

University of North Texas at Dallas
Fall 2016
SYLLABUS

MUED 1130D.002 Foundations of Music			
Department of	Teacher Education and Administration Dean: Dr. John Gasko	Division of Teacher Education Chair: Dr. Glenda Moss	Fine Arts Art – Music – Theater
Instructor Name:	Dr. Ruth J. Guevara		
Office Location:	Dal 2 office 254		
Office Phone:	972-338-1317		
Email Address:	Ruth.Guevara@untdallas.edu		
Office Hours:	Monday 2:30pm-4:00pm, Wednesday 2:00pm-4:00pm (Dept. meetings 1 st Wednesday of the month), Thursday & Friday 1:00pm-4:00pm or by appointment.		
Virtual Office Hours:	NA		
Classroom Location:	DAL 1, 244		
Class Meeting Days & Times:	Tuesday 5:00pm-9:20pm		
Course Catalog Description:	Development of musical concepts and skills in listening and performance through use of elementary school music program materials and activities.		
Prerequisites:	none		
Co-requisites:			
Required Text:	none		
Recommended Text and References:	None required		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:	<p>The goal of this course is to Foundations of Music provides the pre-service elementary education and early childhood teacher with both theoretical and practical knowledge of music and music education. The primary focus of the course is to present music as an integrated component of the curriculum by engaging young children and students in the upper grades with a variety of themes and topics related to music and its connection to other content. Throughout the course, specific readings, class discussions, lab studio experiences, and lectures will prepare students to plan and implement comprehensive music experiences for students in the elementary grades. Throughout the semester, students will explore big ideas and universal themes related to life, identity, culture, etc. Specific content covered during the course includes the growth and development of children, children making music in grades EC-6, the importance of recognizing creativity, and responding to and learning about music. Attention will be given to working with elementary students with diverse cultural and academic backgrounds and ability levels. Students will learn about essential musical elements and principles of musical literacy, experiment with a variety of types of music as related to the theories of creative development, and develop an appreciation for a variety of musical genres. A hands-on approach will be implemented throughout the semester.</p>		
Learning Objectives/Outcomes:	At the end of this course, the student will be able to...		
1	Design a lesson plan where music is integrated across the fine arts and content areas.		
2	Create activities appropriate for students with special needs and learning differences to participate and listen to different genres of music, sing, clap hands, move to music and play a musical instrument (tambourine, drum, bells, keyboard).		
3	Become familiar with famous composers and their contributions to music and history.		
4	Student will learn and perform basic theory related to note value, sound, pitch, volume, rhythm and notation in music.		
5	Acquired appreciation for all types of music from a wide variety of cultures, traditions, and historical time periods.		
6	Perform a simple children's song on the keyboard, sing and play a musical instrument.		

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS
TAC §228.30

Generalist EC-6: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely high-quality feedback. TEA State Standards.

Section §117.101. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary Subsection A.

TEA State Standards

Review of TEA Chapter 117.1 Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary will be reviewed throughout the semester as it applies to the activities children can participate and work on in the classroom. The introduction and knowledge and skills subsections for each grade level will be reviewed and applied to the activities students with learning differences. Handouts will be provided for students to use during planning and creating songs appropriate for this population of students. **MUSIC:** Music in the classroom is a component of this course. Students will participate in 5 workshop sessions and learn how to sing and play a variety of elementary age-appropriate instruments, use music as an educational tool in children's academic environments and will include basic music reading skills, performance through singing games and performance and childhood musical development. Fundamentals in music literacy will be discussed and assessed from both a musical and pedagogical perspective. Additional focus on best practices in teaching music skills to children will be reviewed and practiced in class. All students will learn the essential elements of music literacy appropriate for the classroom and compatible with the music studied and learned in the music classroom. Additional information and lectures will support the methodological approaches in the development of music learning from early childhood through fifth grade.

COURSE STRUCTURE:

This course includes a series of lectures and lab assignments. Students are required to attend all lectures and lab sessions. Lectures will include content learning, video reviews and discussions, research and current practices in music education, music curriculum, music history, music performances and music program in schools.

