

<p>Course Syllabus ED 367: Teaching Music to Children Spring 2016</p> <p>Monday & Wednesday 2:35 – 3:45, Friday 1:10 – 2:20 HILL 209 Lab Times: M-W-F 8:55 – 11:30</p>	<p>Professor Joy Hirokawa Office: Brethren’s House 305 Office: 610-861-1671 Cell: 215-512-3792 E-mail: jhirokawa@moravian.edu Office Hours: T 10:00 – 11:30 & 12:30 – 3:00, or by appointment</p>
--	--

“Without music, life would be a mistake.” (Nietzsche)

“It is less significant that children make beautiful music and more significant that music makes beautiful children.” (Author unknown)

“Rehearse for excellence or rehearse for mediocrity – you are the leader and the agenda is set by your planning.” (Author unknown)

“If you can’t explain it simply, you don’t understand it well enough.” (Albert Einstein)

The purpose of this course is to explore the many facets of teaching elementary level music classes, including general music, choral/vocal music, and instrumental/string music, and to prepare the student for teaching music at the elementary level. The course seeks to answer the questions:

- What are the skills necessary to teach elementary music and how does one acquire them? (I.G – H, II.A – D)
- What approaches will help the students achieve self-sufficiency for life long engagement with music? (II.A – D)
- What kinds of resources exist for elementary music educators to develop curricula and lesson plans, and for personal professional development? (III.A)
- How does one identify and select content, and develop curricula that would be appropriate for elementary music classes and ensembles? (II.B – D)
- What other responsibilities exist for the elementary music teacher outside of teaching classes, and what skills are required? (III.B – E)
- How does one make the elementary music program inclusive of all populations and how does one ensure that they are providing musical opportunities to the entire school population? (II.B, III.D)
- How does one assess appropriately in elementary music, and how does assessment affect the instructional strategies used in the classroom? (II.C)

Assumptions: This course assumes that you...

- Have a basic understanding of Critical Pedagogy, Student Centered Learning, and child development through adolescence, as covered in previous Education courses.
- Have a basic understanding of lesson plan writing as developed in previous Education classes.
- Have had some basic experience in front of a classroom or ensemble, leading instruction through singing, conducting, or playing an instrument, including basic keyboard skills.
- Are acquiring or have the basic knowledge and skill set to instruct beginning instrumentalists.
- Understand the connection between planning, instruction, assessment, and reflection in the teaching and learning process.
- Are willing to question, inquire, challenge, and take mindful risks!

Goals:

- Students will understand the importance of reflective consideration of their teaching praxis.
- Students will be able to design rehearsal plans that lead to creating independent musicians, will understand the importance of well-designed rehearsal plans, and will continue to refine lesson plan writing skills.
- Students will understand current research-based approaches to instruction and how to incorporate these approaches into the general music and performing ensemble classes.
- Students will learn where to find and will identify resources to assist in development of curriculum and plans for secondary general and performance classes, as well as for continued professional growth as a teacher.
- Students will explore and prioritize content for elementary general and performance classes, and learn how to develop curriculum appropriate for the elementary level.
- Students will understand how to reach an inclusive population in the elementary school setting.

Required Materials:

- Shehan Campbell, P. & Scott-Kassner, C. (2014) *Music in Childhood, from Preschool through the Elementary Grades, 4th Edition*. Boston: Schirmer. ISBN 978-0-285-05747-7
- Regelski, T. (2004). *Teaching General Music in Grades 4 - 8: A Musicianship Approach*. New York: Oxford University Press. ISBN 0-19-513778-7
- **Membership in NafME is required:** Membership is from July 1 to June 30, regardless of when you join. If you are not already a member, please sign up asap!! You will get more from your membership if you join immediately rather than waiting for a later time. Some assignments will be related to articles in the journals you receive with membership. Attendance at PMEA requires membership.
- Recorder – does not have to be a fancy wooden Baroque recorder, but should play in tune and create a nice tone.

Other Materials: Readings will be assigned from periodicals and other publications and will be distributed in class, posted on-line, or on reserve in the library.

