MHL 350- 510: Music for Children I  
Summer II 2020

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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

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.
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).
**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*
Specific directions for assignments are detailed in D2L.

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**Course Schedule by Week**

### Week 1

**Getting Started Module**
- Cheating and Plagiarism Quiz 12 pts
- Introduction Discussion 10 pts
- 12 Hours of Music in Your World 25 pts

**Due SATURDAY 7/11 @ 11:30 p.m.**

### Week 2

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

**Assignments for Module 1** –

- **Chapter 1: Music and Children: Then, Now, and Evermore**
  - Brain Research Discussion 20 pts

- **Chapter 2: Teachers as Facilitators of Music and the Arts**
  - Webbed Curriculum 20 pts

- **Chapter 3: The Music Growth of Children**
  - Chapter 3 Questions 20 pts
  - Musical Capacity Discussion 20 pts

**Due SATURDAY 7/18 @ 11:30 p.m.**

### Week 3

**Module 2: Part II: The Musical Makeup of Children**

**Assignments for Module 2** (Chapters 4, 5, 6, 7, and 8)

- **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
   Creating a Self-Soothing Playlist 15 pts

Chapter 7: The Instruments they Play
   Adding Sound Effects 25 pts

Chapter 8: Their Creative Imaginations
   Significance of Film 20 pts

Due SATURDAY 7/25 @ 11:30 p.m.

Week 4

Module 3: Part III: Music Throughout the Day
Assignments for Module 3 (Chapters 10-13)

Chapters 10: English Language Arts
   Character Theme 15 pts

Chapter 11: Social Studies
   Understanding Cultural Struggles 30 pts

Chapter 12: Math
   Finding Subdivision of the Beat 20 pts

Chapter 13: Science
   Science Experiments and Conclusions 39 pts
   Due SATURDAY 8/1 @ 11:30 p.m.

Week 5

Module 4: Part III: All of the Arts
Assignments for Module 3 (Chapter 14)

Chapter 14: All of the Arts
   Ch. 14 Questions 25 pts

Final Assignment
   Chapter 14 – Arts Integrated Persuasive Speech with Resources and Peer Review 60 pts
   Due SATURDAY 8/8 @ 11:30 p.m.
All assignments are due on SATURDAYS 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 in the format outlined in D2L. Late assignments are subject to a penalty of 10% reduction per day.

Communicating with the Professor: Communicating via helday@sfasu.edu is the best method. Please allow at least 24 hours for a response. Do not wait until the last minute to start your assignments.

Approximately 431 points available.

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

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