MHL 471
Music Sources and Materials for Children

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Office Hours: MWF 10-11:30 am, other hours available by appointment
Department: School of Music
Class meeting time and place: MW(F) 12-12:50
Wright School of Music, Room 275

Course Description:
Individual instruction in finding and selecting sources and materials for the musical development of children. Emphasis on construction of visual aids and examination of bibliographic resources. Pre-requisite: MHL355.

Program Learning Outcomes:
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. (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.
SLO 6.2 The music teacher incorporates a diverse musical repertoire into instruction, including music from both Western and non-Western traditions.
SLO 6.3 The music teacher integrates music instruction with other subject areas (pages 365 – 381 and assessments – see pages 381).

General Education Core Curriculum Objectives/Outcomes:

Critical Thinking Skills (CO 1) To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills (CO 2) To include effective development, interpretation and expression of ideas though written, oral, and visual communication.

Teamwork (CO 4) To include the ability to consider different points of view and to work

Personal Responsibility To include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility To include intercultural competence, knowledge of civic responsibility, and the
Student Learning Outcomes:

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.

Students will learn how to construct several visual aids for one curricular concept, providing multiple ways to teach students and teach them. Students will be able to devise their own visual aids and games to use in the classroom.

Text and Materials:
Brumfield, Susan. *First We Sing: Kodály Inspired Teaching for the Music Classroom*

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

**Recommended:** (Particularly for those students intending to teach elementary)
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.
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)

Students will need to provide a variety of small office supply and arts and crafts materials over the course of the semester including materials such as felt, poster board, popsicle sticks, glue sticks, envelopes, empty Lysol/Clorox Wipes containers, etc.

Course Requirements:
Students will be reviewing an array of resources for the elementary music education classroom, categorizing them into methods books, song books, and other categories as they see fit. Students will evaluate the resources for clarity, practicality, and usefulness in today’s classroom. Students will create and submit an annotated bibliography for resources most weeks, submitting a final annotated bibliography at the end of the semester.
Students will participate in several make-and-take sessions with the professor, seeing examples of materials that could be used in the classroom, and will then be responsible for creating their own visual aid or game and sharing it with classmates.

**Course Calendar:** Subject to Modification

Topics to be covered:

Week 1  January 16 – 19  No Class Friday
Week 2  January 22-26  *Lesson Planning*
Week 3  January 29 – February 2  *Lesson Planning* No Class Friday
Week 4  February 5 – 9  *Rhythmic and Melodic Practice Activities* (Make and Take)
Week 5  February 12 – 16 (TMEA) No Class Wednesday or Friday
Week 6  February 19 - 23  *Assessments and Modifying Assessments - Differentiation*
Week 7  February 26 – March 2  No Class Friday  *Early Finisher Work*
Week 8  March 5 – 9  *Movement Activities*
Week 9  March 12 – 16  SFA SPRING BREAK
Week 10  March 19 – 23  *Movement Activities/Dramatizations* No Class Friday
Week 11  March 26 – April 1  *Bringing Children’s Books to Life*  No Class Friday – Easter Holiday
Week 12  April 2 – 6  *Classroom Management* No Class Friday
Week 13  April 9 – 13  *Classroom Management*
Week 14  April 16 – 20  *Instruments of the Orchestra* No Class Friday
Week 15  April 23 – 27  *Designing a Game*
Week 16  April 30 – May 4
*Final Exam* Wednesday, May 7 1-3 pm

**Grading Policy:** Reflections and other weekly assignments will be worth 85% of the semester grade. The final project will be worth 15% of the semester grade.

**Attendance Policy:**
Students are expected to attend all meetings. Should they not be able to attend, they should contact the professor to Blackboard Collaborate/FaceTime/Skype/Zoom or attend class virtually.

**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.