

MUE 3210: *Music for the Elementary Child*
Synchronous Meeting Time: TBA
Location: MUB 0145 or TBA
University of Florida
Course Syllabus Spring 2022

Supervising Professor:

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Instructor of Record for Section 16015:

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Course Catalogue Listing

Helps meet state certification requirements for elementary classroom teachers. Function of elementary school music in aiding the developmental growth of children. Prerequisite: *HUM 2511 strongly recommended*.

Course Description

The purpose of this course is to help pre-service elementary classroom teachers acquire and strengthen foundational music skills and gain an understanding of how to structure basic music instruction in the elementary classroom. Additionally, students will discover how to integrate musical concepts into all areas of the general elementary curriculum. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

Course Objectives

Through full participation in this course, students will be able to:

- demonstrate basic skills on the ukulele and other classroom instruments;
- select pedagogically appropriate vocal repertoire for elementary-aged students;
- create cross-curricular lesson plans that integrate music and music skills at a developmentally appropriate level for the identified elementary grade;
- design curriculum based on the Florida standards for music, language arts, science, math, and social studies;
- teach integrated music content through singing, playing instruments, listening, creating, and/or moving

Required Materials

- Campbell, P. C., Scott-Kassner, C. & Kassner, K. (2017) *Music for Elementary Classroom Teachers*. New York, NY: W. W. Norton & Company.
 - This textbook will be provided for you, so you do ***not*** need to purchase it.
- Soprano Ukulele (a concert-size ukulele is also acceptable)
- Ukulele clip-on tuner

UNIVERSITY OF FLORIDA POLICIES

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Health and Wellness Resources

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
- University Police Department
392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

EXPECTATIONS

Attendance

Prompt attendance to each synchronous class meeting is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you, the students and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **timely notice** is provided. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Participation

The activities that will occur during class meetings and asynchronously throughout the week are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

Email

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine.

ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill, has a death in his/her immediate family, or other such emergency. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information about them will be provided in class. All written assignments will be submitted through Canvas.

Assignments & Assessments

<u>Assignments</u>	<u>Value</u>
Syllabus Acknowledgment	5 points
Participation	70 points
Reflective Reading Responses – 13 entries x 5 points	65 points
Final Reflection	5 points
Song Selections for the Elementary Child	10 points
Rote Song Teaching	10 points
Teaching a Singing Game	10 points
Classroom Playlist	10 points
Composition – Song for Class Meeting or Transitions	10 points
Garage Band Soundscape	10 points
Cross-Curricular Lesson Plan	25 points
Total	230 points

Any grade discrepancy should be brought to the instructor's attention immediately. Keep all original copies of assignments and grading documentation, hard copy or electronic copies, as distributed to students.

It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

Written assignments must be typed in an academically appropriate writing style, with correct grammar, spelling, and punctuation. Formatting for papers should include 1-inch margins, double spacing, and 12pt Times New Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Reflective Reading Responses

Reflective reading responses are a way to assess each student's understanding of the course content by making meaningful connections to the assigned readings each week. Students will be provided with writing prompts to help facilitate this process. All reflective reading responses must demonstrate the

student's thoughtful reflection on the assigned readings by showing evidence of at least two different "highly connected" ways of knowing. All written responses must reference the assigned course readings for the week (option number 1), along with one additional highly connected way of knowing of the student's choosing. Highly connected ways of knowing are listed below:

Highly Connected Ways of Knowing

1. ...include references to the assigned readings and/or resources drawn from this course in your response.
2. ...include references to literature, resources, or issues drawn from outside of this course in your response.
3. ...include your own personal experiences in your response.
4. ...include insight into how you might utilize this information to inform your future teaching practice.

Written responses will be evaluated based on the student's ability to show evidence of at least two different highly connected ways of knowing (one being reference to the weekly course readings). Additionally, students are expected to submit written work of high quality that is free of spelling and grammatical errors. Points will be deducted for spelling and grammatical errors.

Syllabus Assignment

The following text must be submitted electronically as the first assignment for the course. Copy and paste the text below, being sure to include your name and the date, and submit it on the course site in Canvas. This is a PASS/FAIL assignment worth 5 points and must be completed before 1/16/22 at 11:59p.m.

