Music Literature for Children

Music 343 (3 units)

San Diego State University — School of Music and Dance

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OPEN Office Hours: Tuesdays/ Thursdays: 1:30-3pm
*If needed, see instructor for an office appointment at another day and time.

Course Description

Welcome to Music 343!

Music 343 is designed to acquaint future classroom teachers and elementary music specialists with many possibilities of musical activities, standards, assessment and resources appropriate for elementary aged children. Areas of emphasis include: Music Education Philosophy, California Framework for the Visual and Performing Arts, California Content Standards in Music, Creative Movement and Dance, Singing, Musical Literacy, Orff-Schulwerk, Multicultural Music, History, Listening, Appreciation, Music With the Arts and Across the Curriculum, Music and Literacy Development, and Musical Leadership Skills. Appropriate lessons will be presented in a hands-on format. Extensive materials, lessons, and resources will be compiled into personal notebooks. All readings, assignments, and peer teaching projects are designed to help the future teacher build on their content knowledge in music and at the same time feel more confident and skilled in future planning, teaching, and assessment of elementary classroom music.

Major Goals/Outcomes & Descriptions of Course Content

The student will:

• Participate actively and joyfully in many elementary music activities. Many students may not have experienced music in their elementary school curriculum. We need to “do” music to learn about music for children.

• Demonstrate an increased personal musical knowledge base in reading and notation, creating and performing, listening, aesthetic judgment/valuing, and analytical skills. All class activities will include written (papers, in-class group responses, listening checklists, etc.) and oral responses (discussion in large and small groups) designed to actively exercise student abilities to make informed judgments and evaluations about music based on knowledge of the art form.

• Be able to actively listen to and analyze a variety of diverse musical styles and genres including the following: World Music (African, Hispanic (North, Central, and South American), Native American, Asian, Southeast Asian, Western and Eastern Europe, Middle Eastern, Asia Minor, South and North Indian, Pacific Rim, Polynesian, and others.), American Folk Music, Jazz, Country, Rock, Pop forms. Students will learn about composers and musicians of a variety of times, locations, styles, and cultures as they listen, view and analyze video and live performances, write about musical performances, and discuss what they have learned. Listening guides, checklists, and maps are provided in this course’s Additional Materials Packet.

• Demonstrate age-appropriate musical leadership skills by peer teaching and evaluation of self and others' efforts many times during the semester including projects in movement and dance with classroom music, singing, Orff-Schulwerk (rhythmic speech, movement
and instruments, multicultural music, and listening lessons. Reflection and personal growth are emphasized and written journal responses are required.

- Understand the importance of and demonstrate knowledge of the **California Content Standards in Music** through class activity, lesson writing, teaching and assessments, group projects, and other music teaching and learning assignments.


- Be able to write a **personal music education and advocacy** statement concerning the importance of music for all children based on course readings about philosophy, research, theory, and practice of music in the elementary classroom.

- Be able to compile an **extensive collection of resources**, materials and ideas for future classroom music teaching.

- Demonstrate **confidence and a positive attitude** about the creative potential of music teaching and learning in the elementary classroom.

- Actively **integrate elementary classroom music content with dance, visual arts, and theatre** through direct classroom activity designed to connect principals and elements common to all the arts (Calif. VAPA Framework Strands, California Content Standards in Music).

- Will be able to connect and use **music within other curricular structures and teaching and learning contexts**: Math, Science, Social Studies, Reading and Language Arts (Children’s Literature and Poetry), and Physical Education. This will be accomplished through the following: in class lesson activity, individual student lesson research, standards-based lesson planning, and implementation of lesson ideas within small lab teaching groups. Students will evaluate and assess both the content and leadership of peer lessons and will lead lessons alone as well as within group projects.

- **Research, develop, write and present an original, integrated instructional unit on multicultural music.** The goal here is to research and present (in small groups) the music (instruments, vocal and instrumental styles and genres, music-making practices) of an indigenous world culture within its accurate and authentic historical, geographical and cultural setting.

  These class presentations (appropriate for Grades K-5) will represent a diverse sampling of the music of many world cultures and provide valuable resources and teaching materials for the entire class. Each group’s report will also incorporate that world culture’s cuisine (sample dish), visual arts (indigenous folk arts and representative student-made classroom art projects), dance (folk dance forms in connection to indigenous vocal and instrumental music), music (songs/ rhythmic chants in native language) theatre (including that culture’s written verse, stories, and dramatized cultural myths and legends), and unique cultural practices (customs, family life, holidays, geography, etc.) into a 20 minute presentation for the entire class. Groups will also
provide a written component of their presentation including a detailed bibliography of sources, video/website information, discography, and appropriate annotated reviews of Children’s Literature related to elementary classroom study of that culture.

Texts/Materials

NOTE: ALL Texts and CD sets are available at Aztec Shops. Additional Materials Packet (and some texts) are at KB Books on College Avenue (over the pedestrian bridge).

- **Additional Materials Packet: **McDonald/ Music 343 (this will be added to as notebook material) **Available only at KB Books on College Avenue.**

- Beall, Pamela Conn & Nipp, Susan Hagen. **Wee Sing** (4 small songbooks and 4 CD’s)
  “Wee Sing America” (songbook and CD)
  “Wee Sing Around the World” (songbook and CD)
  “Wee Sing: Games, Games, Games” (songbook and CD)
  “Wee Sing: Sing Alongs” (songbook and CD)


NOTE: You will also need a LARGE 3-ring notebook and 12 divider tabs.

