

MUS 3331: Music in the Elementary School

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Office Hours: By appointment and M 8AM-11PM, MTR 12PM-3PM

Spring 2020

Office: WHE 118

Course Description from Catalogue:

Methods and materials for teaching music to children. For music education majors and elementary education majors with a teaching field in music.

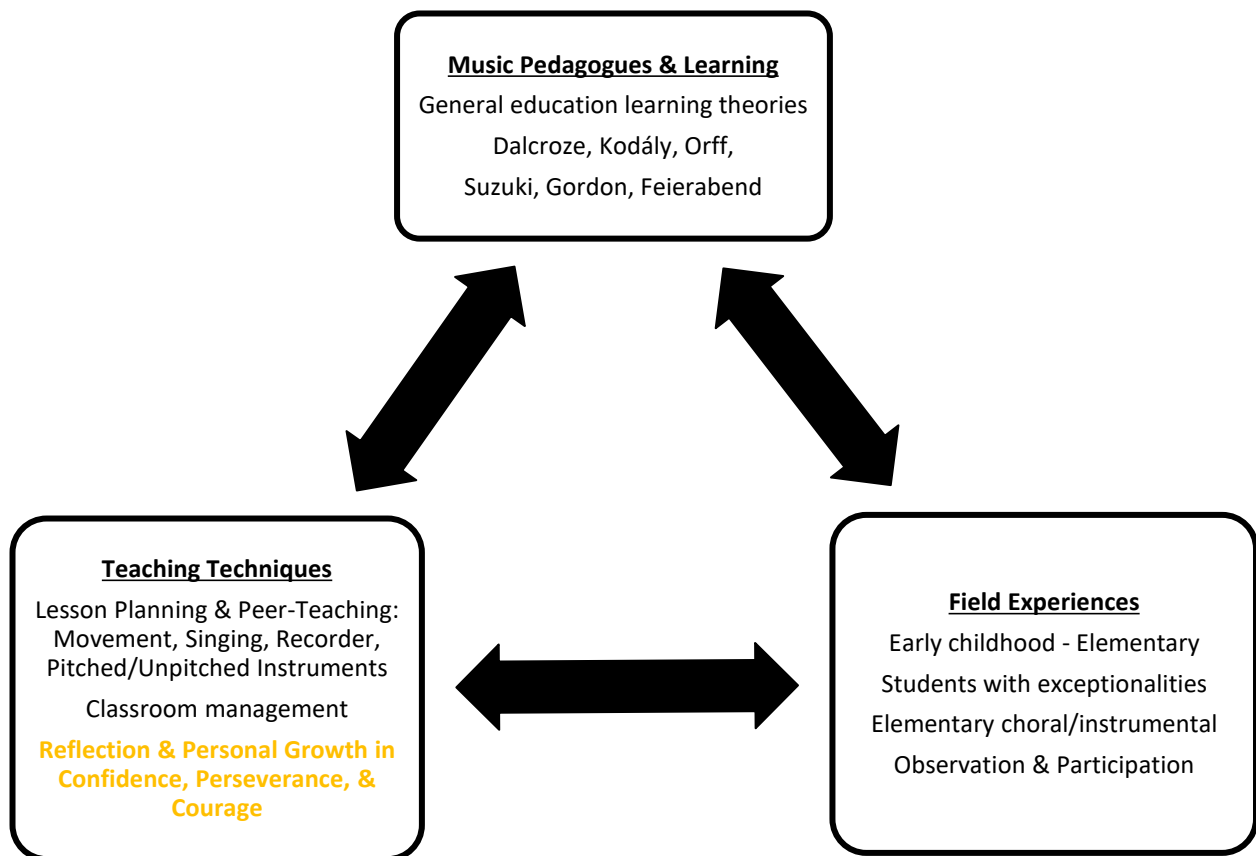
Course Goals:

