MHL 354 – Sections 001, 002
Music for Children II

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Department: School of Music
Class meeting time and place: MWF 8-8:50, MWF 9-9:50
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:
1. Students will demonstrate the ability to hear, identify, and work conceptually with the melodic, harmonic, and rhythmic elements of music, including sight-singing and analysis.
2. Students will demonstrate comprehensive capabilities in rehearsing and preparing a high-level performance in ensembles.
3. Students will demonstrate knowledge of applicable solo materials, an orientation to the fundamentals of pedagogy as pertaining to the instrument or area of study, and comprehensive capabilities in preparing and performing a solo at a high level.
4. Students will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, musical examples, and organization.
5. Students will demonstrate a working knowledge of music history and literature from the Western art tradition, with supporting related studies in non-western traditions, practices, and cultures.
6. Students will demonstrate functional keyboard proficiency including scales, techniques, basic accompanying, and sight reading.

Student Learning Outcomes
After 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
Text and Materials:

Required:
Brumfield, Susan. *First We Sing: Kodály Inspired Teaching for the Music Classroom*. Hal Leonard.
Brumfield, Susan. *First We Sing: Teaching Strategies (Primary Grades)*. Hal Leonard.
Brumfield, Susan. *100 Little Rhymes and Songs For Reading, Writing, and More!* 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. *First We Sing: Teaching Strategies (Intermediate Grades)*. Hal Leonard.
You will have teaching assignments out of this book, but a copy will be made available.

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.

Course Requirements:

Course intended for music majors enrolled in the Music Education Program. Students will spend three hours in class each week. Additionally, they will be required to complete weekly readings, submit written assignments based on these readings, and take a quiz on each chapter which should take approximately 2 hours to complete per week on average. Students will also prepare 4 in-class teaching demonstrations and 3 video teaching demonstrations with lesson plans and reflections, practice recorder, write a speech ostinato, and create a body percussion composition, which should take a minimum of 1 hour to 1.5 hours for each assignment, equaling approximately 10 - 15 hours over the course of the semester. Additionally, students are required to research the four major music education approaches and write a comparative paper in which each of the approaches are defined and compared. Students will then determine which approach or combination of approaches is most appropriate for the standard elementary music classroom. This research paper should take approximately 30 hours to complete over the course of the semester. Individual pacing, particularly with regard to determining research interests and writing, may cause a significant fluctuation with regard to time necessary to complete tasks.

Course Assignments

1. Homework Assignments/Quizzes/Class Participation (300 points)

Students should complete assigned readings and homework questions by the scheduled due dates. Student work including written responses and/or discussions should demonstrate evidence of familiarity with the assigned materials. Students are expected to participate fully and be engaged in class.

Creative assignments such as speech canons or body percussion compositions should be original work created by you for this class and this class only.
Chapter Homework 20 points each = 100 points  
Chapter Quizzes 20 points each = 60 points  
Speech Canon 20 points  
Body Percussion 20 points  
Recorder Quiz points 20 points  
Percussion Quiz 20 points  
Sequential Lesson Plans 120 points  
Daily Participation (Attendance, Tardiness, Engagement, and Attitude impact this grade)  
2 points per day = 84 points  

2. **Peer Teaching** (7 @ 30 points each = 210 points)  
Students will demonstrate a minimum of four in-class teaching demonstrations and three video demonstrations including teaching a simple song, a preparation activity, a present lesson, and a practice activity. Students will be required to submit a written lesson plan and a reflection for each activity.  

3. **Comparative Approach Paper** (250 points)  
Students will research the four major approaches in elementary music, define the basic principles of each approach, compare and contrast with the other approaches, and determine which approach or combination of approaches is the most appropriate for a standard elementary music classroom. Students must use a minimum of 12 resources, citing resources in Chicago/Turabian style. Additional details in separate document.  

