Name: Dr. Kristin Lyman  
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Phone: 936-468-4567  
Office: Wright Music Building, 127  
Office Hours: MWF 9 -10:00 am, other hours available by appointment  
Department: School of Music  
Class meeting time and place: MWF 8- 8:50  
Wright School of Music - Room 275  

Text and Materials:  
Required:  
Brumfield, Susan. First We Sing: Kodály Inspired Teaching for the Music Classroom  
Brumfield, Susan. First We Sing: Teaching Strategies (Primary Grades). Hal Leonard.  

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: (Particularly for those students intending to teach elementary)  
Brumfield, Susan. Supplemental First, We Sing! Activity Cards. Hal Leonard.  
Brumfield, Susan. First We Sing: Song Book One. Hal Leonard.  
Brumfield, Susan. First We Sing: Song Book Two. Hal Leonard.  
Brumfield, Susan. First We Sing: Song Book Three. Hal Leonard.  
Brumfield, Susan. 100 Little Rhymes and Songs. Hal Leonard.  

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.  

Course Requirements:  
Students are expected to actively participate in all activities in every class. Weekly assignments include collecting rhymes and songs, performing simple songs and recorder pieces, and peer teaching activities. Other weekly assignments include reading and writing reflections, and writing lesson plan objectives and lesson plans. Specific details for each assignment will be announced in class and/or posted in D2L, or given to each student as a handout.  

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-6 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

Assessment:
The expected learning outcomes for the course will be assessed through:

**Class participation:** Students are expected to participate in all class activities with a positive attitude and respectful manner towards both the instructors and classmates. These activities may include, but are not limited to singing, dancing, and playing instruments, as well as class discussions and teaching demonstrations.

**Refusal to participate** in class discussions, performances, demonstrations, or other daily class activities in a respectful manner towards both instructors and peers **may result in a zero for class participation for the day and dismissal from the class.**

**Daily class and homework assignments:** Reading, writing, listening Projects, and study questions will be assigned. Students will have opportunities for peer teaching and evaluation.

**Papers and Exams:** There will be a final paper, a mid-term project, and “quizlets” throughout the semester. Exam material may be taken from lectures, class discussions, assigned readings, video and listening examples assigned and/or heard in class. Tests may include multiple choice, matching, short answer and discussion questions, as well as identification of listening examples.

**Assignments, Tasks, and Projects** – Specific instructions and guidelines will be provided

**Teaching = 20%**
Teaching a Song and Game/Dance (D2L Submission and Class Presentation) 2 @ 25 pts = 50
Teaching Preparation, Practice, and Presentation Activities = 3 @ 50 pts = 150

**Planning and Assessment = 30%**
Lesson Planning – Vertical and Horizontal = 150
Assessment Modification = 50 pts
Management Plans = 50 pts

**Performance Practice/Listening = 10%**
Classroom Percussion Instruments – Written Quiz and Performance = 50
Recorder - Written Quiz and Performance = 50

**Group Tasks = 10%**
Book Dramatization = 50 pts
Word Chains/Layered Speech Ostinati = 25 pts
Orff Arrangement = 25 pts

“Daily” Work/Miscellaneous Assignments = 10%
Individual Speech Ostinati, Quizzes, etc.

Resources and Methods = 10%
Comparative Methodology Paper = 100 pts

Class Participation = 10% = 100 pts

Grading Policy:
Approximately 1000 points available.

Grading: \[
\frac{\text{Points Earned}}{\text{Total Points Available}*} = \text{Score}
\]

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = < 60

Course Calendar:
Week-by-Week
(Schedule and assignments are tentative and subject to change)

Week 1 (Aug 27-31) Introduction, Syllabus, and Expectations; Name Games, Musical Skills, Objectives

Week 2 (Sept 3-7) Classroom Percussion Instruments – Lecture, Performance, Quiz 9/7 or 9/10

Week 3 (Sept 10-14) Read Kodály Inspired Teaching Chapters One, Two, and Three – Quiz TBD

Week 4 (Sept 17-21) The Kodály Approach and Musical Literacy: The Three Step Process Rhythmic and Melodic Preparation Activities (Submit Unlisted YouTube video to Dropbox – will also present to class)

Week 5 (Sept 24-28) Melodic Preparation and Practice Activities Rhythmic and Melodic Practice Activities (Submit Unlisted YouTube video to Dropbox – will also present to class)

Week 6 (Oct 1-5) Present Lessons

Week 7 (Oct 8-12) Lesson Planning/Standards – Submit Lesson Plans to Dropbox

Week 8 (Oct 15-19) Lesson Planning/Standards – Submit Lesson Plans to Dropbox

Week 9 (Oct 22-26) Recorder (Will continue throughout the remainder of semester)

Week 10 (Oct 29- Nov 2) Including Instruments in Lessons (Transitioning to Orff)
Week 11 (Nov 5 – 9) Adding a Simple Accompaniment to Folk/Children’s Song

Week 12 (Nov 12 – 16) Recorder Performances (Playing Quiz)
  Bringing Children’s Books/Poems to Life

Week 13 (Nov 26 – 30) Bringing Children’s Books/Poems to Life/ Classroom Management and Discipline

Week 14 (Dec 3 – 7) Classroom Management and Discipline

Final Exams:

Workshop Opportunities:
  October 13  Gulf Coast Orff Workshop 9 am – 1 pm - FREE with University ID
  Beth Nelson- From Seed to Bloom: Growing Creativity and Skill through Music and Movement
  Location: TBD
  http://www.texasgulfcoastorff.org/workshops/

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 and D2L before seeking assistance from the professor.

Students are expected to attend all meetings. Students are allowed ONE unexcused absence. Three tardies constitute one absence. Attendance will be taken at the beginning of class and it is the responsibility of the student to let the instructor know at the end of class that they arrived and were present in order to receive credit for attending.

Excused absences include university sponsored events, religious observances, and medical absences with notes from your physician.

Please do NOT schedule medical appointments, advising, juries, or other appointments during any of your academic classes. TIP: If you are well enough to attend your private lesson, studio class, or your ensemble, you are well enough to sit in your other major related classes such as this one.

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

**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.