1. Develop the theoretical knowledge, skills, and instructional techniques necessary for effective instruction in the elementary/general music classroom
2. Understand the value and importance of music in elementary schools
3. **Develop perseverance, courage, and confidence** in teaching, especially in an early childhood or elementary setting

Course Objectives:

1. Demonstrate the ability to plan, implement, and analyze effective music instruction and assessments for early childhood, elementary, and general music settings
2. Demonstrate the ability to apply appropriate management and discipline strategies for the music class
3. Demonstrate professional responsibilities and interactions relevant to music instruction and the school music program
4. **Develop perseverance, courage, and confidence professionally and personally.**

Course Content:



Required Materials:

1. One 2" 3-ring binder
2. 12 Divider Tabs
3. Soprano recorder (Baroque fingering) (\$8-\$12)

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4. Linsin, M. (2014). *Classroom Management for Art, Music, and PE Teachers*. San Diego, CA: JME Publishing. (\$12)
5. MENC. (1996). *Get America Singing...Again! Volume 1 Singer's Edition*. Milwaukee, WI: Hal Leonard Corporation. (\$5)
6. MENC. (2000) *Get America Singing...Again! Volume 2 Singer's Edition*. Milwaukee, WI: Hal Leonard Corporation. (\$5)
7. Packet from bookstore (\$5)

Recommended Resources:

1. Fay, J. & Fay, C. (2016). *Teaching with Love & Logic* (2nd ed.). Golden, CO: Love & Logic Institute, Inc. (\$23)
2. Feierabend, J. (2012). *Conversational Solfege, Level I (Teacher's Manual)*. Chicago, IL: GIA Publications. (\$49)
3. Feierabend, J. (2003). *First Steps in Music: Preschool and Beyond*. Chicago, IL: GIA Publications (\$45)

COURSE REQUIREMENTS:

Attendance Policy: Only university approved absences will be accepted. Per School of Music policy, you must attend 75% of the class meetings to pass the course regardless of absence reason.

Participation: Students are responsible for their own learning and are expected to participate in all class discussions, activities, and assignments. Submit written assignments to Canvas.

Make-Up and Late Assignments: Assignments submitted on time are eligible for full credit. Missed in-class assignments are eligible for full credit with a university approved excuse.

Course Assignments and Evaluation:

Assignment	Points
Convocations	100
Essay	80
Field Experience	200
Learning Celebration	100
Lesson Plans, Peer-Teaching, & Reflections	220
Notebook Checks (5 @ 20-points)	50
Questionnaires (3 @ 10-points)	30
Quizzes (12 @ 10-points)	120
Readings (5 @20-points)	100
TOTAL POINTS	1000

POINTS	GRADE
934-1000	A
900-933	A-
867-899	B+
834-866	B
800-833	B-
767-799	C+
734-766	C
700-733	C-
667-699	D+
634-666	D
600-633	D-
0-599	F

Points will not be rounded for final grades.

Catalogue Info: According to all catalogues, you MUST earn a C (734 points) in this class to count this course toward your degree requirements if you are a music education major.

Field Experience: This course requires a minimum of ten clock-hours of field experience in a TEA accredited elementary school. To pass this course, ALL field experience hours and reflections must be completed and submitted to an assigned Box file by the due date. Any student not fulfilling the required number of field experience hours will fail the course.

All reflections must be typed and submitted to Canvas by the due date. See assignment for rubric details.

The first five clock-hours are observation. Reflection questions are in the notebook and correlate to the readings in the classroom management text. The final five clock-hours require participation in the elementary classroom. You will sit beside students, do all the motions, quietly communicate to students sitting around you with positive feedback (smiles,

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eye contact, thumbs up, head nods of approval, etc.). You will need to teach the song from your peer-teaching to at least one class preferably more. You will need to communicate this to the teacher when requesting to come.

