

Course Number and Section: Music 226
Course Title: Music and Movement for Young Children
Semester: Fall 2007
Instructor: Nolan E. Schmit

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Class Website: <http://teachers.lps.org/nschmit>
Class Time: Mondays and Thursdays 7:00 p.m.-9:00 p.m.
Class Dates: August 30-October 1
Office Hours: By Appointment
Credit Hours: 3

COURSE OBJECTIVES

The developing professional . . .

- understands the fundamental concepts of music: rhythm, melody, harmony, form, texture.
- builds a diverse collection of resources that are educationally and aesthetically appropriate for us in his/her classroom.
- understands how children learn and develop musically.
- differentiates and adapts musical learning for students with special needs.
- infuses culturally diverse musical experiences into the classroom.
- uses a variety of instructional strategies to infuse music into the classroom.
- is able to plan and to lead musical activities in his or her classroom-singing, moving, listening.
- is able to assess students' musical learning.
- views himself or herself as a musician in process.
- is open to participate in new musical experiences.

COURSE OUTLINE

8/30	The 226 Learning Community Course Structure and Syllabus Experiences with Music	
9/3	Experiences with Music A Case for Music Education Teachable Musical Concepts	DUE: Self Reflection 1
9/6	Experiences with Music How Children Learn Music Instructionally Appropriate Music Music Resources on the Web Peer Teaching: Teaching a Song by Rote (small groups)	DUE: Music Lesson Plans on the Web Peer Teaching: Teaching a Song by Rote
9/10	Experiences with Music Multicultural Music What Songs Do Children Know? What Songs Should Children Know? Peer Teaching: Teaching a Song by Rote (small groups)	DUE: Self Reflection 2 Peer Teaching: Teaching a Song by Rote

9/13	Peer Teaching: Teach one song from your song collection.	DUE: Song Collection Peer Teaching: Teaching a Song by Rote from your song collection
9/17	Peer Teaching: Teach one song from your song collection Music Curriculum The National Standards for Music Education Experiences with Music Piggyback Songs	DUE: Discography Peer Teaching: Teaching a Song by Rote from your song collection
9/20	Integrating Music with Other Subjects and Activities Experiences with Music	DUE: Present Piggyback Songs
9/24	Peer Teaching: Musically Integrated Activity	DUE: Final Portfolio Self Reflection 3 (Include it in your Portfolio) Peer Teaching: Musically Integrated Activity
9/27	Peer Teaching: Teach your musical concept lesson	Peer Teaching: Music Concept Lesson
10/1	Peer Teaching: Teach your musical concept lesson	Peer Teaching: Music Concept Lesson

INSTRUCTIONAL ACTIVITIES

- Teacher presentations
- Media presentations
- Group discussion
- Music making
- Peer teaching
- Observations

GRADING PROCEDURES

There are 8 graded assignments and 6 peer teaching experiences in this class. Assignments should be typed and presented in a clear, concise, logical manner. Assignments are due on or before the date given.

In addition, you will be evaluated on your professionalism. Professionalism includes the following: attendance, punctuality and class participation (positive attitude and enthusiasm). The standard for professionalism is based on what is expected of teachers in the schools. The importance of professionalism is vital to the success of beginning teachers. Therefore, professionalism is considered relevant and important to the goals of this class.

The final grade for the course will be calculated in this way:

- A = (90-100) – (400-450 points)
- B = (80-89) - (350-399 points)
- C = (70-79) - (300-349 points)
- D = (60-69) - (250-299 points)
- F = (0-59) - (0-249 points)

ATTENDANCE

Attendance at all class meetings is expected.

Assignment/Teaching	Due Date	Points Possible	Points Received
Self Reflection 1	9/3	20	
Music Lesson Plans on the Web	9/6	20	
Peer Teaching: Teaching a Song by Rote (small groups)	9/6	20	
Self Reflection 2	9/10	20	
Peer Teaching: Teaching a Song by Rote (small groups)	9/10	20	
Song Collection	9/13	30	
Peer Teaching: Teaching a song from your song collection	9/13	30	
Professionalism 1		40	
Discography	9/17	30	
Peer Teaching: Teaching a song from your song collection	9/17	30	
Piggyback Songs	9/20	30	
Self Reflection 3	9/24	20	
Final Portfolio	9/24	40	
Peer Teaching: Musically Integrated Activity	9/24	30	
Peer Teaching: Music Concept Lesson	9/27 or 10/1	30	
Professionalism 2		40	
TOTAL POINTS		450	

Self Reflection 1***What Can I Do?*****Due: September 3, 2007**

Elementary classroom teachers are special people. They do countless things every day - tie shoe laces, wipe tears, give hugs, supervise play, and of course, deliver curriculum. It seems that elementary classroom teachers have to do it all - sometimes even music. What can you do? What are you comfortable doing at this point in your journey? What are you uncomfortable doing at this point in your journey? What would you need to learn to be successful if you were given the task of teaching music? Please record your thoughts on paper. Please limit your writing to no more than 2 typed pages.

