

MUSIC IN EARLY CHILDHOOD SYLLABUS

Spring 2009

I. Course Information

Course Title: Music in Early Childhood
Course Number: MUSC 106
Credit Hours: 3
Class Time: MWF 10-10:50 a.m.
Class Room: MUS 104

II. Instructor Information

April Duvic Instructor of Music
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III. Course Description and Purpose

This course is intended to prepare future elementary classroom teachers to be able to integrate music into daily classroom instruction. Students will increase their understanding and knowledge of the National Standards for Arts Education, increase their skill level in reading music so they will be comfortable singing, playing the recorder and making music with children, prepare to use music as a teaching tool with children, and increase their understanding of the importance of music in the educational development of children.

IV. By meeting the requirements of class assignments and activities, students will be working toward the mastery of the following **Clark College Abilities**:

1. Communication Ability (C)
2. Critical Thinking and Problem Solving Ability (CT)
3. Information/Technology Ability (IT)
4. Lifelong Learning Ability (LL)

V. Course Objectives

The student will:

1. Become familiar with the National Standards for Arts Education: Music (IT)
2. Become familiar with the grade level expectations (GLE's) for Music and other core subjects taught in elementary school (IT)
3. Select specific GLE's for music and reading, language arts, science, math, and social studies, locate and select materials that address these GLE's, and develop musical activities that integrate singing, moving, playing instruments, and creating that enhance children's acquisition of the grade level expectations. (IT)
4. Create topically appropriate, original lyrics to familiar children's song melodies. (C, CT, LL)
5. Learn the Kodály hand positions for solfège and lead the class in a song using the method. (CT, LL)
6. Demonstrate mastery of playing simple songs on the recorder and/or to play song accompaniments on the autoharp. (CT, LL) (Students may substitute accompanying songs using the guitar in lieu of the autoharp if they possess adequate knowledge and playing ability on the guitar.)
7. Demonstrate confident singing of songs used in elementary classroom teaching. (C, LL)
8. Demonstrate a basic understanding of music theory and basic music reading skills. (CT, LL)
9. Research and demonstrate knowledge of topically appropriate resources by writing lesson plans (2) and prepare an annotated bibliography of at least twenty sources for quality classroom music materials. (CT, IT, LL) (see # 3 above)

VI. Materials Needed

1. Music Every Day: Transforming the Elementary Classroom (Book and CD). 1st Edition by Richardson and Atterbury (in Clark College Bookstore).
2. Soprano Recorder (Yamaha Soprano Recorder Baroque) (in bookstore or at music stores).
3. Practical Theory, Vol. 1 by Sandy Feldstein. Optional, but **strongly** recommended for mastery of music-reading skills and knowledge.

VII. SCHEDULE and ASSIGNMENTS**MUSC 106****SPRING 2009**

Chap. 1-13 and appendices in the text will be covered chronologically in class by Friday, June 12. (All dates are subject to change. Students are responsible to keep current on the course schedule and assignments.)

All written assignments (essay) and tests should be typed using Times New Roman, 12 point. Refer to the attached grade sheets for point breakdown and specific criteria. All papers must be hard copies; no e-mail assignments accepted. Back-to-back is encouraged to save paper.

Week 1 – April 6, 8, 10 Introduction – syllabus and course expectations
 Preface (text, p. xi) highlighting key points
 Introduce National Standards for Arts Education
 Introduce Piggyback song writing concept and assignment criteria
 Chap. 1 – Music in the Elementary School Day – read and discuss.
 Introduce Kodály/Curwen hand signs for solfège (hereafter identified as Kodály)
 Introduce Piggyback song writing concept and assignment criteria

* Assignment #1: Write a 4-5 page paper (double-spaced) supporting the position that music and the study of it should be included in the education of children. Key points should include WHY music is important and HOW the study of music contributes to success in school and future learning. A minimum of 4 sources (not including the textbook) are required, all cited correctly. (see syllabus page 6). 15 points (due April 15)

Week 2 – April 13, 15, 17 Chap. 2 – Rhythm Fundamentals for Confident Singing
 1. identify beat in musical selections, demonstrating understanding and skill by clapping and tapping together with class
 2. count and clap rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meters
 3. introduce and practice recorder, notes B, A, G (pages 29-33)
 Introduce Practical Theory workbook, do lessons 1-4 together in class.
 (Remainder of workbook is to be done independently and turned in for grading no later than Dec. 9, 2008. This is an optional, extra credit assignment recommended for improved music-reading skills.)
 Practice Kodály hand signs
 Practice writing Piggyback songs