Additional Dates & Info:

Saturday, February 1 (8:30AM-1PM) – Orff Workshop @ Baylor WHE 205, 129

The local Orff chapter will host a chapter sharing workshop. All workshops are free for college students once you pay the \$25-chapter membership fee. Scholarships are available. While this is not required, it is VERY valuable in your professional development. Breakfast is provided, and I will treat you to lunch afterward.

Thursday, February 13 – Saturday, February 15 – TMEA @ San Antonio

Attendance is not required; however, it is VERY valuable in your professional development.

SCHOOL OF EDUCATION STATEMENTS:

All SoM professional education courses within the Educator Preparation Program attend to the Baylor mission through alignment with the below-described TEA Teacher Standards, TEA Music Teacher Standards, and T-TESS Dimensions.

School of Education Benchmarks *based on [The Interstate New Teacher Assessment and Support Consortium \(InTASC\) standards](#) of the knowledge, dispositions, and skills expected of effective teachers

1. Learner Development

- 1.1 Creates developmentally appropriate instruction.
- 1.2 Builds on each student's prior knowledge and experiences.
- 1.3 Provides descriptive feedback and engages students in self-assessment.

2. Learner Differences

- 2.1 Plans and implements learning experiences that consider individual differences.
- 2.2 Addresses students' differences in cultural backgrounds and perspectives.

3. Learning Environments

- 3.1 Establishes expectations that encourage a safe and positive learning environment.
- 3.2 Arranges space for safe and effective learning.
- 3.3 Manages the learning environments to engage students.
- 3.4 Uses effective behavior management strategies.

4. Content Knowledge

- 4.1 Organizes content knowledge within and/or across disciplines using standards and types of knowledge.
- 4.2 Sequences content knowledge according to students' strengths and needs.
- 4.3 Conveys accurate content knowledge.

5. Application of Content

- 5.1 Engages students in varied learning strategies to address relevant issues at the individual, local and/or global level.
- 5.2 Uses, modifies, and adapts instructional resources and technology that are aligned to specific concepts to make them accessible and relevant to all students.

6. Assessment

- 6.1 Analyzes and interprets the results from pre-assessments, formative and summative assessments, to plan instruction, differentiate learning experiences, and evaluate each student's progress.
- 6.2 Designs varied assessments aligned to learning objectives that minimizes bias and assesses each student's progress.
- 6.3 Makes appropriate accommodations in assessments or testing conditions to address students with exceptionalities and language learning needs.
- 6.4 Communicates assessment of student progress to students, teachers, and caregivers.

7. Planning for Instruction

- 7.1 Plans instruction that addresses content standards, learning objectives, scope and sequence, and pacing of activities.
- 7.2 Selects appropriate accommodations, strategies, technology, resources, and materials to differentiate for individual learners.
- 7.3 Collaboratively plans with others such as special educators, gifted educators, content specialists, counselors, etc. who have specialized expertise to meet the needs of each student.

8. Instructional Strategies

- 8.1 Uses a variety strategies and resources to encourage students to apply and generalize knowledge in meaningful ways.
- 8.2 Implements and adjusts appropriate instructional strategies to achieve learning goals.
- 8.3 Engages students in using a range of technology tools to access, communicate, interpret, evaluate, and apply information.
- 8.4 Uses problem-, project-, and/or inquiry-based learning strategies to encourage higher level thinking skills.
- 8.5 Varies instructor roles in the instructional process related to the purposes of instruction and the needs of students.

9. Professional Learning and Ethical Practice

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- 9.1 Identifies areas needed for professional learning through reflection and response to feedback and engages in professional development opportunities that improve student performance.
- 9.2 Uses a variety of data (qualitative and/or quantitative) to adjust instructional approaches that address the needs of the students and learning environment.
- 9.3 Engages in ethical behavior as defined by the Texas Teachers Code of Ethics and the Baylor University Honor Code.