Music Lesson Plans on the Web**Due: September 6, 2007**

There are numerous resources for teaching music on the World Wide Web - lesson plans, sites where students and teachers can learn about a specific aspect of music, and audio files, for example. Using a search engine of your choice, locate 5 useful sources for teaching music and briefly describe your findings. At least 2 of your sources should be lesson plans teachers have posted on the web. As you search, be discriminating. Ask yourself questions like, "Is this source educationally sound?" and "Is this an age appropriate concept and activity?" Bring a copy of your findings to class, and be prepared to present and discuss.

Peer Teaching: Teaching a Song by Rote**Teach on September 6, 2007**

Use the Rote Teaching Process that we discuss in class to teach a song to a small group during class. After the group has learned the song, have them sing the whole song together as a culminating activity.

Self Reflection 2***Instructionally Appropriate Music*****Due: September 10, 2007**

In class we will be discussing instructionally appropriate music. What is your position on this issue? What music should educators use in their classrooms? What is your conclusion? Please support your conclusion. Please limit your writing to no more than 2 typed pages.

Peer Teaching: Teaching a Song by Rote
Teach on September 10, 2007

Use the Rote Teaching Process that we discuss in class to teach a song to a small group during class. After the group has learned the song, have them sing the whole song together as a culminating activity.

Song Collection

Due: September 13, 2007

Having a repertoire of songs is essential for teaching and using music in the elementary classroom. Please find at least 10 songs to add to the songs I have given you in your course materials. You will find songs in many places - folk song books, music textbooks, music stores, and the internet, for example. **At least four of your selections should be multicultural representing the following groups: African-American, Asian-American, Native-American and Hispanic-American.** Please neatly format your songs so they look similar to the songs I have for you in your materials, bring a copy to class and be prepared to present and discuss your findings in class.

- Please be prepared to teach one of your songs to the class today.

Peer Teaching: Teaching a Song by Rote
Teach on September 13, 2007

Use the Rote Teaching process to teach a song from your song collection to the class. After the class has learned the song, have them sing the whole song together as a culminating activity. Plan on teaching for no longer than 5 minutes.

Discography List

Due: September 17, 2007

Classroom teachers can effectively use recorded music in their classrooms to enhance students' learning. Please find at least 10 compact discs, in addition to the ones to which we listen in class, that are instructionally appropriate and would be useful in your classroom. Annotate your selections including the title of the CD, song titles, artist(s) and any pertinent descriptive information. Bring a copy of your list to class, and be prepared to present and discuss your findings in class. **At least 4 of your CDs should include multicultural music representing all of the following groups: African-American, Asian-American, Native-American and Hispanic-American.** If you can, purchase a few CDs to add to your own professional library.

Peer Teaching: Teaching a Song by Rote
Teach on September 17, 2007

Use the Rote Teaching process to teach a song from your song collection to the class. After the class has learned the song, have them sing the whole song together as a culminating activity.

Plan on teaching for no longer than 5 minutes.

Piggyback Songs
Teach on September 20, 2007

In class we sang some piggyback songs – new words to old tunes. Please write a piggyback song on your own. Please be prepared to present your song to class.

Self Reflection 3
What Can I Do?

Due: September 24, 2007

In the first week of class you reflected on what you could do- things with which you were comfortable and things with which you were uncomfortable. Has anything changed over the past several months that we have been together? Record your thoughts on paper. Limit your writing to no more than 2 typed pages.

Final Portfolio
Due: September 24, 2007

Please compile a portfolio documenting your learning from this course. Please include all of your assignments, learning logs, and any other materials you have collected that will help you teach and/or integrate music in your classroom. Assemble and present your portfolio in a manner that showcases your hard work and achievement. This portfolio should be clear, well-organized and logical so that another classmate should be able to use your portfolio as a reference.

Peer Teaching: Teach a non-musical concept through music.
Teach on September 24, 2007

Based on our discussion in class, teach a non-musical concept (e.g. Geography-names of the states; Science-states of matter; Math-multiplication; etc . . .) using music. Plan on a lesson lasting 7-10 minutes

Peer Teaching Teaching a Musical Concept
Teach on either September 27 or October 1, 2007

We have learned a number of musical concepts in class including, Melody, Rhythm, Texture, Timbre, Dynamics and Form. Using one or more musical ways of learning (e.g. Singing, Moving, Playing Instruments, Notating, Improvising, Creating), teach the musical concept to the class. Plan on teaching for 5-7 minutes.