4. **Final Exam** (100 points)  
Including, but not limited to the following:  
Identifying and defining the “mother” of all comparatives  
Defining “sound to symbol”  
Identifying appropriate sequence for sing, moving, reading, writing, or other skills  
Analyzing a song for rhythmic and melodic content appropriate for teaching  
Writing grade appropriate curricular and behavioral objectives  
Identifying the appropriate range for a child’s voice  
Identifying percussion instruments  

Approximately 1000 points available  

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

**Grading Scale**  
90-100 \hspace{1cm} A  
80-89 \hspace{1cm} B  
70-79 \hspace{1cm} C  
60-69 \hspace{1cm} D  
59 & lower \hspace{1cm} F  

**Late Work Policy:** All assignments are due at the assigned time in the format outlined by instructor via D2L/Brightspace, handout, or verbal instructions. Late assignments are subject to a penalty of 10% reduction per day.  

Do not wait until the last minute to start, print, or upload an assignment.  

**Professional Work:** Please be sure to proof your assignments by printing them out and
checking your work for grammatical or typographical errors, reading them aloud, having
someone else check your work, and/or using spell check. Grades for work that contains 3
or more errors will be reduced by the equivalent of a letter grade.

Course Calendar:

Week-by-Week
(Schedule and assignments are tentative and subject to modification)

Week 1 (January 23 - 25) – Introduction, Syllabus, and Expectations;
Name Games and simple songs

Due Thursday, Jan 24 @ 11:30 pm
Cheating and Plagiarism Quiz (D2L/Brightspace)

Due in Class Friday, January 25 @ 8 am
Read Kodály-Inspired Teaching Chapter One: The Kodály Approach
Chapter 1 Worksheet

Week 2 (January 28- February 1) Musical Literacy: The Three Step Process

Due Monday, January 28 @ 8 am
Read Chapter 2 Musical Literacy: The Three Step Process
Chapter Two Worksheet

Chapter One The Kodály Approach Quiz (Monday)

Due Tuesday, January 29 @ 11:30 pm
Write Musical Journey Essay (DropBox Submission)

Wednesday – Bring Teaching Strategies Primary Grades Text

Chapter Two: Musical Literacy: The Three Step Process Quiz (Wednesday/Friday)

Week 3 (February 4 - 8) Repertoire for the Kodály-Inspired Classroom

Due Monday, February 4 @ 8 am
Read Kodály-Inspired Teaching Chapter Three: Repertoire for the
Kodály-Inspired Classroom
Chapter 3 Worksheet

Due Tuesday, February 5 @ 11:30 pm– Teaching a Song Lesson Plan (DropBox)
Due in class Wednesday and Friday – Peer Teaching: Teaching a Song

Week 4 (February 11 - 15) Repertoire for the Kodály-Inspired Continued

Due Monday, February 11 @ 8 am – Song Analysis Worksheet
Due in class Monday and Wednesday – Peer Teaching: Teaching a Song
Teaching a Song Reflection: Due in class the day after you present

Week 5 (February 18 – 22) –Read Chapter 2 Musical Literacy: The Three Step Process
Due Tuesday, February 19 @ 11:30 pm
Preparation Activity Lesson Plan (DropBox)

**Due in class** - Wednesday and Friday Preparation Activity Peer Teaching
Preparation Activity Reflection: **Due in class the day after you demonstrate**

Week 6 (February 25 – March 1) Preparation Activities Peer Teaching Continued/Present Lessons
**Due in class** – Monday and Wednesday Preparation Activity Peer Teaching
Friday – Present Lesson
Preparation Activity Reflection: **Due in class the day after you demonstrate**

Week 7 (March 4 - 8) **Present Lessons**
**Due Sunday, Sunday, March 3 @ 11:30 pm**
“Present Lesson” Plan
**Due in class** – Monday, Wednesday, and Friday Present Lesson Peer Teaching
Present Lesson Reflection: **Due in class the day after you demonstrate**