10. Leadership Collaboration, and Communication

- 10.1 Collaborates with students to promote growth and development and to build positive relationships.
- 10.2 Collaborates with the instructional team and other school professionals to promote student growth and development and to build positive relationships.
- 10.3 Collaborates with caregivers and the community to promote student growth and development and to build positive relationships.
- 10.4 Communicates effectively and professionally.
- 10.5 Displays leadership qualities in collaborative settings.

Texas Education Agency Teacher Standards

- 1. Instructional Planning and Delivery:** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
- 2. Knowledge of Students and Student Learning:** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
- 3. Content Knowledge and Expertise:** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- 4. Learning Environment:** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- 5. Data-Driven Practice:** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- 6. Professional Practices and Responsibilities:** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Music (EC-12) Teacher Standards

1. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
2. The music teacher sings and plays a musical instrument.
3. The music teacher has a comprehensive knowledge of music notation.
4. The music teacher creates and arranges music.
5. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.
6. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
7. The music teacher understands how to plan and implement effective instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
8. The music teacher understands and applies appropriate management and discipline strategies for the music class.
9. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
10. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

In this course, you will focus on the following sub-standards of the Texas Music (EC-12) Teacher Standards.

- 7.1k – Content & performance standards for music that comprise the Texas Essential Knowledge & Skills (TEKS) & the significance of the TEKS in developing a music curriculum
- 7.2k – Appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction
- 7.3k – A variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class
- 7.4k – Learning theory as it applies to music education
- 7.5k – The importance of helping students develop music skills that are relevant to their own lives
- 7.6k – The importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music
- 7.7k – Strategies and benefits of promoting students' critical-thinking and problem-solving skills in relations to music
- 7.8k – Procedures and criteria for selecting an appropriate repertoire for the music class
- 7.9k – Various materials & resources available for use in music education
- 7.10k – How to use technology as a tool in the music class
- 7.11k – The value of and techniques for integrating music instruction with instruction in other subject areas

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- 7.12k – Proper health techniques for use during rehearsals and performances
- 7.13k – Appropriate literature to enhance technical skills and provide musical challenges

- 7.1s – Use the TEKS to develop appropriate instructional goals and objectives for student learning and performance and provide students with multiple opportunities to develop music skills specified in the TEKS
- 7.2s – Provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful
- 7.3s – Adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, & levels of development and musical experience
- 7.4s – Provide instruction that promotes students’ understanding and application of fundamental principles of music
- 7.5s – Provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types
- 7.6s – Use varied materials, resources, and technology to promote students’ creativity, learning, and performance
- 7.7s – Teach students to apply skills for forming and communicating critical judgements about music and musical performance using appropriate terminology
- 7.8s – Provide each student with frequent opportunities to use critical-thinking & problem-solving skills in analyzing, creating, & responding to music
- 7.9s – Provide each student with opportunities to contribute to the music class by drawing from their personal experience.
- 7.10s – Teach concert etiquette
- 7.11s – Help students develop an understanding & appreciation of various cultures through instruction related to music history & discussion of current events related to music
- 7.13s – Integrate music instruction with other subject areas
- 7.16s – Teach students proper health techniques for use during rehearsals and performances

- 8.1k – Strategies & procedures for effectively managing & organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field)
- 8.2k – Techniques for effectively & efficiently managing varied resources for the music education program

- 8.1s – Manage time, instructional resource, & physical space effectively for the music class
- 8.2s – Establish clear behavior guidelines for students & apply appropriate discipline strategies for the music class in various settings
- 8.3s – Manage and document use and condition of musical instruments and other materials in the music program

- 9.1k – The skills needed to form critical judgements about music
- 9.2k – Techniques & criteria for ongoing assessment of students’ musical knowledge & skills
- 9.3k – The constructive use of criticism when evaluating musical skills or performances

- 9.1s – Use multiple forms of assessment & knowledge of the TEKS to help determine students’ progress in developing music skills & understanding
- 9.2s – Use ongoing assessment results to help develop instructional plans
- 9.3s – Use standard terminology in communicating about students’ musical skills & performances
- 9.4s – Offer meaningful prescriptions to correct problems or errors in musical performance