Expectations and Requirements:

- **Piano, Voice and Guitar Proficiency** must be completed by October next fall. The purpose of the proficiencies is to prepare you with some basic skills for any eventuality in the music classroom. Preparation for proficiencies should be approached in this light, understanding that the skills you are working on are the skills you will be likely to need when you walk into a classroom your first day on the job! Use this semester to start preparing NOW! If your piano or guitar skills are weak, lessons in these instruments is *highly recommended*.
- **Assignments** must be turned by beginning of the class on the due date on Blackboard. I will indicate in class if an assignment is also to be brought to class in hard copy format. Late assignments will be dropped to the next fraction of a grade for each day late (A-becomes B+, etc.) All written assignments should be word processed in Times New Roman or similar font, 12 point, double-spaced with 1" margins unless otherwise indicated. Length of written assignments will be indicated with each assignment. Lesson plans will follow the format distributed in class.
- **The Written Word** – As a future Music Educator, you need to be articulate and be able to clearly express yourself in any number of public situations. Correct grammar, punctuation, sentence structure, spelling and appropriate tone will be an important aspect in the grading of any written work you submit, as will any citations related to research.
- **NafME** – all students are recommended to be members of NafME/PMEA (www.nafme.org). Students are *encouraged* to become members of ACDA (www.acda.org) if they are more interested in choral music, subscribe to *The*

Instrumentalist magazine (www.theinstrumentalist.com) if they are interested in instrumental music, or become members of ASTA (www.astaweb.com) if they are interested in orchestral music.

- **Electronic protocol – Laptops** will remain closed for most classes unless instructed to open them for a particular purpose. Laptops will be used only with the instructor's permission. **Cell Phones** must remain silenced during class unless requested to be used. Please let me know if there is an emergency for which you might be required to accept a call during class. *Texting during class is inappropriate, rude, and unacceptable.*

Accommodations:

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Integrity: Students are expected to uphold the standards of academic honesty as they are spelled out in the Student Handbook. Students are required to be familiar with the college policy on plagiarism, found at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>. All violations of academic honesty are reported to the Dean and are also shared with the Teacher Education Committee at the time of the candidate's application for student teaching is being considered. In the past, some violations have prevented the Committee from approving some candidates for student teaching. Whether you quote or paraphrase, you must give credit.

Attendance Policy and Participation:

- Since a substantial component of this class is active engagement in discussion, practice teaching, and activities, attendance is critically important. Absences will significantly impact the ability of the student to successfully complete the course with a superior grade.
- Active participation suggests that you offer insightful answers that relate to the reading materials, pose thought-provoking questions, and meaningfully participate in class activities and discussions.
- Demonstrating professionalism is part of the teaching profession. Students are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the reading assignment.
- **Illness: Students are required to provide official written documentation of treatment for an illness from a health practitioner, Moravian College's Health Center, or Moravian College's Learning Services and Counseling Center for an absence to be considered excused due to illness.** This documentation should be brought to the first class immediately following the absence. Notes obtained and presented at a later date will not be accepted and the absence will be considered unexcused.
- Excused absences include illness, personal emergency, religious holidays, serious illness or death in the immediate family, or school related activity that requires you to be absent. Unexcused absences will result in a reduction of your Attendance/Participation grade by one grade per absence (A to A-).
- More than three absences (either excused or unexcused) will result in a reduction of your final grade by one grade per absence (A to A-). If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due by the due date, and to contact me *prior to class* with the reason for your absence.
- Habitual lateness suggests a lack of professionalism and will be reflected in your participation grade.
- Please do not hesitate to contact me if you have any questions or concerns.

Citations: We will use APA format for citations. This website provides a comprehensive resource for APA: <http://owl.english.purdue.edu/owl/resource/560/10/>

Copyright: As music educators, you will often be faced with issues related to copyright. It is important that you are familiar with the rules of acceptable use in the music classroom. Students are expected to be familiar and comply with the essentials of the copyright law as described in the NAFME Guide for Music Educators found at <http://musiced.nafme.org/resources/copyright-center/united-states-copyright-law-a-guide-for-music-educators/>.

