

University of North Texas at Dallas

SYLLABUS

| | |
|--|---|
| MUED 1130D Foundations of Music 1 credit | |
| Department of Teacher Education & Administration Division of Education and Human Services | |
| Instructor Name: | Dr. Duilio Dobrin |
| Office Location: | |
| Office Phone: | Mobile: (347) 781-4478 |
| Email Address: | Duilio.Dobrin@unt.edu |
| Office Hours: | By appointment. |
| Virtual Office Hours: | Email anytime. |
| Classroom Location: | Dal 1 Room 244 |
| Class Meeting Days & Times: | MEETS Tuesdays from 10:00a – 2:20p ON THE FOLLOWING DATES: (please check general schedule) 5 meetings |
| Course Catalog Description: | |
| Prerequisites: | None |
| Co-requisites: | None |
| Required Text and Materials | None |
| Recommended Text and References: | <p>Janice Nath and John M. Ramsey. Preparing to Teach Texas Content Areas. Pearson Education, Upper Saddle River, New Jersey 07458. ISBN: 0-13-704028-8</p> <p>Rosado, Luis. The Best Teachers' Test Preparation for the TExES 191 Generalist EC-6. Research and Education Association. Arlington, Texas. 2010. ISBN: 0-7386-0685-5</p> <p>FIND AN ART INFUSED LESSON PLAN http://www.arts-impact.org/lessonplans/ http://artsedge.kennedy-center.org/educators/lessons.aspx?page=1&sort=TitleAreaTitle#results</p> |
| Access to Learning Resources: | <p>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</p> |
| Course Goals or Overview: | |
| <p>Foundations of Music provides the pre-service elementary education and early childhood teacher with both theoretical and practical knowledge of art and art in 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 content.</p> <p>Throughout the course, specific readings, class discussions, lab-studio experiences, and lectures will prepare students to plan and implement comprehensive music experiences for elementary aged students. Throughout the semester, students will explore with the big ideas and universal themes related to life, identity, culture, storytelling and the ecological environment. 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.</p> <p>Attention will be given to working with elementary students with diverse cultural and academic backgrounds and ability levels. Students will learn about the music elements and principles of design, experiment with a variety of</p> | |

forms of music as related to the theories of creative development, and develop an appreciation of a variety of musical forms.
 Students will learn how to teach, in historical and cultural contexts, musical rhythms, form, pitch, improvisation, timbre, as well as the various families of instruments. A-hands on approach will be implemented throughout the semester.

| | |
|--|---|
| Learning Objectives/Outcomes: At the end of this course, the student will/will be able to | |
| 1 | Be able to differentiate instruction in the classroom as related to music. |
| 2 | Become familiar with the historical and cultural styles in music. |
| 3 | Know how to teach musical rhythms, forms, pitch, improvisation, timbre, and to identify a variety of instruments. |
| 4 | Have acquired appreciation for all types of music from a wide variety of cultures, traditions, and historical time periods. |
| 5 | Have developed an understanding of how musical content can be integrated with dance, theatre, and the visual arts. |

UNTD Vision is to become a highly valued university serving Dallas, surrounding communities, and the State of Texas, recognized for its distinctive *interdisciplinary* approaches to education, for innovative research, and for its commitment to the well-being and full development of all students.

UNTD Mission is to enhance access to high quality education and to prepare students to become exemplary citizens who can assume leadership positions in a global environment.

UNTD’s mission is accomplished through an *interdisciplinary* approach to teaching and learning, the pursuit of innovative research and technologies, and a commitment to improve the quality of life through civic engagement...

UNT’s Core Values: Virtue, Civility, Reasoning and Accountability

UNTD Education Conceptual Framework:

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Pedagogy and Professional Responsibilities Standards (PPR).

INTASC STANDARDS

1. Knowledge of subject matter
2. Knowledge of human development and learning
3. Adapting instruction for individual needs
4. Multiple instructional strategies
5. Classroom motivation and management skills
6. Communication skills
7. Instructional planning skills
8. Assessment of student learning
9. Professional commitment and responsibility
10. Partnerships

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 and high-quality feedback.

TEA State Standards

§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.

The provisions of this subchapter shall supersede §75.31(a)-(f) of this title (relating to Fine Arts) beginning September 1, 1998.

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 work on while in the classroom. The introduction and knowledge and skills subsections for each grade level will be reviewed and applied to the activities students will be working with throughout the semester.

