

UC 12157 12F

CBM003 ADD/CHANGE FORM

APPROVED DEC 05 2012

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

- Department: MUSIC College: CLASS
- Faculty Contact Person: James Reifinger Telephone: 713-743-4908 Email: reifinger@uh.edu
- Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
MUSI / 2342 / Music for Children
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
MUSI / 2342 / MUSIC FOR CHILDREN
 - SCH: 3.00 Level: SO CIP Code: 1313120003 Lect Hrs: 3 Lab Hrs: 0
- Justification for adding/changing course: To meet core curriculum requirements
- Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
- Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
- Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
- If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
MUSI / 4342 / Music for Children
 - Course ID: 34936 Effective Date (currently active row): 82503
- Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Study covers the elements of music, and musical materials and teaching concepts appropriate for children in grades K-4.
- Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Moores School of Music

Person Making Request: James L Reifinger Jr.

Telephone: 713-743-4908

Email: Reifinger@uh.edu

Dean's Signature: _____

Date: September 4, 2012

Course Number and Title: MUSI 2342 Music for Children

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will select age appropriate musical materials for children in grades K-4. Students will plan classroom musical activities. Students will identify and teach musical concepts related to selected musical material. Students will describe ways to make adjustments in music activities to meet the needs of special learners. Students will sing with others in the class and will sing alone when leading classroom singing activities. Students will create and perform age appropriate movement to various K-4 songs. Students will create and perform music activities that include the use of body percussion and classroom music instruments. Students will create and guide the class in following a listening map to accompany a music listening experience. Students will describe ways that specific music activities can be used to enhance learning in other areas of the elementary curriculum.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Concert Review Assignment (30 points)

Students will attend a concert or a recital and write a review of their experience. Any performance in "classical format" is appropriate. It is strongly suggested that students attend a concert in which a variety of instruments will be featured.

Within ten days of the performance attended, students will turn in a **1 ½ page narrative** and a copy of **the printed program** which was handed out at the performance. The narrative will include at least one paragraph which describes musical characteristics of some or several of the pieces performed. Use the correct musical terminology as presented in this course. At least one paragraph must be included which discusses appropriate audience behavior and what students would address if they were preparing their students to attend an event such as this.

Communication Skills:

See Critical Thinking assignment.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

Each student will create an original instrument and be placed in a small group to work on this assignment. Each group will create a sound composition approximately 60 seconds in length using original instruments and original notation. Some time will be provided to work on this assignment in class. Compositions will be performed in class. One copy of each group's "score" should be provided to the instructor after the group performs.

Social Responsibility:

See Critical Thinking assignment.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

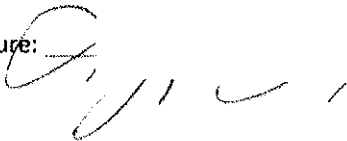
If yes, list the assignments that will be constant across sections:

Attend a concert and write a review, write and perform a creativity project with music that involves working with others.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:



**University of Houston
Moores School of Music**

MUSI 2342 Music for Children

Instructor: Dr. James Reifinger

Course Description:

This course is designed to teach elementary education majors how to integrate music in the elementary curriculum. It is a core approved course for visual and performing arts. Students will actively participate to learn fundamentals of music and gain experience with methods of teaching music. Course prerequisite: ENGL 1304

Course Topics & Activities:

- Rhythm & Pitch
- Other Elements of Music
- Musical Characteristics of Children
- Singing
- Playing the Recorder
- Rote-Teaching Procedures
- Note-Teaching Procedures
- Song Evaluation and Selection
- Movement with Music
- Classroom Instruments
- Listening to Music
- Creativity with Music
- Teaching a Musical Concept
- Integrating Music in the Curriculum

Course Text and Materials:

Integrating Music into the Elementary Classroom, 8th ed.
(2010) William M. Anderson & Joy E. Lawrence
Soprano Recorder
Ed Sueta Recorder Method, Book One (1992)

Course Goals & Objectives:

Upon completion of the course, the student will be able to demonstrate knowledge/ability/skill in:

- selecting age appropriate musical material for children in grades K-4
- planning classroom musical activities
- identifying and teaching musical concepts related to the material
- making adjustments in lessons to meet the needs of special learners
- singing with a class and leading classroom singing activities