* Assignment #2: Photocopy pages 34 and 35 of text. Write your answers, including **writing in all counting**. (rhythm composition, top of page 34, placement of measure bar lines, Figure 2.39 and filling in the correct note value to complete the measure, Figure 2.40) 15 points (due April 22)

Week 3– April 20, 22, 24 Chap. 3 – Pitch Fundamentals for Confident Singing
 1. introduce pitch notation, read, sing and sign songs in chapter using Kodály and notation
 2. sing songs page 60-70 together in class
 3. practice recorder, p. 71-74 in class
 Practice Kodály hand signs

*Assignment #3: **Lead a song using Kodály hand signs**: Select and prepare a song using a minimum of 6 different Kodály hand signs and present to the class. The student will: 1) sign silently, 2) sign and sing the solfège syllables, and 3) sign and sing the words to the song. The song chosen may be from the textbook or another source. Grading is based on the accuracy, clarity, and ease of using the hand-signs, as well as the student's ability to match pitches with the hand-signs. Students can either prepare a song as a solo or in groups of 2 or 3 students using the same song. If preparing in groups, the students will be able to accurately sing the song pitches together. (This is the skill of "matching pitch.") 15 points (due April 29)

Week 4 – April 27, 29, May 1 Practice recorder, add note C, p. 148-150
 Practice writing Piggyback songs
 Chap. 4 – Singing with Children

1. how children’s voices function: healthy singing
2. incorporate Kodály solfège hand signs in teaching songs to children
3. vocal ranges of children (page 86, figure 4.2 and page 106, figure 4.31)
4. National Standards for singing (page 147, 148)
5. Begin singing songs pages 87-104 and 107-124 and 126-141 together in class (as time allows; we will continue in-class singing throughout the remainder of the term)

*Assignment #4: Photocopy pages 76, 77, and 78 from text. Complete music writing and reading exercises 3.45 and 3.46 (Write in **all key signatures** and using both **letter names** for lines and spaces and **solfège syllables** as shown in chapter), and 3.47 (write in **all key signatures** and using **whole notes** and adding the **letter names** of the notes), 3.48, (write in the **meter signatures, note heads and correct counting**) and 3.49 (insert the **measure bar line** correctly and write the **counting** under the notes) 15 points (due May 4)

Week 5 – May 4, 6, 8 Practice recorder, add note D (high), p. 179-184 and note F, p. 208-214
 Introduce autoharp and concept of chordal accompaniment to songs; correct playing technique (p. 224)
 Practice writing Piggyback songs
 Chap. 5 – Music Fundamentals for Listening (elements of music)

1. Form (the structure or organization of a composition created by repetition and contrast)
2. Timbre (the unique quality of sound of a voice or instrument based on its acoustic properties)
3. Texture (the layers of sound created by melody and harmony including monophonic, homophonic and polyphonic texture)

*Assignment # 5: **Original Song Lyrics (Piggyback songs)**: Create 2 topically appropriate, original lyrics to familiar children’s song melodies. Lyrics should fit the melody’s rhythm syllabically and should rhyme. Write or type the words under the notes. (Students are encouraged to download and use the free Finale Notepad software available at www.finale.com.) Songs chosen should be a minimum of 8 measures in length. Grading is based on the “singability” (word accents align with meter, beat and rhythm) and appropriateness of the lyrics. Cite all sources correctly. (see syllabus page 6) 20 points (due May 8)

Week 6 – May 13, 15 (no class May 11) Chap. 6 – Music Listening with Children

1. National Standards for Listening, p. 208

Practice recorder, add note F#, p. 242-244
 Practice autoharp using songs with chord symbols
 Chapter 7 – Music Fundamentals for Playing Instruments

1. reading whole and half steps, p. 229-231
2. key signatures, p. 232-233
3. conducting in duple, triple and quadruple meter, p. 235-240

*Assignment # 6: **Write a lesson plan** integrating a music listening activity with any of the following topics: science (animals, plants, bugs, sound, water, sun, whatever); math (any math concept); social studies (people, places, cultures, etc.); reading (letters, sentence structure, words, stories); or art (colors, shapes, etc.) Use the criteria given in this packet and the format in your text on pages 200-203. Lesson plan can be at a grade level or your choice. The lesson must use **listening to music** (instrumental music, no singing or lyrics) as the primary

teaching tool. Cite all source material (see syllabus page 6). 20 points (due May 18)

Be sure to include the following:

