MHL 355-001
Music for Children III
Fall 2018

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Office: Wright Music Building, 127
Office Hours: MWF 9 -10 am, other hours available by appointment
Department: School of Music
Class meeting time and place: TR 8 – 9:15 am
Wright School of Music, Room 275

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

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

Index Cards and filing box or access to excel or other software to make a database of resources.

Recommended:
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.

Consider Organizations:
*Organization of American Kodaly Educators* – oake.org - FREE for full time students, Paper = $20
*National Association for Music Educators (NAfME)* nafme.org (July 1 – June 30)

Course Description:
A study of sources of songs and other literature appropriate for the musical development of children. Emphasis will be on developing the critical thinking skills necessary for analyzing children’s musical success. Performance on recorder will be developed.
Prerequisites: MHL 354
Learning Outcomes
1. The student will demonstrate appropriate singing technique for elementary and early childhood education, and demonstrate their skill at leading a simple song with gross motor movement.

2. The student will demonstrate appropriate use of instruments including recorder and classroom percussion instruments in an elementary and early childhood lesson.

3. The student will demonstrate their knowledge of developmentally appropriate practice by applying a proper learning sequence in their demonstrations with peers.

4. The student will demonstrate their understanding of current trends in music education, common elementary music methods and pedagogies, appropriate assessment and evaluation techniques, and the scope and sequence of an elementary music education program.

5. Students will be able to identify and discuss resources that are developmentally appropriate for specific grades or age ranges; determine whether sources are primary or secondary sources, determine whether materials are authentic or contrived and which is more valuable, and finally, determine which materials and resources will be valuable for teaching their students.

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 and 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 = 25%
Teaching a Song and Game/Dance (D2L Submission and Class Presentation) 4 @ 25 pts = 100
Teaching a Folk Dance = 50
Teaching Demonstration – Sequential – Prepare, Present, Practice = 100

Planning and Assessment = 25%
Lesson Planning – Vertical and Horizontal = 150
Assessment Modification = 100 pts

Performance Practice/Listening = 15%
Classroom Percussion Instruments – Written Quiz and Performance = 50
Recorder Performance and Demonstration = 50
Listening Maps = 50 pts

Resources and Methods = 25%
Resource Catalog/Database – Approximately 50 resources at 3 pts each = 150 points
Comparative Methodology Paper = 100 pts

Class Participation = 100 pts = 10%

Grading Policy:
Approximately 1000 points available.

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

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

Attendance Policy:
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

*Although there are several weeks in which the students will be required to use the internet to search for materials and resources, all products and ideas presented by the individual students should be wholly original.

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.