- applying age appropriate movement to various K-4 songs
- designing creative activities using body percussion and instruments
- providing age appropriate music listening lessons/activities
- integrating music into various areas of the elementary curriculum

The student will gain an awareness of:

- the importance of music in the lives and education of children
- the importance of the classroom teacher's role in facilitating music learning
- the potential role of music in the classroom and the world

Attendance: Due to the participatory nature of this course, attendance at all class meetings is expected. **During the semester, only two unexcused absences will be permitted without penalty.** The student should inform the instructor prior to the absence except in the case of unexpected circumstances. **Fifteen points will be deducted from the final point total for each additional unexcused absence. Arriving to class late three times equals one absence.** It is the student's responsibility to contact the instructor concerning the information missed from that day's class meeting. Excused absences include family emergency, illness, and university approved activities. Documentation is required. Unexcused absences include other classes, vacation plans, computer problems, sleep deprivation, etc. Students with perfect attendance (no excused or unexcused absences) will earn **15 extra credit points.**

Accommodations for Students with Disabilities: The American with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students who feel they need assistance under the ADA guidelines should approach the instructor to discuss such consideration.

Assignments: All assignments are due at the beginning of class unless announced otherwise. For each calendar day (including weekends, etc.) an assignment is late, 10% is deducted from the possible point total. If you are absent from class you are still expected to turn your assignment in on time, except in cases of illness with verification. to meet deadlines, assignments may be emailed to the instructor, but a paper copy must be submitted by the next class meeting. Assignments may also be turned in to the office during office hours to be placed in the instructor's mailbox. No assignment will be accepted after 10 days beyond the due date. All written assignments should reflect a high level of professionalism. They should be typed and in 12-point Times New Roman font. Review the guidelines for each assignment for additional requirements. Written assignments will also be evaluated for spelling, grammar, and punctuation.

Evaluation

Assignments	Points
Peer Teaching I: Lesson Plan	25
Teaching	30
Self-evaluation	8
Peer Teaching II: Lesson Plan	25
Teaching	50
Self-evaluation	8
 Class Assignments:	
Assignment #1: Rhythmic Chant	15
Assignment #2: Rote-Song Approach	25
Assignment #3: Music-Reading Approach	25
Assignment #4: Listening Map	20
Assignment #5: Creativity Project	15
 Performance Assessments:	
rhythm clapping	8
Recorder (3 x 8 points)	24
Piano (2 X 8 points)	16
Singing (3 X 8 points)	24
Pitched percussion	8
 Song Critique	 34
 Concert Review	 30
 Integration Project	 75
 Midterm Exam	 80
 <u>Final Exam</u>	 <u>80</u>
Total Points	625

Grading Scale:

A (94-100%)	= 585-625 pts	C (74-76%)	= 460-477 pts
A- (90-93%)	= 560-584 pts	C- (70-73%)	= 435-459 pts
B+ (87-89%)	= 541-559 pts	D+ (67-69%)	= 416-434 pts
B (84-86%)	= 522-540 pts	D (64-66%)	= 397-415 pts
B- (80-83%)	= 497-521 pts	D- (60-63%)	= 372-396 pts
C+ (77-79%)	= 478-496 pts		

Assignment Guidelines

Peer Teaching I – A Primary Song (63 points total) – 5 minutes

This assignment is designed to provide you with experience teaching a 1st/2nd grade song using a rote method and emphasizing the music fundamentals of rhythm and pitch. You will be given 5 minutes to teach the song to the class. Your lesson should be modeled after those used in class by your instructor and those in our text. Each student will be assigned a song from one of the 1st/2nd grade books of the music basal series. This assignment has three parts:

I. Lesson Plan (25 points)

Using the sample lesson plans discussed in class, construct a plan for teaching your assigned song. Attach a copy of the song to your plan. You may use a recording of the song as a demonstration at the beginning of your lesson and/or as an accompaniment at the end if you wish. **Your teaching time must be unaccompanied and your song must be memorized.**

II. Teaching the Lesson (30 points)

You will be provided in advance with an evaluation form indicating the areas of your teaching that will be evaluated by the instructor. Please fill out the top portion (name/song) and bring the evaluation form to class on the day you are scheduled to teach. Hand the evaluation form and a copy of your song to the instructor just prior to teaching. You will lose points for preparation and professional appearance if you do not submit the evaluation form prior to the presentation.