I have received, read, and understand the nature of and requirements for:

MUE 3210: Music for the Elementary Child

Name:

Date:

Grading Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

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Spring 2022

Outline of Classes – NOT FINAL; You will be notified of any changes

Dates	Topics Covered	Readings	Assignments
1/3/22 – 1/9/22	Introductions Syllabus Overview		
1/10/22 – 1/16/22	“Why Music?” Music and the Brain Experiential Music Making Ukulele	Campbell et. al.: Chapter 1 – “Music and Children: Then, Now, and Evermore” Cole – “Brain-Based -Research Music Advocacy”	Syllabus Acknowledgment Reflective Reading Response 1
1/17/22	HOLIDAY		
1/18/22 – 1/23/22	Teachers as Facilitators of Music and the Arts Arts Integration Experiential Music Making	Campbell et. al.: Chapter 2 - “Teachers as Facilitators of Music and the Arts”	Reflective Reading Response 2
1/24/22 – 1/30/22	Musical Growth of Children Experiential Music Making	Campbell et. al.: Chapter 3 - “The Musical Growth of Children” Abril -“I Have a Voice”	Reflective Reading Response 3
1/31/22 – 2/6/22	Singing Voices of Children Song Selections for Elementary-Aged Children Teaching a Song by Rote Experiential Music Making	Campbell et. al.: Chapter 4 - “Their Singing Voices” Cardany – “Favorite Children’s Books for Vocal Exploration and Pitch- Matching Activities”	Reflective Reading Response 4 Song Selections for the Elementary Child
2/7/22 – 2/13/22	Review – Teaching a Song by Rote Integrating Music –	Campbell et. al.: Chapter 6 - “Their Moving Bodies”	Reflective Reading Response 5 Rote Song Teaching (completed in class)

	Singing and Moving Strategies for Safe Movement Experiential Music Making		
2/14/22 – 2/20/22	Teaching a Singing Game Integrating Music – Instruments Orff Instruments Experiential Music Making	Campbell et. al.: Chapter 7 - “The Instruments They Play” & Appendix 2 - Orff: Schulwerk (A15)	Reflective Reading Response 6 Teaching a Singing Game (completed in class)
2/21/22 – 2/27/22	Listening to Music Selecting Appropriate Listening Materials for the Classroom Creating a Classroom Playlist Experiential Music Making	Campbell et. al.: Chapter 5 – “Their Ears: Listening to Music” & Classroom Resources for Children (A45-A47)	Reflective Reading Response 7 Classroom Playlist
2/28/22 – 3/4/22	Music and Language Arts Song Stories Enhancing Children’s Literature with Music Experiential Music Making	Campbell et. al.: Chapter 10 - “Music and Language Arts”	Reflective Reading Response 8 Bring your favorite illustrated children’s book to class GarageBand Soundscape (completed in class)
3/5/22 – 3/13/22	SPRING BREAK		
3/14/22 – 3/20/22	Music, History, and Culture Culturally Responsive	Campbell et. al.: Chapter 11 - “Music and Social Studies” Ladson-Billings - “But	Reflective Reading Response 9

	Teaching Experiential Music Making	That's Just Good Teaching! The Case for Culturally Relevant Pedagogy"	
3/21/22 – 3/27/22	Music, Math, and Science Experiential Music Making	Campbell et. al.: Chapter 12 - "Music and Math" & Chapter 13 - "Music and Science" Nixon-May – "Full STEAM Ahead With a Space-Age Sound Artist"	Reflective Reading Response 10
3/28/22 – 4/3/22	Music and Students with Exceptionalities Creating a Cross-Curricular Lesson Plan Experiential Music Making	Council & Fiedler – "Gifted 101: Unlocking the Mystery of Academically Gifted Education" Darrow & Adamek – "Recent and Continuing Initiatives and Practices in Special Education"	Reflective Reading Response 11
4/4/22 – 4/10/22	Musical Ways to Start and End the Day Music for Holidays, the Seasons, and Special Events Experiential Music Making	Campbell et. al.: Chapter 9 - "Music for the Joy of It"	Reflective Reading Response 12 Composition – Music for Class Meeting or Transition (completed in class)
4/11/22 – 4/17/22	Musical Creativity in the Classroom Improvisation Review Expectations for Cross-Curricular Lesson Plan Experiential Music Making	Campbell et. al.: Chapter 8 - "Their Creative Imaginations" Coss – "Creative Thinking in Music: Student-Centered Strategies for Implementing Exploration Into the Music Classroom"	Reflective Reading Response 13
4/18/22 – 4/24/22	Cross-Curricular Lesson Plan Presentation Music and Community-Building in the Classroom Drum circles and games	Laird – "Empathy in the Classroom: Can Music Bring Us More in Tune with One Another?" Royston – "Improving Music Teaching through	Final Reflection Cross-Curricular Lesson Plan (submit on Canvas & present in class)

		Interpersonal Relationships”	
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