**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**COURSE SYLLABUS**

**FALL 2018**

**Course Number:** CTMU 3040

**Course Title:** Music and Related Arts

**Scheduled Meeting Days/Times:** Mondays and Wednesdays, 8:00am – 9:50am **OR** 11:00am – 12:50pm

**Credit Hours:** 4

**Prerequisites:** Admission to Teacher Education, Elementary or Early Childhood Major

**Instructor:** Dr. Jennifer K. Canfield

**Contact Information:** canfijk@auburn.edu office phone # TBA

**Office Hours:** Mondays and Wednesdays, 10:00am – 11:00am other times by appointment.

**School Placement:** Wacoochee Elementary and Beulah Elementary – grade and time TBD

**COURSE DESCRIPTION**

Interdisciplinary instruction appropriate for students’ developmental characteristics, which synthesize the content, professional resources, curriculum goals and instructional strategies of music.

**MATERIALS AND RESOURCES**

* **1 Soprano Ukulele** – We will order these from Spicer’s Music and a representative will come and talk about your options. *We have* *classroom-use only Ukuleles*. *You will need your own for home practice and for use in your lab/field placements.*
* **1 Soprano Recorder** – Yamaha YRS24B Soprano Recorder -

Available in the bookstore, approximately $11.95 OR available from Amazon ($7.35) from a 3rd party seller – Express Music Instruments

* **1 –3-ring notebook with dividers**
* **Music Standards for General Music** found here: http://www.nafme.org/my-classroom/standards/core-music-standards/.
* **Musical Terms and Concepts** (for reference): http://www.potsdam.edu/academics/Crane/MusicTheory/Musical-Terms-and-Concepts.cfm
* **Early Childhood Standards** (you are responsible for knowing/providing these – http://alex.state.al.us)
* **Other** – Materials on Canvas, in the Learning Resources Center, and/or AU Library. Access to scissors, glue, paper (colored), tape, color crayons, markers or pencils, poster board, etc.
* **Access to Pinterest** ideas for lesson plans, interactive notebook
* **Access to computer, printer and internet**

**COURSE OBJECTIVES**

* Develop basic musical knowledge and skills and apply from a teaching perspective
* Identify curricular goals for music and the arts
* Select, implement, and evaluate a variety of instructional strategies for music and the arts, including using technology
* Develop basic knowledge of how to model, teach, and integrate multicultural awareness, acceptance, and appreciation and how to obtain and use information about cultural and community diversity and resources for music and arts instruction
* Prepare interdisciplinary instruction in music based upon curriculum goals appropriate for students' developmental characteristics to stimulate critical and creative thinking skills and encourage students to recognize, question, and interpret ideas from a variety of perspectives
* Collaborate with colleagues to organize, allocate, and manage the resources of time, space, and activities in laboratory experiences with children and music and to develop appropriate classroom management
* Evaluate one's performance as a teacher and assess learning in music in settings with diverse school population
* Develop a personal philosophy about the teaching of music and arts in the elementary school and early childhood setting
* Develop music leadership skills

**COURSE SCHEDULE (VERY TENTATIVE)**

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| --- | --- | --- |
| **Week 1**8/20, 8/22 | Syllabus/Course Introduction, Name tag AssignmentORDER Recorder | **READING**Effective Integration of Music in the Elementary Classroom<https://files.eric.ed.gov/fulltext/EJ1171782.pdf>Why is Music Important in the Elementary Classroom<https://incorporatingmusic.weebly.com/why-is-music-important-in-the-elementary-classroom.html>Integrating Music in the Elementary Classroom<https://tspace.library.utoronto.ca/bitstream/1807/68781/1/Tuazon_Andre_M_201506_MT_MTRP.pdf>  |
| **Week 2**8/27, 8/29 | Music FUNdamentalsBegin Recorder  | **READING**8 Engaging Ways to Incorporate Music in your Classroom<http://blog.flocabulary.com/8-engaging-ways-to-incorporate-music-in-your-classroom/>Full STEAM Ahead: The Benefits of Integrating the Arts Into STEM<https://ac.els-cdn.com/S1877050913011174/1-s2.0-S1877050913011174-main.pdf?_tid=7d227e02-da0b-4315-a72d-75ebd5e1f22e&acdnat=1533566321_d3814547d3c83ac0b26cef23c8f49530> |
| **Week 3**9/3, 9/5 | **LABOR DAY - MONDAY** | Wednesday – Ukulele Demonstration and Ordering |
| **Week 4**9/10, 9/12 | TEST on Music FUNdamentalsBAG songsComposing Songs for the Classroom | **READING**7 Creative Ways to use Music in the Classroom<https://www.weareteachers.com/creative-music-in-the-classroom-k-6/> Integrating Music in the Elementary Classrooms<https://www.kindergartenkiosk.com/kindergartenkiosk/4/6/integrating-music-in-elementary-classrooms>Music and Math in the Classroom<https://study.com/blog/how-i-combined-music-and-mathematics-in-my-elementary-classroom.html> |
| **Week 5**9/17, 9/19 | Recorder and UkuleleMath Lesson for Grade LevelsCreating Math Lesson Plans for Grade Level | **READING**Use Music and Movement to Improve Language Arts Instruction<https://www.literacyworldwide.org/blog/literacy-daily/2013/10/22/>use-movement-and-music-to-improve-language-arts-instruction  **EXPLORE**<https://mathsciencemusic.org/><http://singaboutscience.org/wp/lesson-plans/>  |
| **Week 6**9/24, 9/26 | Recorder and UkuleleScience Lesson for Grade LevelsCreating Science Lesson Plans for Grade Level | **EXPLORE**<https://www.scholastic.com/teachers/articles/teaching-content/music-classroom/>**READING**The Integration of Music in the ELA Classroom<http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1183&context=honorstheses>  |
| **Week 7**10/1, 10/3 | Recorder and UkuleleLanguage Arts Lesson for Grade LevelsCreating LA Lesson Plans for Grade Level | **EXPLORE**<http://www.nea.org/tools/lessons/Arts-Across-the-Curriculum-K-5.html><http://www.thedomesticmusician.com/music-and-social-studies-integration-ideas-for-kids/>  |
| **Week 8**10/8, 10/10 | Recorder and UkuleleSocial Studies Lesson for Grade LevelsCreating SS Lesson Plans for Grade Level | Ukulele and Recorder Group Test |
| **Week 9**10/15, 10/17 | Practice Lessons for Teaching |  |
| **Week 10**10/22, 10/24 |  | Monday, October 22 – Observation DayWednesday, October 24 – 1st Teaching Day at Schools |
| **Week 11**10/29, 10/31 | Recorder and Ukulele | Monday – Guest SpeakerWednesday – Practice teaching lessons/Feedback to the group |
| **Week 12**11/5, 11/7 | In Schools - Teaching | Monday, November 5 – 2nd Teaching DayWednesday, November 7 –3rd Teaching day |
| **Week 13**11/12, 11/14 | In Schools - Teaching | Lee County Schools are out on 11/12 –AU Class meets for Feedback and PracticeWednesday, November 14 – 4th Teaching Day |
| **Week 14**11/19, 11/21 | **THANKSGIVING BREAK** |  |
| **Week 15**11/26, 11/28 | Recorders and Ukuleles | Classroom Concert and Make-up days |
| **Week 16**12/3, 12/5 | Final Interview/Notebook |  |