Music – Music in the classroom is a component of this course. Students will participate in 3 workshops and learn how to play a variety of 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, focusing on best practices in teaching basic music skills to children. All students will learn the recorder, other classroom instruments, and appropriate literature (representing Texas, America, and World Music). Additionally, students will experience a variety of methodological approaches in the development of music learning from early childhood through fifth grade. The 3 workshops are: Music Module 1: EC-2nd Grade Music Pedagogy, Literacy & Peer Teaching, Music Module 2: EC-2nd Grade Music Pedagogy, Literacy & Peer Teaching, and Music Module 3: EC-2nd Grade Music Pedagogy, Literacy & 3rd-5th Grade Music Pedagogy and Literacy.

MUSIC WORKSHOPS

Objectives:

Students in Foundations of Music will:

- Experience and demonstrate knowledge of basic music reading skills including stick notation, solfege, and common rhythm patterns
- Display understanding of music through performance and active involvement
- Experience and perform songs and singing games appropriate to the elementary school setting by method and by grade
- Display a basic understanding of young music development
- Identify and demonstrate effective use of music in the general elementary classroom
- Demonstrate familiarity with elementary classroom instruments including recorder
- Demonstrate knowledge of appropriate use of music in the music and general education classroom through lesson planning and peer teaching of various songs and games within specific parameters\

Workshop One

EC-2nd Grade Music Pedagogy

- Describe, sing, and move to American folk songs/chants in various tonalities/meters as appropriate per grade level

EC-2nd Grade Music Literacy

- Describe, identify and demonstrate knowledge of Kindergarten comparatives
- Experience and demonstrate knowledge of 1st and 2nd grade tonal and rhythmic elements

Peer Teaching

- Experience and identify the sequence of rote teaching a song or chant
- Experience and identify the sequence of teaching a song/chant with motions
- Experience and identify the sequence of teaching a song/chant with a game

Workshop Two

EC-2nd Grade Music Pedagogy

- Describe, sing, and move to American folk songs/chants in various tonalities/meters as appropriate per grade level
- Describe, sing, and move to World Music and discuss how the music functions in a given culture

EC-2nd Grade Music Literacy

- Demonstrate knowledge of 1st and 2nd grade tonal and rhythmic elements

3rd-5th Grade Music Pedagogy

- Describe, sing, and move to American folk songs/chant in various tonalities/meters as appropriate per grade level

3rd-5th Grade Music Literacy

- Experience 3rd-5th grade tonal and rhythmic elements

Listening Map

Identify and analyze musical parameters (including music symbols, vocal/instrumental sounds, standard terminology, ect.) of a given listening map

Recorder (optional, TBA)

- Demonstrate an appropriate recorder tone with accurate intonation and clarity
- Demonstrate appropriate articulation for playing recorder
- Demonstrate appropriate breathing in playing recorder
- Improvise 2, 4, 8 beat rhythm patterns using recorder

Peer Teaching

- Demonstrate the rote teaching sequence using a song/chant
- Create a lesson plan based on the rote teaching sequence demonstration
- Evaluate the rote teaching sequence effectiveness of others
- Identify the sequence of teaching a song/chant with motions
- Identify the sequence of teaching a song/chant with a game

Workshop Three

EC-2nd Grade Music Pedagogy

- Describe, sing, and move to World Music and discuss how the music functions in a given culture

EC-2nd Grade Music Literacy

- Demonstrate knowledge of 1st and 2nd grade tonal and rhythmic elements

3rd-5th Grade Music Pedagogy

- Describe, sing, and move to American folk songs/chants in various tonalities/meters as appropriate per grade level

- Describe, sing, and move to World Music and discuss how the music functions in a given culture

3rd-5th Grade Music Literacy

- Experience and demonstrate knowledge of 3rd-5th grade tonal and rhythmic elements

Listening Map

- Create and present a listening map within given parameters using known instrumentation, melodic, and rhythmic elements
- Create a lesson plan for implementing the listening map

Recorder

- Demonstrate knowledge of 5 notes (B, A, G, D, E)
- Improvise 2, 4, 8 beat melodies
- Notate improvisation using known notation
- Play known and unknown pieces from written notation

Peer Teaching

- Demonstrate sequence of teaching a song/chant with motions
- Create a lesson plan based on teaching a song/chant with motions
- Identify the sequence of teaching a song/chant with a game

ATTN - Workshops 4 and 5: Content TBA

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

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.

Assignment Policy: Due on specified date for full credit

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at:

http://www.unt.edu/untdallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those 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 Campuses main voicemail number (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.

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 are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague 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 Office of Student Life as the instructor deems appropriate.

Optional Policies:

- Use of WebCT/Blackboard – TBA.
- Use of Cell Phones & other Electronic Gadgets in the Classroom – To be determined by the class.
- Food & Drink in the Classroom – Okay with me. Do not make a mess. Leave the room clean.
- Use of Laptops – Feel free to bring them to class and use them.
- Grade of Incomplete, "I" – Incompletes are for medical emergency. You will be allowed to retake the class the next semester without repaying.