MHL 350: Music for Children

Syllabus

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

Learning Outcomes:
1. Obtain a basic understanding of music by being able to read simple rhythms and sing melodies
2. Study music concepts, such as timbre, expressive elements, form, texture, harmony, as related to the teaching of music to children
3. Prepare a lesson plan for a music class or a class using music to teach other subjects
4. Integrate music into their classroom and use music to teach other subjects
5. Understand the value of music in a child’s life
6. Make intelligent decisions about the quality of a children’s song and its worth to them as a classroom teacher
7. Understand how to produce a good singing voice
8. Teach children’s songs
9. Integrate (mainstream) special ed students into their classroom specifically using music as a tool

Required Text: (MUST obtain this text by, at the latest, the end of the FIRST week of class)
Music: Fundamentals, Methods, and Materials for the Elementary Classroom Teacher (5th ed) by Boyer and Rozmajzl (Pearson publisher) – including the accompany music CD

Course Requirements:

Weekly assignments and video demonstration of your teaching

Grading Calculations and Weighting:

Written Assignments (5 written assignments for a total of) 20%

Video Assignments of teaching (6 video assignments for a total of) 60%

Final Project (video demonstrations) 20%

Course Topics

1. Music and the Child (Who is musical? Importance of music  Musical development National Content Standards for Music Education)
2. Teaching Rhythm to Children
3. Teaching Melody to Children
4. Teaching Timbre to Children
5. Teaching Expressive Elements to Children
6. Teaching Form to Children
7. Teaching Texture to Children
8. Teaching Harmony to Children
9. The Singing Voice

10. Playing Musical Instruments

11. Listening Activities and Materials

12. Movement and Children

13. Lesson Planning

14. Integrating Music Across the Curriculum

Course Calendar:

ASSIGNMENTS for MHL 350

Week 1

Written Assignment #1

Prepare a one-page (300-350 words) musical biography. Have you studied music? Talk about this experience? What do you remember about your school musical experiences? What do you remember about your school music teachers? Did your elementary classroom teachers teach music? If so what do you remember? Talk about your out-of-school musical experiences? How do you use music in your life? What type of music do you enjoy? Explain why? Do you have any musical regrets? In what ways is music a part of your life?

Turn in this assigned paper into "Dropbox" for written assignment #1

Week 2

Written Assignment #2

View the following:
a) You Tube clip, [https://www.youtube.com/watch?v=7d680_xY3-Q](https://www.youtube.com/watch?v=7d680_xY3-Q)

b) [http://www.tmea.org/resources/advocacy/materials/music-is-essential](http://www.tmea.org/resources/advocacy/materials/music-is-essential) and

c) After reading pages 1 – 11 from our required text, list 10 reasons that children benefit from music (musical experiences, music education, musical environment). Each reason should be two sentences in length.

Turn this assignment into "Dropbox" for written assignment #2.

Week 3

**Written Assignment #3**

Carefully study the music expectations chart on pages 6 – 7. First, in one paragraph, explain the differences in musical developmental/expectations between a first-grade children and fifth-grade children. Second, in another paragraph explain the differences in musical developmental/expectations between kindergarten children and third-grade children.

Submit the above, together at the same time, to the "Dropbox for assignment #3.

Week 4

Practice singing the song, “A Ram Sam Sam” (found on page 54). Use the CD (1st song) to help you learn this song.

Read pages 12 – 61.

**Video Assignment #1**

Make and submit a 15 to 20 second video of you doing one rhythm activity (song) that helps children practice/perform half note, quarter note and eighth note rhythms. See page 20 and page 34 for ideas. Post the
video on Youtube and submit the link to the "Dropbox for video assignment #1

Week 5

Read pages 62 - 119

First, learn the “Beehive Song” by watching the following example:

https://www.youtube.com/watch?v=Yq7wpqPsJIs

Video Assignment #2

Second, after you have the song and hand movements memorized, make and submit a brief video of you teaching the song to a child or to a group of children, or to a friend. Post the video on Youtube and submit the link to the "Dropbox for video assignment #2

Week 6

Read pages 120 – 142

Written Assignment #4

Study the bottom of page 123. Then, write an original 10 to 12 line poem (appropriate for lower elementary grades), and add (specify) classroom percussion instruments that you would use in a lesson with your poem.

Study page 126. Then watch the following video: https://www.youtube.com/watch?v=7uxF9CsxW88

Finally, write one paragraph explaining how you would develop a classroom activity that helps children describe musical features associated with a three different styles of music.

