MHL 350- 510: Music for Children I  
Summer 2019

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helday@sfasu.edu (Required Method of Contact, NO D2L emails)  
Office Hours: Skype by appointment

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

**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 application of the assignments.*  
Specific directions for assignments are detailed in D2L.

**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

**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 is 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

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**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
(pages 119-138 and Appendix 1 and assessments for Chapter 4, 5)

SLO 1.2 The music teacher demonstrates, at a basic level, musical artistry both through vocal performance and by conducting/teaching vocal performances.
(pages 55-160 and assessment for Chapters 4, 5, 6, 7, 8)

SLO 1.3 The music teacher is able to identify and interpret basic music symbols and terms.
(pages 119-138 and Appendix 1 and assessments for Chapter 4, 5, 12)

SLO 1.4 The music teacher is, at a basic level, able to perceive performance problems and detect errors accurately.
(pages 55-160 and Appendix 1 and assessments for Chapter 4, 5, 6, 7)
SLO 1.5 The music teacher is able to identify vocal and instrumental sounds and distinguish among timbres, and identify music forms.
   (pages 119-138 and Appendix 1 and assessments for Chapter 4, 5, 7)
SLO 1.6 The music teacher is able to recognize and describe melody, harmony, and texture of a music work.
   (pages 119-138 and Appendix 1 and assessments for Chapter 4, 5, 7)

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 
   (pages 56-73 and assessments Chapter 4)
SLO 2.2 The music teacher has experience with a varied repertoire of music representing styles from diverse cultures, including music of the United States.
   (pages 55-292 and assessments for Chapters 4, 5, 6, 7, and 11)
SLO 2.3 The music teacher understands the value of music and the arts in the education of children.
   (Pages 3 – 54 and assessments for Chapters 1, 2, and 3)

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 teacher knows and understands how to read, recognize aurally, and interpret music notation; and how to write standard notation.
   (pages 119-138 and Appendix 1 and assessments for Chapter 12)
SLO 3.2 The music teacher can sight-read simple melodies in various modes and tonalities.
   (pages 56 -73 and Appendix 1 and assessments for Chapter 4)

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.
   (pages 55-73 and 139 -160 and assessments for Chapters 4, 7, and 8)

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.
   (pages 55 - 138, 162 -182 and Appendix 1 and assessments for Chapters 4, 5, 6, 7, 8, 10)
SLO 5.2 The music teacher is able to diagnose performance problems and detect errors accurately.
   (pages 55 -138 and Appendix 1 and assessments for Chapters 4, 5, 6, 7, 8)
SLO 5.3 The music teacher can apply knowledge of music forms.
   (pages 55 -138, 162 -182 and Appendix 1 and assessments for Chapters 4, 5, 6, 7, 10, 12)
**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.  
(pages 16-55, 183 – 292, and Appendices 2 and 4 and assessments for Chapters 2, 3, 10 - 13)

SLO 6.2 The music teacher incorporates a diverse musical repertoire into instruction, including music from both Western and non-Western traditions.  
(pages 55 -102 and Appendix 3 and assessment for Chapters 4, 5, 10, 11, 14)

SLO 6.3 The music teacher integrates music instruction with other subject areas  
(pages 183-292 and assessments for Chapters 10, 11, 12, 13, 14).

**Course Breakdown:**

Getting Started, Module 1: Week 1  
Module 2: Weeks 2-3  
Module 3: Weeks 4-5

**Getting Started Module -**

Assignments for Getting Started

**Week 1 Assignments:** Getting Started Due: July 18th, Module 1 Due: July 22nd

**Week 1-** Due Thursday, July 18th @ 11:30 p.m.  
- Cheating and Plagiarism Quiz 12 pts  
- Introduction Discussion 10 pts  
- 12 Hours of Music in Your World 25 pts  
(Week 1 continues below with assignments due on Monday, July 22nd)

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

Assignments for Module 1 – (Chapters 1, 2, 3)

**Week 1 (continued)-** Due Monday, July 22nd @ 11:30 p.m.  
- Chapter 1: Music and Children: Then, Now, and Evermore  
  - Brain Research Discussion 20 pts  
  - Quiz 1 18 pts  

- Chapter 2: Teachers as Facilitators of Music and the Arts  
  - Music Centers Discussion 20 pts  
  - Webbed Curriculum 20 pts  
  - Quiz 2 9 pts
Chapter 3: The Music Growth of Children
  Chapter 3 Questions ——— 20 pts
  Musical Capacity Discussion ——— 20 pts

Module 2: Part II: The Musical Makeup of Children
Assignments for Module 2 (Chapters 4-8)

Week 2 Assignments - Due Monday, July 29th @ 11:30 p.m.
  Chapter 4: The Singing Voices
    Performing a Song ——— 10 pts
    Creating Song Materials ——— 25 pts

  Chapter 5: Their Ears: Listening to Music
    Music Listening Activity (Drawing) ——— 20 pts
    Music Listening Response Sheet ——— 20 pts
    Creating a Self-Soothing Playlist ——— 15 pts

Week 3 Assignments - Due Monday, August 5th @ 11:30 p.m.
  Chapter 6: Their Moving Bodies
    Movement in Music – Video Comparison ——— 24 pts
    Books with a Beat ——— 10 pts

  Chapter 7: The Instruments they Play
    Adding Sound Effects ——— 25 pts
    Connecting to Sound ——— 10 pts
    Ch 7 Questions (6) ——— 30 pts

  Chapter 8: Their Creative Imaginations
    Significance of Film ——— 20 pts
    Challenging Mode ——— 20 pts

Module 3: Part III: Music Throughout the Day
Assignments for Module 3 (Chapters 10-14)

Week 4 Assignments - Due Monday, August 12th @ 11:30 p.m.
  Chapters 10: English Language Arts
    Ch 10 Questions (5) ——— 25 pts
    Character Theme ——— 15 pts

  Chapter 11: Social Studies
    Ch 11 Questions (5) ——— 25 pts
    Understanding Cultural Struggles ——— 30 pts
Chapter 12: Math
Ch 12 Questions 25 pts
Finding Subdivision of the Beat 20 pts

Chapter 13: Science
Ch 13 Questions 20 pts
Science Experiments & Conclusions 39 pts

Week 5 Assignments - **Due FRIDAY, August 16th @ 11:30 p.m.**

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Final Assignment
Chapter 14 – Persuasive Speech 60 pts (Approximately 10%)
Persuasive Speech on Arts Integration with Resources and Peer Review
**Due FRIDAY, August 16th @ 11:30 p.m.**

ALL assignments are due at 11:30 pm (BEFORE Midnight).
Assignments subject to modification including additions, deletions, or revisions.

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 at the assigned time and location in the format outlined on D2L. The Professor is under no obligation to accept late work.

Communicating with the Professor: Communicating via helday@sfasu.edu is the required method of communication. Do not email through the D2L portal. D2L emails will go unanswered. Please allow at least 24 hours turn around for a response to your email. I should respond with a “received” so that you know that I have received your email. If you have not received a response within 24 hours, then I have not received your communication. Do not wait until the last minute to start your assignments.

Grading Information:
Please do not email me to ask what you grade is. You can use the following formula to do the math for yourself.

Approximately 577 points available.

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

A = 90-100\% \quad B = 80-89\% \quad C = 70-79\% \quad D = 60-69\% \quad F = < 60\%
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/.