III. Self-evaluation (8 points)

You will be given a self-evaluation form to use to self-assess your teaching performance. Except for the checklist portion, this form must be typed. This form is due the class session after you teach.

Peer Teaching II – An Intermediate Song (83 points total) – 10 minutes

This assignment is designed to provide you with experience teaching a song using a note-reading approach and extending the musical activity with children at the intermediate level. You will be given 10 minutes to teach your song and activity. Choose a song from one of the upper elementary (grade 3, 4, or 5) music basals.

This assignment has three parts:

I. Lesson Plan (25 points)

Construct a plan for teaching your song using a note-reading approach. You may use a recording of the song as a demonstration or to aid in teaching the song. A portion of the lesson, however, must involve you modeling and having the class sing at least part of the song unaccompanied by the recording.

- Some kind of visual showing the notation (projected image or handout) must be used to enhance the rate of learning. On the copy of the notation submitted with your plan, be sure to indicate directly on the copy (e.g., above or below the melody) where and how instruments and/or movements will be used with the song.
- The lesson should help students understand a musical concept by relating to the song.
- After the song is learned, the class should use instruments or movement to enhance the performance of the song and, if possible, to reinforce the musical concept being taught.

II. Teaching the Lesson (50 points)

You will be provided in advance with an evaluation form indicating the areas of your teaching that will be evaluated by the instructor. Please fill out the top portion (name/song) and bring the evaluation form to class on the day you are scheduled to teach. Hand the evaluation form and a copy of your song to the instructor just prior to teaching. You will lose points for preparation and professional appearance if you do not submit the evaluation form prior to the presentation.

III. Self-evaluation (8 points)

You will be given a self-evaluation form to use to self-assess your teaching performance. Except for the checklist portion, this form must be typed. This form is due the class session after you teach.

Class Assignments

These assignments are designed to correlate with the course readings/discussions in preparation for the Peer Teaching experiences, Examinations, and the Integration Project. Some assignments will provide an opportunity for you to teach the class individually or as part of a group. The grade for each assignment will be based on your organization, preparation, and ability to effectively teach the concepts presented in the lesson. The assignments are due at the beginning of the class period on the assigned date.

Assignment #1: Rhythmic Chant (15 points)

Create a rhythmic chant which can be used to teach a concept from a subject area outside of music. Start by writing or gathering some important factual information from a content area that a student would have to remember. Add rhythm to the words to form a chant. Use the models presented in class for ideas. Do not sing or use a song for this assignment. Do not copy someone else's poem; create your own. You must create your own original rhythms.

Make a visual of some sort to use with your activity (poster or projected image). The visual should show the pictures representing parts of the music. Do not use words. You will present your visual and teach your chant to the class. If necessary, explain how the chant would enhance another curriculum area. On a separate sheet of paper, use notation to show the rhythm and the words of your chant.

Assignment #2: Rote-Song Approach (25 points)

Select and copy a short song from a music basal or from the text for this course. The song may be one with which you are already familiar. Write a new set of lyrics to use with the tune in order to address a curriculum area you may be teaching. Using the lesson plan format given in class, write a complete lesson plan to teach the song by rote. Attach a copy of the song and your lyrics to your plan. You will teach the song to the class to practice for Peer Teaching I, but your grade for this assignment will be based only on the lesson plan. You may have a peer accompany you as you teach if you wish. If necessary, explain how the song would enhance another curriculum area.

Assignment #3: Music-Reading Approach (25 points)

Select and copy a song from a music basal or from the text for this course. The song should be appropriate for intermediate level students. Write a lesson plan which addresses teaching the song using a music-reading approach. Include the use of instruments or movement and address in detail in the procedures how this will be accomplished. In step one of the procedures, integrate the song with another curriculum area. At least one objective, procedure, and assessment should address the non-music curriculum area. At least 2 objectives, 4 procedures, and 2 assessments should address music learning. Though this assignment is to help prepare you for Peer Teaching II, you will not be required to teach this lesson to the class.