TEKS: (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills

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Course Outline

Timeline	Topics	SLOs Student Learning Outcomes	Readings/Activities/Assignments
Week 1	<p>Fundamentals of Music Education – Music Families, Foundations of Music Literacy, Five Voices</p> <p>Music for special needs and students with learning differences</p> <p>The Teacher’s Role Children singing and making music.</p>	<p>1, 2, 3 TEKS: (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--</p>	<p>Active participation in making music in the classroom. Hand clapping, finger tapping, finger snapping and singing, Creative minds working.</p> <p>Exploring with different genres of music practical for the classroom. Music activities for children with special needs: Group activity presentations. Presentations Week 2</p>
Week 2	<p>Theory: Notes, staff, value of musical notes, etc. patterns in music - exploring in making music</p> <p>World Music – Listening and singing to World Music in the classroom. Cultural Songs</p> <p>Different genres of music.</p>	<p>3, 4 ,5, 6 TEKS: (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response</p>	<p>Presentations: (1) Music activities for children. (2) Research: Written narrative on a culture and music. History, meaning, celebrations, etc. Presentations due ACTIVE PARTICIPATION – Everyone sings Discussion on written narrative on culture and music. Writing and performing music.- keyboard, homemade instruments etc.</p>
Week 3 Study of Composers	<p>Famous Composers and their Music</p>	<p>3, 5 TEKS: (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--</p>	<p>PPT presentation on a chosen composer. ACTIVE PARTICIPATION Listening and performing - Music activity for the classroom. Use your composer chosen for your activity. Provide opportunities for learning and engagement.</p>
Week 4 Patriotic Music	<p>Study of America’s patriotic songs</p> <p>Songs for the classroom History connections</p>	<p>2, 3, 5 TEKS: (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--</p>	<p>Group PPT Presentation Singing patriotic songs in class</p>
Week 5 Music & the Arts	<p>Singing in the Classroom Music and the Arts Curriculum</p>	<p>2, 3, 5 TEKS:((2) Four basic strands</p>	<p>Presentations: PPT Presentation Research paper on Music with 1 lesson plan on one of the Arts and Music for Children</p> <p>DUE TODAY.</p>

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas as Dallas makes reasonable academic accommodations for students with disabilities. The core functions of Office of Disability Service are to put in place accommodations which are deemed appropriate in adherence with Section 504 of the Rehabilitation Act and the Americans with Disabilities Amendments Act of 2008 (ADAA), provision of reasonable accommodations, act as consultant, and educate the UNT Dallas community. Students seeking accommodations must first register with the Disability Services Office to verify their eligibility. If a disability is verified, the Disability Service Office will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. Disability Service Office notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For more information call Ms. Cindy Suarez, Director of the Office of Disability Services at 972-338-1777.

Assignment Policy:

APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects, and presentations.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the student can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time. It is the responsibility of the student to make the appropriate arrangements before attending class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this provision of this code.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Bad Weather Policy:

On days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas campus at (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically. Severe weather conditions and updates are reported on several DFW local television stations. Refer to this website for campus delays or closures.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they will miss class. Students are responsible to make up any work covered in class. It is recommended that each student coordinate with a student to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Policy for the Grade of “Incomplete”:

I-Incomplete; a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness which requires hospitalization or specific order from the physician, death of an immediate family member which will require a document and or military duty. A required document must support the reason for not completing the course requirements during the semester. The student must be in good academic standings prior to making any arrangements with the instructor and complete the course work within the time period decided by the instructor. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair.

University of North Texas Bulletin 2012-2013 Catalog, p. 47

**CALENDAR FOR FOUNDATIONS OF MUSIC
MUSIC FOR THE CLASSROOM**

Attendance Check – Greetings and Welcome to Music!

Review: Course syllabus, topics of study, assignments, activities, presentations and performances in class.

Topic	VALUE - POINTS	SLOS	TEKS	TOTAL
Week 1 Fundamentals of Music	50	1, 2, 3	Chapter 117 Fine Arts (2) Four Basic Strands	50
Week 2 Theory World Music	75	4, 5, 6	Chapter 117 Fine Arts (2) Four Basic Strands	75
Week 3 Composers	75	3, 5	Chapter 117 Fine Arts (2) Four Basic Strands	75
Week 4 Patriotic Music	50	2, 3, 5	Chapter 117 Fine Arts (2) Four Basic Strands	50
Week 5 Music & the Arts	50	2, 3, 5	Chapter 117 Fine Arts (2) Four Basic Strands	50
TOTAL POINTS				300

A - Exceptional 90-100%

B - Outstanding 80-99%

C - Satisfactory 70-79%

D - Marginal 60-69%

F – Did not complete assignments - below 60 %

Total: 300 pts