com; nyphilkids.com; sfskids.com
Analyze these three symphony education sites for content, ease of use, resources. Are these valuable tools?

Week 10 (October 30) Recorders Continued; Culture/Holidays in the Music Reflection;
Programming for the Elementary Classroom

Assignment #10: A) Review Songs provided and write a reflection indicating if you think these materials appropriate for public school settings, for which grades these materials might be intended, and is it appropriate to alter the original work?
B) Programming Reflection

Week 11 (November 6) Recorders Continued
Assignment #11: Perform a simple piece in a duo, trio, or quartet
No Class Thursday, November 9 and Friday, November 10 –
Dr. Lyman will be attending American Orff Schuwerk Association (AOSA) National Conference, Dallas, TX November 9-11

Attend conference if at all possible - $180 for students Thursday, Friday, and Saturday.
Will have the opportunity to see World Class Presenters, including SFA alum and internationally known Kodály expert, Susan Brumfield!

Assignment #12: Draw a cross-curricular topic out of the hat; use original thinking, resources with which you are familiar, and the internet to help you devise three activities that incorporate music and the topic

Week 12 (November 13) Classroom Design, Management, Discipline, Procedures, and Routines
Assignment #13: Write your classroom rules

November 20 –---Thanksgiving ---

Week 13 (November 27) – Classroom Design, Management, Discipline, Procedures, and Routines

Week 14 (December 4) – Movement/Folk Dancing/Review/Misc Topics
Assignment: Work on Final Project

Week 15 (December 11) – Final Project Due – 6 Lesson Plans:
3 Consecutive Lesson Plans for the grade of your choice K-2 (2 prep, 1 practice)
3 Consecutive Lesson Plans for the grade of your choice 3-5 (1 prep, 2 practice)

Lessons need to be developed both vertically and horizontally. Repertoire and activities should be developmentally appropriate. You may not write a “presentation” lesson. You must write either 2 preps and 1 practice based lessons or 1 prep and 2 practice based lessons. Over the course of each set of three lesson plans you should include singing,
movement, listening, playing, composing, improvisation, reading, dictating, etc. You do NOT need to include every skill in each lesson.

**Grading Policy:**
Weekly Assignments = 85% (Each assignment is worth approximately 6.5%)
Final Project = 15%

**Extra Credit Opportunities:**
September 30 – Kodaly Workshop
October 14 – Orff Workshop
October 19 – Workshop at TJR with NacISD and area teachers
November 9-11 Orff National Conference, Dallas, TX

**Attendance:**
Music for Children is a participatory course and it is virtually impossible to make up material covered in each class. Students are responsible for obtaining notes or learning songs, games, and other materials covered in class. Students missing class should seek notes and explanations from their classmates before seeking assistance from the professor.

After missing the equivalent of a week (three class days for MWF or two for TR), each subsequent absence will result in the loss of a letter grade at the end of the semester.

**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/.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.