Expectations/Requirements

- **Excellent attendance is required in this activity-focused course. No more than 3 absences allowed.** Music 343 is a class of future teachers who will be required to function with organization and punctuality. Tardiness is not acceptable. 3 tardies = 1 absence. Please wait at the back of the room if you must be late as to not interrupt the class’ musical activity.

- **IMPORTANT- Get missed material and assignments from a trusted peer as the instructor cannot always return your phone calls.** Office hours are always available for personal help. **Exchange phone numbers/ and e-mail with a class peer.**

- Bring materials to class every day. (Instructor will try to give notice as to which materials are needed the next class meeting.)

- All written assignments need to be carefully proofread with university level grammar, spelling, and content. The instructor will announce when assignments are to be typed and when handwritten assignments are acceptable.

- **No make up quizzes, midterms or finals, sorry. All peer teaching projects must be taught to receive grade or credit/no credit.** If you are absent the day of the project, you must ask class members to help you make up your project/ teaching assignment outside of class time and then hand in their evaluations within one week.
Grading Criteria

GRADING SCALE:
95-100% = A  90-94% = A-  87-89% = B+  83-86% = B  80-82% = B-
77-79% = C+  73-76% = C  70-72% = C-  67-69% = D+  63-66% = D
60-62% = D-  59% and below = F

Journal Entries: Required (3) graded as discussed in class
Assignments and in-class writing: 10-50 points each or as discussed in class.
Quizzes: 100 points each
Teaching Projects: 100-300 points each or credit/no credit
Midterm Exam: 200 points
Final Exam: 200 points
Attendance: See policy listed above

*It is important to note that in assignments where grading is subjective rather than objective, the instructor grades with the following standard:
A= superior work, unique and excellently done
B = above average, well done and comprehensive
C= average, assignment is completed
D= below average, assignment incomplete, problems
F= unsatisfactory, or not turned in.

• Some assignments (e.g., reflection assignments, in-class writing) require a different system of evaluation, because you will be reflecting upon self-improvement, skills, growth, and insight. The instructor may use a system of checks and + or minus signs with comments:
(√+) = superior work; (√) = satisfactory work; (√-) = unsatisfactory/ needs work, problems identified. You may also be given the opportunity to re-do unsatisfactory (check minus) writing for an improved grade.

• Response Papers: You will be given a wide range of topics to respond to via writing—i.e., a response analysis to musical activities/ literature of your choice. Response Papers are one or more pages in length and will be completed on computer (or hand written) as announced in class. The instructor feels very strongly about this reflection activity as an important indicator of learning in this course. Therefore, response papers are a requirement in Music 343.

• Notebooks are a permanent record of your class activities and should have the following characteristics: well organized, neat, clearly labeled section tabs, decorated covers with name and "Music" clearly indicated, photos of Multi-cultural project, peer projects, and all course materials developed during this class. Your goal is to use your notebook during your student teaching.

• NOTE to Liberal Studies Majors: Music 343 Quizzes and Midterm, are NOT to be used as Liberal Studies-VAPA essays artifacts. All other graded/signed material are highly appropriate for use in your end-of-the major, VAPA essay and artifacts.
Music 343: Music Literature for Children—Dr. Nan L. McDonald
Fall 2013 – San Diego State University

Course Calendar

T 8/27: WELCOME! Intro/ Activity
Purchase all texts and supplies for next class
*Notebook material at KB Books only
*Book/ CD sets at Aztec Shops

T. 9/3: Philosophy Paper Due/ Peer Activity
Movement: Part I

T. 9/10: RP #1 DUE/ Movement: Part III
*Movement Project Assigned

T. 9/17: Quiz #1 during class
The Child's Voice
Song and Literacy skill development

T. 9/24: RP #2 DUE/ Singing
Song Leadership Project assigned

T. 10/1: Take Home Quiz #2 DUE
Orff: Part I (RP #3 assigned)

T. 10/8: Orff: Part III
Orff Project assigned and Midterm Review

T. 10/15: * In-class Midterm Exam

T. 10/22 Group work
*Progress Report #1 DUE at end of class

T. 10/29: Group Work during class
*Progress Report #2 DUE at end of class

T. 11/5: Group Work during class
*Progress Report #3 DUE during class

T. 11/12: NO CLASS MEETING
T. 11/19: M.C. Project Presented

T. 11/26 NO CLASS MEETING
T. 12/3 Music and Listening
Across the Curriculum (Part II)

T. 12/10 Final Exam in Class
M.C. Project Grades returned

Th. 8/29: Musical Activity/ Notebook assembly
Arts Teaching Philosophy
Content Standards in Music K-5
Readings assigned/ Philosophy paper assigned

Th. 9/5 Movement: Part II
Response Paper #1 Assigned

Th. 9/12: Movement Project Due
Share projects

Th. 9/19: RP #2 Assigned.
Singing with Children
Song Lists/ Progression of teaching

Th. 9/26: Song Project Due/ Peer Teaching
Take-home Quiz #2 assigned

Th. 10/3: Orff: Part II
RP #3 DUE

Th. 10/10: Orff Project Due/ Peer Teaching

Th. 10/17: Multicultural Lesson Models
*Multicultural Groups Formed

Th. 10/24: Group Work during class
Performance dates given

Th. 11/31: Group Work during class

Th. 11/7: M.C. Projects Presented

Th. 11/14: M.C Projects Presented
Th. 11/21: Music Across the Curriculum (Part I)

Th. 11/28: NO Class Meeting = Thanksgiving
Th. 12/5: Music and Listening
Across the Curriculum (Part II)