Assignment #4: Listening Map (20 points)

Select an excerpt of music approximately one minute in length which can be used as part of a music listening lesson with children. Any style of music is permitted. Music which includes words is acceptable, but to further differentiate between music listening and music singing activities, instrumental selections without singing are recommended. Create a visual guide to be used with the excerpt. Display your visual as a projected image or as a large chart which can be seen clearly by all students in the class. You will lead the class through your visual guide while playing the excerpt of your musical selection. Bring a recording of your selection to class. Students who are not prepared to present on the assigned date will be given one other opportunity to present during the next scheduled class for ½ credit.

Assignment #5: Creativity Project (15 points)

Each person will create an original instrument. You will be placed in a small group to work on this assignment. Your group will create a sound composition approximately 60 seconds in length using original instruments and original notation. Some time will be provided to work on this assignment in class. Compositions will be performed in class. One copy of the "score" should be provided to the instructor after your group performs.

Following the presentations, each person will write a one-page essay (typed, double-spaced, 12-point font) of reflections on the creative/collaborative process used to complete this assignment. Here are some questions to guide your essay (think in terms of your own experience and how these would apply to your future students):

- How did your group approach the assignment to come up with your ideas for the story and the sounds?
- How did the members of the group interact? Did certain members assume a leadership role?
- Was compromise needed and, if so, how was it achieved?
- What effect did the collaborative process have on the creative process? Explain.
- How would you approach this type of activity with your future students?
- How might you change the activity and/or modify the way in which the activity is conducted?

Song Critique Assignment (34 points)

You will be given two scenarios in which the elementary classroom teacher is considering the merits of a particular song to use with his or her students. Thoroughly analyze each of the songs, carefully considering all aspects of the music and of the text. Evaluate the appropriateness of each song for the children in the given scenario using the information in the text on the singing ability of children. Also, describe important considerations which should be addressed when teaching the song. Number the measures in the song's notation so you can refer to specific measures when discussing the song. The critique for *each song* should be 1 to 1 ½ pages (the total length of assignment is approximately 3 pages). Your song critique should be typed as a narrative, in paragraph form, double-spaced, using 12-point font. A suggested way to approach this assignment is to make notes which answer each point, then go back and write the narrative.

Be sure to include all of the following in each critique:

Analysis (1 point each)

- Phrase length and number of phrases
- Meter and all rhythms included
- Starting beat and how the song would be started (the cue)
- Key, starting note, and final note
- Range, highest note and lowest note
- Melodic contour: ascending/descending
- Melodic construction: steps/skips/stays the same
- Widest interval
- Accidentals, if applicable
- Text considerations, including setting of the syllables to the notes
- Any occurrence of repetition, both textural and musical

Application (2 points each)

- Your opinion of whether the song is appropriate for the grade level and why
- Where it might be difficult and what should be addressed when teaching the song
- What concepts could be taught with the song – both musical and from other curriculum areas

Concert Review Assignment (30 points)

You will attend a concert or a recital and write a review of your experience. Any performance in “classical format” is appropriate, but if you are unsure about a particular event, please check with the instructor. It is strongly suggested that you attend a concert in which a variety of instruments will be featured. Those students who attend one of the concerts listed below will receive **5 extra-credit points**.

Saturday, October 6, 7:30 Symphony Orchestra and Combined Choruses

Wednesday, October 10, 7:30 Symphonic Band, Symphonic Winds

Thursday, October 11, 7:30 Wind Ensemble

Sunday, November 4, 2:30 Chamber Orchestra

Within ten days of the performance you attend, you will turn in a **1 ½ page narrative** and a copy of **the printed program** which was handed out at the performance. Your narrative will include at least one paragraph which describes musical characteristics of some or several of the pieces performed. Use the correct musical terminology as presented in this course. You will also include at least one paragraph which discusses appropriate audience behavior and what you would address if you were preparing your students to attend an event such as this.

Performance Assessments (80 points)

You will be individually assessed on your ability to perform the musical skills taught in class. Your improving musical skills will be demonstrated through singing and playing a variety of instruments including piano, recorder, autoharp, and classroom instruments. Details about each assessment will be given in class. Students who complete all performance assessments receive **15 extra credit points**.

Integration Project (75 points)

This project will provide an opportunity for you to incorporate the song-selection and planning skills developed throughout the course. It is hoped that you will be able to implement these plans in your own classroom in the future and that this project will reinforce your skills and confidence in developing similar plans as needed for integrating music in your classroom. Examples of completed projects will be available as models.