**COURSE REQUIREMENTS/EVALUATION**

In this course, each student will receive a grade of A (90-100), B (80-89), C (70-79), D (60-69), or F (below 60). The following will be used to determine students’ grades. Make note of the class policy statements below that can affect students’ final grades.

Evaluation Percent of Grade

School Observation Report (1), Field Experience Lesson 30%
Plans (4), Teaching Reflections (4), Teacher’s Evaluation (1).

* Each student will submit a brief report concerning his/her first impressions of the lab setting.
* Each teaching group will prepare and revise 4 lesson plans for their field experiences.
* Each student will submit a brief lab report after their teaching experience.

Music Proficiencies (2 different instruments and voice) 30%

* Each student will perform at a competent level using the following during class time:
Singing, Recorder, Ukulele, (if time permits, Piano, and/or Orff and Classroom Instruments)

Mid-term Written Exam and Classroom Assignments 20%

* Exams will cover content from class and readings.
* Classroom Assignments completed as given

Final Interview and Notebook 20%

* Your final project will be an organized collection of media, materials, and activity ideas.
* Interview will cover content from labs, class time, and readings

**CLASS POLICY STATEMENTS**

Be aware of the policies in the *Student Policy eHandbook*: http://www.auburn.edu/student\_info/student\_policies/

**Participation**
Students are expected to participate in all class discussions and participate in all exercises, including FOUR teaching/field experiences and ONE observation. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Participation includes your willingness to contribute thoughts and ideas during class discussions, make music, work in groups, teach, and give project presentations. Your final grade may be influenced by your observed willingness to participate in class activities.

**Attendance/Absences**Students should be aware of the *Student Policy eHandbook* on Class Attendance: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

Attendance is required at each class meeting and lab experience. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Student Policy eHandbook.*  Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor *in advance*. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness or University-excused absence (i.e. trips for band/choir/orchestra, etc.). *Please note: Appointments for routine medical and dental checkups are not considered excused absences.*

**Unannounced quizzes**
There will be no unannounced quizzes.

**Accommodations**
Students who need special accommodations in class, as provided for by the American Disabilities Act should arrange a confidential meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. You must visit the Program You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of Accessibility. More information can be found here: https://cws.auburn.edu/accessibility

**Honesty Code**
Students should be aware of the *Student Policy eHandbook* Academic Honesty Code:

https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf

**Policy on Classroom Behavior**

Students should be aware of the *Student Policy eHandbook* Policy on Classroom Behavior: https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf

**Harassment**

Students should be aware of the *Student Policy eHandbook* Policy on Harassment:
https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf

Harassment in academic settings and in the employment arena where students are involved is defined as: Conduct (physical, verbal, graphic, written, or electronic) that is (1) unwelcome; (2) discriminatory on the basis of race, color, sex, religion, national origin, age, or disability; (3) directed at an individual or group in one of the protected classes outlined in this policy; and (4) so severe or pervasive and objectively offensive that it unreasonably interferes with the victim’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.

**Professionalism**
As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Equipment & Materials Policy**
Materials for music education are available in the LRC and in HC 1408. Resources including books, posters, instruments, and recordings are available for student use in HC 1408. These materials are ***not*** to be taken from HC 1408 except for laboratory use. Note: Ukuleles purchased for classroom use will ***not*** be available to use in lab experiences. You must purchase your own for teaching use. Students must check materials in/out at specified times. Students will be responsible for damaged or missing materials.

**The Family Rights and Privacy Act**
Public Law 93-380 assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

* All discussion about a student should be conducted with the teacher or university supervisor only.
* Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
* You should not discuss students with other parents, agencies, or other students.
* Limit discussion to those involved with your assignment.
* When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
* Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

**Professional Ethics**
In this course you will be observing music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and school programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage teacher’s careers (and your own).

**Other:**

Emailing the Instructor – My appropriate title is Dr. Canfield - <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Students must satisfactorily complete all course objectives and assignments to pass this course.

Students must satisfactorily complete all required field experiences to pass this course.

Instructor reserves the right to change the syllabus to best fit the needs of the students.