Submit the above, together at the same time, to the "Dropbox for written assignment #4 (Week 6).
Week 7

Read pages 143 – 161

First, learn the song Kum Ba Yah (page 154). I suggest you watch you listen to the song a few times at: https://www.youtube.com/watch?v=0iB1JxWLmlU

**Video Assignment #3**

Second, make and submit a short video of you teaching Kum Ba Yah to a child or to a group of children, or to a friend. There are 5 steps the must be in the video.

1. you (teacher) sing the entire song (one verse) as the students listen.
2. then ask the children to sing the song with you – you start the children by saying “ready, sing "kum ba yah . . ."
3. pinpoint any errors or make corrections, and make some encouraging comments
4. you (teacher) sing the song to the children while they listen (not sing)
5. have the children sing the entire first verse with you.

Post the video on Youtube and submit the link to the "Dropbox for video assignment #3 (Week 7)

Week 8

Read pages 162 -191

Then view the following videos on the teaching of musical form to children:

https://www.youtube.com/watch?v=nbd5xdppYdA

https://www.youtube.com/watch?v=KNy8mN5A2RQ
Week 9

Read pages 205 - 230

Listen (CD song #2) to the song “Arirang” (found on page 207).

**Video Assignment #4**

Prepare and submit a video (2 or 3 minutes maximum) of you teaching this song (1st verse only) to an older child, to a group of older children, or to a friend.

Remember, there are 5 steps that must be in the video:

1. you (teacher) sing the entire song (one verse) as the students listen.
2. then ask the children to sing the song with you – you start the children by saying “ready, sing . . .”
3. pinpoint any errors or make corrections, and make some encouraging comments
4. you (teacher) sing the song to the children while they listen (not sing)
5. have the children sing the entire first verse with you.

Post the video on Youtube and submit the link to the "Dropbox for video assignment #4 (Week 9)

Week 10

Read pages 231 – 255

Practice “Little Bunny Foo Foo” (page 239). This song helps children identify the difference between singing voices and speaking voice.

Read page 243 carefully

Listen (CD song #3) and learn the song, “Achshav” (found on page 342).

**Video Assignment #5**

Prepare and submit a brief video (2 minutes maximum) of you teaching this song, “Achshav,” to an older child, or to a group of older children, or to a friend. Also, add the movement that goes with this song (see page 342).
Post the video on Youtube and submit the link to the "Dropbox for video assignment #5 (Week 10)

Week 11

Read pages 256 – 312

**Video Assignment #6**

Listen (CD #15) and learn the song, “I Love the Mountains” (found on page 209).

Prepare and submit a brief video (2 to 3 minutes only) of you teaching this song to an older child, or to a group of older children, or to a friend. Can you also add/sing the ostinato as both an introduction and an ostinato (throughout this song).

Post the video on Youtube and submit the link to the "Dropbox for video assignment #6 (Week 11)

Week 12

Read pages 313 – 327

**Written Assignment #5**

Select any song or piece of music that you like and that is appropriate for elementary-age children. Develop (create your own) music listening chart (reflecting a MAXIMUM of TWO MINUTES OF MUSIC ) and submit this music listening chart to use with lower or upper elementary-age children for the music you selected (use only a two minute portion of music). Examples of these types of music listening charts are found on pages 319 and 320.

Submit your music listening chart to the "Dropbox" for written assignment #5 (Week 12).
Weeks 13 - 15

**Final Project (Video Assignments)**

This final project consists of submitting two (2) separate video presentations of your teaching a child, or a group of children, or a friend. Submit the links (i.e., 2 separate links) at the same time.

1. Read pages 365 – 381. Then prepare and submit a video of you teaching a 3-minute video lesson (with a child or friend) using music to teach either social studies or math.

2. Select any song of your choosing (see inside cover of our book for a list of songs on the CD). Also, page 387 gives the location of the songs in our book. Then prepare and submit a brief video of you teaching the song (to a child or friend). You should add a movement or an instrument to the song.

Remember, there are 5 steps that must be in the video:

1. you (teacher) sing the entire song (one verse) as the students listen.
2. then ask the children to sing the song with you – you start the children by saying “ready, sing . . .”
3. pinpoint any errors or make corrections, and make some encouraging comments
4. you (teacher) sing the song to the children while they listen (not sing)
5. have the children sing the entire first verse with you.

Post the videos on Youtube and submit the (two) links (all at one time) to the final assignment "Dropbox."

**Office Hours**

Since many students who enroll in this on-line class live away from the campus, office hours (to discuss class assignments, class content, advising, etc.) are available by phone or skype anytime which the student is available. Just email Dr. Brand to arrange a meeting. On-campus
office hours are normally on Wednesdays, but times/days maybe adjusted to fit student availability.

**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](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/.