

University of North Texas at Dallas

Fall 2013 SYLLABUS

MUED 1130D.090 - Foundations of Music - 1 hour. Lecture			
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	Catherine McAdams		
Office Location:	Founders Hall		
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Office Hours:	By Appointment		
Virtual Office Hours:			
Classroom Location:	Dal1 244		
Class Meeting Days & Times:	Tuesdays, 5:00p-9:20p, ON THE FOLLOWING DATES: 10/8, 10/15, 10/22, 10/29, 11/5 – 5 meetings		
Course Catalog Description:	<i>Foundations of Music (MUED 1130D)</i> - An exploration of the elements and principles of music; experimentation with a variety of music strategies as related to the theories of creative development. Partially satisfies the fine arts elective for early childhood and elementary education majors.		
Prerequisites:	None		
Co-requisites:	None		
Required Text:	None		
Recommended Text and References:	Claudia E.Cornett. Creating Meaning Through Literature & the Arts ~ Arts Integration for Classroom Teachers. Fourth Edition. Pearson Education, Boston, MA 02116. ISBN: 978-0-13-704832		
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@fhg.follett.com		
Course Goals or Overview:			
Learning Objectives			
To demonstrate competencies in the listed objectives through written and oral communications, performances on exams, and written assignments.			
Learning Outcomes: At the end of this course, the student will			
1	Apply basic music vocabulary to written and oral experiences in the classroom.		
2	Correlate learning in music to other content areas for interdisciplinary planning.		
3	Apply an understanding of musical culture, music history, music production, and aesthetics to the inquiry process and lesson planning.		
4	Understand the purpose of integrating music and what music means to a child.		
5	Understand the importance of child development and how it is connected with music and the fine arts.		

6	Actively participate in musical activities that engage the creative spirit of the individual student.
7	Be able to differentiate instruction in the classroom as related to music.
9	Become familiar with the historical and cultural styles music.
10	Know how to teach musical rhythms, forms, pitch, improvisation, timbre and a variety of instruments.
11	Have been exposed to the appreciation for all types of music from a wide variety of cultures, traditions, and historical time periods.
12	Have developed an understanding of how music content can be integrated with dance, theatre, and the visual arts.

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 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 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.

Music TOPICS	TIMELINE
Music Elements and Concepts TEKS 1.1, 1.2, 1.3, 1.4, 1.15, 1.16, 3.4s, 7.5k, 7.9s, 7.13s,	10/8
Expressive Storytelling with Musical Elements TEKS 1.6, 1.16, 3.2s, 3.3s, 4.1k, 5.6s, 5.7s	10/15
Steps to teaching a song and a singing games TEKS 1.7, 2.1k, 2.2k, 2.3k 2.6s, 5.5s, 6.4s, 7.2k, 7.3k, 7.2s, 7.4s, 7.5s, 7.11s,	10/22
Instrument Families of the Orchestra TEKS 1.5, 1.3, 6.2s, 7.6k, 7.8s, 7.10s	10/29
How to teach square, circle, longways, and scatter mixer traditional community dances TEKS 5.1k, 5.2k, 5.3k, 5.1s, 5.2s,	11/5

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Quizzes – *written tests designed to measure knowledge of presented course material*

Assignments – *written and hands-on assignments designed to supplement and reinforce course material*

Projects – *assignment designed to measure ability to apply presented course material*

Grading Matrix:

Instrument	Value (points or percentages)	Total
Projects/Assignments	2 @100 points each	200
Discussions	3 @ 50 points each	150
Participation	50 points per day	250
Attend a childrens Music Performance	100 points	100
Exam	100 points	100
Final project	150 points for project and 50 for discussion	200
Total:		1000

Grade Determination:

A = 90% of total points

B = 80 – 89 % of total points

C = 70 – 79 % of total points

D = 60 – 69 % of total points

F = less than 60% of total points

University Policies and Procedures

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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:

Assignments not submitted will receive no credit ("0") and the zero recorded in the grade book. Late assignments are given a reduction of 30% so please plan ahead.

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/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including art, 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

This course is a lecture/lab format. Students MUST attend and participate fully in all lectures and all labs. Attendance will be taken in every class. The final grade for the course will depend on the successful completion of **both** the lecture and the lab component. Some of the content will be introduced in the lecture, and that content will be further explored during studio assignments in the lab.

Optional Policies:

- **Use of Blackboard course management is required for viewing grades and accessing lecture materials for study.**
- **Cell Phones, computers & other electronic devices in the classroom are to be used for educational purposes ONLY.**

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
- 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\

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
- Create a lesson plan based on the rote teaching sequence demonstration
- 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

Listening Map

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