Field Placement:

- As the next step in preparation for student teaching, students will complete 75 hours of Pre-Student Teaching Field Experience (7.5 – 8 hours per week for ten weeks beginning the week of February 16, 2015 and continuing through May 1, 2015) as a required part of this course. The purpose of this field experience is to provide students with appropriate classroom experience in a developmental and sequential manner. Cooperating teachers provide a professional experience for you. You are expected to demonstrate professionalism in all aspects of your placement. Carefully review the requirements for pre-student teaching as detailed in the Pre-Student Teaching Handbook. Conduct and dress must meet Moravian College standards. Pay careful attention to the requirements for attendance.

During this field experience, students will actively engage in the teaching process initially in a supportive role, but eventually will teach a minimum of five lessons by the end of the semester. To prepare for this experience, students will consult with the co-op and special education staff, to better meet the needs of *all* students in the classroom. This consultation will include viewing IEP's as well as learning strategies for helping Special Needs students. Lesson plans must reflect accommodations for Special Needs students. Students will also be required to meet with the ELL teacher in their placement, observe an ELL tutoring session, and work with ELL students directly in the classroom. Lesson plans for the field placement must reflect accommodations for ELL students. (Sp. Ed. I.A, II.B, II.C, II.D, II.F.2, II.G.1, III.E, III.J, II.F.3, II.G.8, IV.H, IV.J, IV.L, IV.N, V.A-D, V.G; *ELL I.B.5, II.1.1-3, II.B.1-3*)

- *All lesson plans for the placement must be submitted to the co-op and Dr. Hirokawa via Google Docs for review 48 hours prior to teaching the lesson.*
- **Clearances:** All clearances must be submitted to Mrs. Modjadidi, the Director of Field Experiences, before a placement for pre-student teaching can be secured. Any incomplete clearances must be submitted as soon as possible, and you must register no later than January 26, 2015 at 4:30. After that time, you will no longer be able to register for the course.

Professionalism:

Students are reminded that becoming a teacher requires a high level of professionalism in conduct, attitude, and ethics. PDE requires the following professional behaviors to be demonstrated throughout the Field Experience:

- Understand and adhere to codes of conduct.
- Appreciate the need for, and maintain, student, family, and staff confidentiality.
- Acquire and maintain appropriate clearances.
- Understand and adhere to policies and procedures of the specific institution.
- Advocate for high-quality, student-centered teaching practices using appropriate supervisory channels, including requirements related to mandated reporter status.

Technology/Blackboard/Assignments: We will be using Blackboard on a regular basis to submit assignments and communicate information. Please be sure you have signed up for this class on Blackboard by the end of the first week of class. If you are absent, assignments are still required to be submitted on Blackboard by the required deadline. The use of technology throughout the course, and the application of technology in lesson plans and research supports required competencies for teacher education.

This syllabus is compiled in good faith, with a schedule of readings, topics, activities and assignments for the term. As the semester progresses, however, changes may occur to adapt the course to the needs of the students and the overall success of the course. The professor will communicate any changes as soon as possible.

Grading: Grading will be determined as follows:

- 10% Classwork
- 20% Mid-term
- 20% 5 lesson unit
- 15% Observations (6)
- 10% Professional Participation/Contribution to Class Discussion
- 15% Field Experience
- 10% Portfolio including Philosophy statement

The following grade conversions will be used in determining your recorded letter grade for the course. It should be noted that in computing grades, a weighted system will be used utilizing the percentages listed above:

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 83 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

Letter grades will have the following numerical value:

A+ = 100	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

Graded Assignments:

- **Classwork (10%):** A variety of class activities will result in work that will be turned in for a grade.
- **Mid Term Project (20%):** The mid-term is a take home exam which covers Methodologies, Lesson Planning in a general sense, and Instrumental and Vocal music at the elementary level.
- **Five Lesson Unit (20%)** – The purpose of this assignment is to develop skills in writing lesson plans for general music at the elementary level, and develop a 5 lesson sequential unit. Additionally, these plans and supporting materials (worksheets, manipulatives, etc.) may be usable/adaptable in future employment. If possible and appropriate for your field placement, this may be a unit that you will be teaching in your placement. You will select concepts and objectives in collaboration with your co-op that support the curriculum of your host school. You will create complete plans for each lesson *as well as any materials* required to teach the lesson. The plans should reflect creative, broad thinking, a well thought through approach to the topic, and a clear understanding and application of educational principles gained throughout your Moravian education coursework, including the state standards for music and adaptations for any Special Needs and ELL students in your classes. (*ELL II.A.1 – 3*)
- **Observations (15%)** – The purpose of this assignment is to familiarize you with the broad variety of teaching situations for which you need to be prepared, and to identify teacher behaviors required for these different teaching situations and developmental age groups. In addition to observing in your pre-student teaching placement, students will be required to seek out other musical instruction to observe as follows:

