MHL 350: Music for Children
Summer II - 2018

Dr. Kristin Lyman
School of Music, 127
lymankm@sfasu.edu
Office Hours: by appointment

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

Course Goals:
1. Understand the value of music in a child’s life
2. Recent research has demonstrated that music has a role in how children think, reason, and create. The text will delve more deeply into this research and discuss specific brain rules that govern how children learn.
3. Integrate music into their classroom and use music to teach other subjects
4. Understand how to produce a good singing voice
5. Teach children’s songs
6. Make intelligent decisions about the quality of a children’s song and its worth to them as a classroom teacher
7. Prepare a lesson plan for a music class or a class using music to teach other subjects
8. Study music concepts, such as timbre, expressive elements, form, texture, harmony, as related to the teaching of music to children
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 are 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.

SLO 1.2 The music teacher demonstrates, at a basic level, musical artistry both through vocal performance and by conducting/teaching vocal performances.

SLO 1.3 The music teacher is able to identify and interpret basic music symbols and terms.

SLO 1.4 The music teacher is, at a basic level, able to perceive performance problems and detect errors accurately.

SLO 1.5 The music teacher is able to identify vocal and instrumental sounds and distinguish among timbres, and identify music forms.

SLO 1.6 The music teacher is able to recognize and describe melody, harmony, and texture of a music work.

**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.

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.

SLO 2.3 The music teacher understands the value of music and the arts in the education of children.

**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.

SLO 3.2 The music teacher can sight-read simple melodies in various modes and tonalities.

**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.

**PLO 5** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences. *(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.

SLO 5.2 The music teacher is able to diagnose performance problems and detect errors accurately.
SLO 5.3 The music teacher can apply knowledge of music forms.

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

Required Text:
Music for Elementary Classroom Teachers (2017) by Shehan-Campbell, Scott-Kassner, Kassner (W.W. Norton & Company) – includes web access to songs

Course Requirements:
Weekly assignments and video demonstration of your teaching

Course Topics

Getting Started Module
Assignment: Introduction via Class Discussion Due Thursday, July 12 @ noon

Module 1: Part I: The Musical Lives of Children and Teachers

Assignments for Module 1 Specified in D2L

Due Thursday, July 19 @ noon
Chapter 1: Music and Children: Then, Now, and Evermore
Chapter 2: Teachers as Facilitators of Music and the Arts
Chapter 3: The Music Growth of Children

Module 2: Part II: The Musical Makeup of Children

Assignments for Module 2 (Chapters 4, 5, 6, 7, and 8) Specified in D2L

Due Thursday, August 2 @ noon
Chapter 4: The Singing Voices
Chapter 5: Their Ears: Listening to Music
Chapter 6: Their Moving Bodies
Chapter 7: The Instruments they Play
Chapter 8: Their Creative Imaginations
Module 3: Part III: Music Throughout the Day

Assignments for Module 3 (Chapters 10-14) Due Friday August 10 @ noon

Chapters 10: English Language Arts
Chapter 11: Social Studies
Chapter 12: Math
Chapter 13: Science
Chapter 14: All of the Arts

All assignments are expected to be your own original work. Should you rely on another source for inspiration, it is required for you to cite the resource using standard APA formatting.

Late Work Policy: All assignments are due in the format outlined in the course modules and on time. Late work will not be accepted.

Communicating with the Professor: Communicating via lymankm@sfasu.edu is the best method during the summer as I often work away from the office and check this at least once a day during the week. Please allow 24 hours for a response. I should respond with a “received” so that you know that I have received your correspondence. If you have not received a response, then I have not received your communication. Please do not expect a response between Fridays after 12 pm and before 8 am on Mondays during the summer.

Grading: $\text{Points Earned} = \frac{\text{Score}}{\text{Total Points Available}^*}$

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

*Course is being redeveloped, therefore assignments for Modules 2 and 3 are not quite ready. These are in the process of being updated and a revised syllabus with basic assignments listed will be published by June 11, 2018. Total points available for the course will also be published at that time.

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/.