General guidelines

1. Select a grade level which you envision yourself teaching in the future.
2. Choose 3 different subject areas other than music that you will be teaching (e.g., math, science, etc.) and write one lesson plan for each subject area.
3. In each plan, incorporate a music activity which related to the specific topic of the subject area being taught. In most cases, this will be a song with a text that relates to the topic. One of your lessons may include a listening activity. List at least 3 additional songs or music listening selections which could also be used for the same topic area in each of the plans.
4. One plan must include the use of instruments.
5. One plan must include the use of movement.

6. Each plan must include some material that could be used for activities related to the curriculum area outside of music. This part of the lesson does not have to be described in detail in the lesson plan.
7. All plans must be typed, using 12-point font. **Copies of the music notation of all of the songs must be included** (at least 4 songs/listening-pieces for each plan). If you are using a familiar song and changing the words, include a copy of the notation of the familiar song with your new words printed below the notes. Notation is not required for listening pieces, but a listening map or a copy of the words applied to the listening piece should be included. Any handouts, etc., related to the curriculum area being integrated in each plan should also be included. Assemble this project in a booklet or a folder with attention given to a professional appearance.
8. A copy of the grading rubric should be placed in the front of the project.

Guidelines for each lesson plan

1. State the subject area outside of music (e.g., Integrating Music with Science”).
2. Follow the lesson plan format with the same headings used throughout the course.
3. State a specific grade level. Use the **same grade level** for each plan.
4. Include at least **one objective, procedure, and assessment** which relates to the curriculum area **outside of music**. This will most often be the first step of the procedures. The procedures for this part of the lesson do not have to be developed in extensive detail, but should clearly state what is being taught and how it will be taught. Some specific resources with appropriate materials related to the concepts of the lesson must be listed.
5. Include at least **two objectives, four procedures, and two assessments which relate to the music part** of the lesson. This part of the plan should be written in the same level of detail as the plans which were written throughout the course. Procedures should include detailed steps by which the song will be taught with a rote- or a note-reading- approach.
6. Include an additional heading called **“Additional Materials”** which lists the **three additional songs** which can be used in place of the selected song. These songs will not be part of the procedures. Also list additional materials or resources related to the curriculum area outside of music which can be used.
7. Next to the title of the songs/listening pieces in the “Materials” or the “Additional Materials” section, include complete **bibliographical information** which will allow the direct source to be located. Include the name of the book, grade level (if applicable), publisher, year of publication, and page numbers.

Tentative Course Schedule (subject to adjustment by instructor)

- Aug 28 Tu Introduction; Beat/Rhythm
 30 Th Beginning piano four sounds on a beat; Rote Procedures
- Sept 4 Tu Rote Procedures practice; three sounds on a beat; Discuss Chapter 1
 6 Th **Performance Assessment: rhythm**; sample rhythmic chants
 11 Tu **Assignment #1: Rhythmic Chant**
 13 Th Lesson Planning
 18 Tu Discuss Chapter 2 & Article
 20 Th **Assignment #2: Rote-Song Approach**
 25 Tu Discuss Chapter 4; practice song critique
 27 Th Discuss Chapter 3
- Oct 2 Tu **Song Critique due**
 4 Th Review; **Performance Assessment 1: piano, recorder, singing**
 9 Tu **Midterm Exam**
 11 Th Peer Teaching 1
 16 Tu Peer Teaching 1
 18 Th Discuss Chapter 5: Instruments
 23 Tu Music-reading approach
 25 Th Discuss Chapter 7: Movement
 30 Tu **Assignment #3: Music-Reading Approach**
- Nov 1 Th Discuss Integration Project; Peer Teaching 2 song choice due
 6 Tu **Performance Assessment 2: piano, recorder, singing, and percussion**
 8 Th Discuss Chapter 6: Listening; **Concert Review due**
 13 Tu Discuss Chapter 8: Creativity; **Bring original instrument**
 15 Th **Assignment #4: Listening Map due**; Creativity Project presentations
 20 Tu **Assignment #5: Creativity due**
 22 Th *Thanksgiving Holiday*
 27 Tu Peer Teaching 2; **Performance Assessment 3: recorder, singing**
 29 Th Peer Teaching 2
- Dec 4 Tu Review
 6 Th Review; **Integration Project due**
Final Exam Time: TBA