- **Classroom observations (5)** – The four areas that need to be observed are general music (at 2 age levels), choral classroom, orchestral classroom, and band classroom, and additionally, pre-school. While you will have an opportunity to observe your co-op while you are at your placement, you will need make other arrangements to observe any setting that is *not* the primary area covered in your placement. For example, if you are placed in an elementary school general music classroom where you have the opportunity to observe lower and upper grades (each a separate observation), you will need to observe choral, orchestral, and band instrumental classrooms and a preschool class. Observations may be of your co-op teaching in a different setting, or of a different teacher in your field placement. They may be in the school or district in which you are placed, or in an alternative setting. The Spring Break is an excellent time to complete these. This averages approximately 1 observation every 2 weeks. Again, the list of observations is:
 - 2 general music classes, one early elementary, one upper elementary
 - 1 elementary chorus rehearsal
 - 1 elementary band rehearsal
 - 1 elementary orchestra rehearsal
- **Performance/rehearsal (1)** – You are strongly encouraged (although not required) to attend a variety of elementary performances, and/or community youth ensemble performances/rehearsals. These could include children’s choir concerts. As many performances do not take place until the end of the semester during finals week, you are encouraged to take advantage of any opportunity to attend a performance that comes your way prior to the end of the semester. One performance is encouraged, but please attend as many as possible. These observations take place *outside* of the school day. Ensembles in religious institutions are not acceptable, unless pre-approved as an extensive and exemplary program taught by a professional music educator.
- **Professional Participation/Contribution to Class Discussion (10%)** – Professional behavior and participation is vital to role as a learner and educator. These behaviors include coming to class prepared to learn, and ready to collaborate with others. Be on time, and be prepared to discuss readings, personal experiences, opinions, and questions in a positive, responsible, and professional manner. Some of these discussions may occur online in the Blackboard environment. Please be mindful of appropriate netiquette when posting and responding. Also please see the expectations for professionalism in the field experience as defined above by PDE.
- **Field Experience Evaluation (15%)** – Your co-op will contribute this portion of the grade.
- **Portfolio (10%)** - Each student should maintain a portfolio of work completed during the semester. This portfolio is intended to show your best work in a future employment interview as well as demonstrate reflective practice as an educator. Additionally, the portfolio should include the readings distributed in class showing evidence of engagement with the text (notes, highlights, etc.), and other handouts and materials. These should be organized in a way that will be helpful to you in the future as a resource. Details can be found on the Portfolio assignment sheet. Specific assignments must be included as follows, but other work of the student’s selection may also be added:
 - 5 lesson unit as required above
 - 1 page statement of philosophy of music education
 - Summary reflection of your pre-student teaching.
 - Materials, handouts, photos from your field experience

The portfolio will be checked for overall quality, content, and appearance. See the rubric for specifics. Prepare it as if you were preparing for a job interview. Submission of the portfolio will be the final assignment for the semester and will be due on the final day of class.

- **Suggested ongoing activities throughout the semester:**
 - Maintain an annotated list of interesting websites that could be used for either research or for a lesson. Include your ideas of how you might use these sites.
 - Maintain an annotated list of vendors for music supplies, teaching supplies, music for ensembles, etc.
 - Collect programs for concerts you attend and make notes on your reactions and observations to the performance as well as the individual pieces you hear.
 - Maintain a list of ideas for lessons, additional resources in print, articles of interest for specific topics.
 - Continue to dialogue with co-op and special education professionals in the pre-student teaching placement on meeting the needs of special learners.
 - Read the Music Educator's Journal each month to find information relative to the topics we are covering in class and that might be useful in your lesson planning in your field experience.