- 10.2k – Strategies for maintaining effective communication with other music educators
- 10.3k – Strategies for communicating with students & others in the school & community about the music program
- 10.4k – The value of continuing professional education for the music educator
- 10.5k – Types of professional development opportunities that are available to music educators

- 10.3s – Establish & maintain effective communication with other music educators
- 10.4s – Collaborate professionally with other music educators to strengthen & promote music education
- 10.5s – Maintain ongoing communication with students, parents/caregivers, school personnel, & the community about the music program & its benefits
- 10.6s – Serve as an advocate on behalf of the music program
- 10.7s – Serve as an active member of professional music education organizations

[Texas Teacher Evaluation and Support System \(T-TESS\) Dimensions](#)

- 1.1 Planning:** The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
- 1.2 Data and Assessment:** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 1.3 Knowledge of Students:** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
- 1.4 Activities:** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.1 Achieving Expectations:** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

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- 2.2 **Content Knowledge and Expertise:** The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.3 **Communication:** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 2.4 **Differentiation:** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.5 **Monitor and Adjust:** The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.1 **Classroom Environment, Routines, and Procedures:** The teacher organizes a safe, accessible and efficient classroom.
- 3.2 **Managing Student Behavior:** The teacher establishes, communicates and maintains clear expectations for student behavior.
- 3.3 **Classroom Culture:** The teacher leads a mutually respectful and collaborative class of actively engaged learners.
- 4.1 **Professional Demeanor and Ethics:** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
- 4.2 **Goal Setting:** The teacher reflects on his/her practice.
- 4.3 **Professional Development:** The teacher enhances the professional community.
- 4.4 **School Community Involvement:** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

[Texas Education Agency Technology Applications Standards EC-12](#) (The first seven standards of the Technology Applications EC-12 Standards are expected of all beginning teachers)

- Standard I.** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
- Standard II.** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- Standard III.** All teachers acquire, analyze, and manage content from digital resources.
- Standard IV.** All teachers make informed decisions by applying critical-thinking and problem-solving skills.
- Standard V.** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.
- Standard VI.** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
- Standard VII.** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

CLASS & UNIVERSITY POLICIES & PROCEDURES:

Academic Success: Faculty members have high academic expectations of you and believe every student who has been admitted to Baylor can be successful. I am a vigilant professor and will notice if you are struggling in my course. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center during the sixth week of the semester. I will work to help you get the help you need to learn more fully, and I can assist you in finding the resources you need beyond my course. Familiarize yourself with the culture of success we have at Baylor by stopping by the Paul L. Foster Success Center in Sid Richardson or by going to: <http://www.baylor.edu/successcenter>. Even if you don't need help, you can get involved by tutoring other students in the future or by telling a hall mate how and where to get help.

Academic Integrity: Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at <http://www.baylor.edu/honorcode>. Using Quizlet for this course is in violation of the Honor Code.

Students Needing Accommodations: Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact information: (254)710-3605 – Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.

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Writing Center: Consider visiting the Baylor University Writing Center this semester as part of this course. Located in the Moody Library, the Writing Center offers assistance free of charge with any stage of the writing process (brainstorming, outlining, drafting, revising, and editing) and equips you with a toolbox of strategies to improve your writing and research skills. They tend to focus on higher order concerns, such as content, thesis, evidence, and organization, rather than grammar or style (the Writing Center will not proofread or edit your paper). You can set up an appointment online (baylor.mywconline.com/), over the phone (254-710-4849), or in person. When you attend your appointment, please take the essay prompt, rubric, and other materials you need with you. Please include my name as the professor, and a report will automatically be sent to me after your session. Book your appointment early, as slots fill quickly.

Title IX Office: Baylor University does not discriminate based on sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment based on sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at www.baylor.edu/titleix. The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal Violence policy*, reporting, and resources available, please visit the website provided above.

Military Student Advisory: Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.