Week 8 (March 11-15) Practice Activity Peer Teaching
**Due Sunday, Sunday, March 10 @ 11:30 pm**
Practice Activity Plan
**Due in class** Monday, Wednesday, Friday Practice Activity Peer Teaching
Practice Activity Reflection: **Due in class the day after you demonstrate**
*Must Submit by 11:30 pm Friday, March 15

(March 18-22) SPRING BREAK

Week 9 (March 25-29) Begin Recorders
**Due Wednesday, March 27 @ 8 am**
Read Chapter 4 Planning for Teaching
Chapter 4 Worksheet

Week 10 (April 1-5) Recorder Continued, Speech Canons -
**Due Monday, April 1 @ 8 am**
Read Chapter 5 Putting it All Together
Chapter 5 Worksheet

Week 11 (April 8-12) Recorder Continued, Body Percussion, and Including Instruments in Lessons
**Due Monday, April 8 @ 8 am**
Speech Canon
**Due Friday, April 12 @ 8 am**
Body Percussion Composition

Week 12 (April 15-17) Including Instruments in Lessons
**Due Sunday, April 14 @ 11:30 pm**
Sequential Lesson Plans 120 points

Week 13 (April 22-26) Adding a Simple Accompaniment to Folk/Children’s Songs and Books
Recorder Playing Quiz 20 points
Percussion Instrument Quiz 20 points
Week 14 (April 29-May 3)
Due Sunday, May 2 @ 11:30 pm
Comparative Approach Paper (D2L/Brightspace)

Week 15 (May 6-10) Review/Wrap Up

Final Exams: Reserve these dates now!

Monday, May 13, 8 – 10 am 8 AM Class
Wednesday, May 15, 8 – 10 am 9 AM Class

Attendance:
Music for Children is a pre-professional course and attendance and participation in this course is not optional. This course is largely applied in nature and it is virtually impossible to make up the material covered in each class, particularly in a one-on-one situation. Attendance in class generally results in better results for students in both classroom and homework activities therefore, attendance will be taken every day. If you are absent for a university-sanctioned event such as an ensemble tour or a serious illness, you must advise your instructor and provide documentation by the beginning of the next class period (48 hours) indicating that you were specifically advised not to attend class or were medically unable to attend class in order for that absence to be excused.

If you are absent and cannot provide an acceptable excuse with appropriate documentation, you will be marked absent, which will have a negative impact on your progress and grade in this class.

As being prepared for class and paying attention/being engaged in class are also part of attendance requirements, any student who falls asleep, is actively engaged on a smart phone, or otherwise distracted by technology will also be marked absent for the day.

Tardy Policy: Students not in attendance at the beginning of class will be marked absent. If a student arrives less than 5 minutes late, the attendance for the day can be changed to a tardy, but it is the responsibility of the student approach the instructor at the end of class to get this notation corrected. The accumulation of three occasions in which you are tardy will be counted as one absence. While being late is better than not coming to class at all, you should strive to never be late or absent. It is the responsibility

Because this is a pre-professional face-to-face course and you are given a finite amount of absences before your pay is docked in the real world of teaching, you have a finite amount of absences in this course before your grade is docked. After three absences, a student will be docked one letter grade for each subsequent absence. Students with 6 or more absences will automatically fail the course.

Do not schedule regular doctor or dental appointments, lessons, auditions, juries, meetings with other professors, etc. during this class as they will not be excused. If you
are well enough to attend your major ensemble or private lesson, you are well enough to
attend this 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.

**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

**Personal Thoughts on Academic Integrity/Dishonesty:**

Materials created for this class should be original to you, created for the purposes of this
class and for you to use in your future classroom. These should not be recycled works or
activities.

TurnItIn Originality Check will be turned on in D2L/Brightspace. Using another resource
without providing proper credit will not be tolerated. Full and proper citations must be
given. Please note that a first instance of plagiarized work may or may not be grounds for
failure on the assignment or course, but a second instance of plagiarized work will result
in automatic failure.

**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/](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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

The contents and assignments of this syllabus are subject to modification including additions, deletions, or revisions.