1. age and/or grade level of students
2. type of lesson (i.e. Music listening integrated with social studies – for example)
3. concept, theme or title of lesson (ex.: North Pole Adventures)
4. entry ability (what skills, abilities, or knowledge do the students already possess)
5. exit ability (what skills, abilities, or knowledge will the students acquire as a result of this lesson – exit ability must be measurable)
6. materials (list all materials needed to teach the lesson)
7. bibliography (cite the title and source of all books, songs, music you use, including title, author, composer, publisher or record producer, date and any internet info. See page 5)
8. approach (ex: How will you introduce the lesson?)
9. procedure (list the steps you will take to cover the concept and learnings and your use of materials.)
 - a. include questions that promote convergent, divergent and critical thinking and identify each when used (page 199, 200 of text) and identify each when used.
10. evaluation/closure/enhancement/follow-up

Week 7 – May 18, 20, 22 Chapter 8 – Playing instruments with Children
 1. National Standards for Playing Instruments, p. 272, 273
 2. Practice recorder, add note E, p. 273-274 and practice autoharp, accompanying songs with chord symbols.
 3. Practice rhythm patterns, p. 274-278 (sing and/or play)
 Chapter 9 – Fundamentals of Movement and
 Chap. 10 – Children Moving to Music
 National Standards for Movement, p. 322

*Assignment # 7: **Story or rhyme enhancement:** Choose a familiar children's story or rhyme with a story line that is easy to act out. Include all bibliographic information/source citations – see page 6. Then select two well-known tunes. Create a verse for each tune, one to be sung in the middle of the story and one to be sung at the end of the story. Type or write your new words under the songs' music notes or use Finale Notepad to indicate your mastery of the rhythmic and melodic inflections. Use rhyming words that really rhyme to the ear and words that readily fit the rhythms of the melodies you chose. Include the title of the story or a copy of the rhyme, being sure to indicate exactly where in the story or rhyme you plan to insert each song and how you would introduce each to your students. These should not be use of the tunes or words you wrote for any previous piggyback song assignments. (refer to grading criteria in this packet for additional guidelines) 20 points (due May 22)

Week 8 –May 27, 29 Practice recorder, add note D (low), p. 291-297 and add note C (low), p. 323
 (no class May 25 Practice autoharp, accompanying songs with chord symbols
 Due to Memorial Day)

*Assignment # 8: **Write a lesson plan** integrating music and creative movement with any of the following topics: science (animals, plants, bugs, sound, water, sun, whatever); math (any math concept); social studies (people, places, cultures, etc.); reading (letters, sentence structure, words, stories); or art (colors, shapes, etc.) Use the criteria given in this packet and the format in your text on pages 200-203. Lesson plan can be at a grade level or your choice. The lesson must use **moving to music** (using instrumental music, no singing or lyrics) as the primary teaching tool. Identify which type(s) of movement are included in the lesson: fundamental, structured or creative movements. (Pages 301-311 and 322 of text) Cite all source material (see syllabus page 6). 20 points. (due May 29) (refer to additional instructions from first lesson, #1-10 included above)

Week 9 – June 1, 3, 5 Chap. 11 – Music Fundamentals for Creating Music and
 Chap. 12 – Creating Music with Children

*Assignment # 9: **Prepare an annotated bibliography** of at least twenty sources for quality classroom music materials. These include (but are not limited to) activity, listening, assessment, recorded, and computer materials. There **must be** 5 print sources and 5 software sources. For how to write an annotated bibliography see http://www.clark.edu/Library/PDF/annotated_bibliography.pdf. Bring four of the selections from your bibliography to present to the class. 20 points (Written and oral parts of assignment both due June 3)

Week 10– June 8, 10, 12

Chap. 13 – Life in the Classroom

1. Break into small groups. Read the case studies in the chapter and brainstorm answers to the cooperative questions
2. Perform songs on recorder and/or autoharp (or guitar)
3. Take home final exam/project – due Wednesday, March 18 at 10 a.m. 25 points

*Assignment # 10: **Perform a song on the recorder and/or accompany a song for the class on the autoharp:** Playing a minimum of 6 different notes and 8 measures of music or prepare an accompaniment to a song, playing a minimum of 3 different chords and 8 measures of music. The song(s) chosen may be found in the textbook or another source. (Only 1 piece is required, however, the student may prepare a selection on both instruments, for extra credit, if desired.) Grading for the recorder is based on the accuracy in fingerings, tone quality, and accuracy in rhythm. For the autoharp, grading is based on the accuracy of beat and rhythm as well as the ability to accompanying yourself while singing. Students can either prepare a song as a solo, or in groups of 2 or 3 using the same song. If preparing in groups, the students will be able to accurately play together in unison, with accurate fingerings and rhythm. 15 points (due June 10)

TURN IN TAKE-HOME FINAL DUE WEDNESDAY, June 17 AT 10 A.M.

VIII. Attendance: This is a highly participatory course. As future teachers, attending class is a reasonable expectation. Likewise, being on time to class is a reasonable expectation. Your total term points will be lowered two (2) points for each unexcused absence. Absences will be reviewed on a case-by-case basis and will require documentation. (i.e. doctor’s note) Three tardies or leaving class early three times will equal one absence.

IX. Evaluation procedures:

Late assignments may be accepted at the discretion of the instructor but will be penalized 10% (1 letter grade)

Assignment #1: Position paper on value of music education: due April 15	15 pts._____
Assignment #2: Complete music writing and reading exercises on p. 34 and 35: due April 22	15 pts._____
Assignment #3: Lead a song using Kodály hand signs: due April 29	15 pts._____
Assignment #4: Complete music writing and reading exercises on p. 76, 77, 78: due May 4	15 pts._____
Assignment #5: Piggyback songs: due May 8 (10 pts. ea.)	20 pts._____
Assignment #6: Write a lesson plan for a music listening activity: due May 18	20 pts._____
Assignment #7: Children’s story music enhancement: due May 22	20 pts._____
Assignment #8: Write a lesson plan incorporating music and creative movement: due May 29	20 pts._____
Assignment #9: Prepare an annotated bibliography of twenty sources: due June 3	20 pts._____
Assignment #10: Play recorder &/or autoharp: due June 10	15 pts._____
Final exam/project (take home): due June 17	25 pts._____

TOTAL 200 pts._____

Grades will be assigned according to the following scale:

A	186-200	C	146-153
A-	180-185	C-	140-145
B+	174-179	D+	133-139
B	166-173	D	126-132
B-	160-165	D-	120-125
C+	154-159	F	below 119

* **Citing Sources:** Proper style for source citations must be credited either in the text or by footnotes at the bottom of the page, using standard MLA or APA style. See the college library website http://www.clark.edu/Library/Instruction/citing_sources.html, under Citing Sources.

X. Academic Early Warning

I will be using the Academic Early Warning (AEW) system in my courses to let you know if I have concerns about your academic performance early enough in the quarter to give you time to address the concern. Academic Early Warning allows me to draw your attention to certain risky academic behaviors that may pose threats to your success in my course. That information will be merged into a hard copy letter that will be sent to your home address along with a list of free campus services. The reporting periods for AEW are the third week and the middle of the fifth week of each quarter. In addition to the following categories of reports I can submit, I may also add an additional comment that will appear on your letter.

- Excessive Absences
- Low test/Assignment scores
- Missed tests/Assignments
- Tardiness
- Satisfactory (Please note that you will not receive a hard copy letter if the report is satisfactory.)

I encourage you to see me if you receive an AEW letter about this course and to utilize any of the listed services.

XI. Withdrawal

You may withdraw from this course up until the sixth week (Friday, May 22). After that date, you may not withdraw and will receive a failing grade if you stop coming to class.

XII. ADA Accommodations:

If you have emergency medical information that should be shared, or if you require assistance in case the building should be evacuated, please make an appointment to see me as soon as possible. Any student with a disability who may require some consideration or assistance in order to fully participate in this class should contact the Disability Support Services office at 992-2580 or 992-2835 (TTY), or stop by the Penguin Student Union building.

XIII. Cell Phones and Electronic Devices

Cell phones and other electronic devices not approved of by Disability Support Services must remain turned off and unused during class.

XIV. Emergencies

In emergencies, students should do the following:

1. Inclement weather or emergency information – Go to www.clark.edu or call 360-992-2000 as your first means of getting information. The College does send notices to radio and television stations, but the College's web site and switchboard are the official platforms for the most accurate information.
2. Immediate emergency communication alert – To receive immediate notice on emergencies, you can register your cell phone number to receive text pages and your email address to receive email messages. To do this, go to www.flashalert.net. Select "Subscribe" on the left, and follow the instructions. Mass communication will also be sent to all college employee phones and computers.
3. Fire Alarm – Evacuate the building through closest exit; evacuation maps are located in the hallways. Take personal belongings only if it is safe to do so. Remain at least 50 feet from the building. Notify others of evacuation. Do not re-enter building until instructed to do so.
4. Parking Lot Identifiers – New parking lot identifiers using colors and numbers have been assigned to all Clark parking lots. To help emergency or security personnel locate you, please refer to these identifying features.
5. Security Escort – Security Officers are available for escorts please call 360-992-2133.