

**AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING
MUSIC EDUCATION PROGRAM
COURSE SYLLABUS**

Course Number:	CTMU 5110
Course Title:	Children's Music Learning
Credit Hours:	4 Semester Hours
Days and Times:	Tuesday and Thursday, 8:00 a.m. – 9:15 a.m., Friday 8:00 a.m. – 10:50 a.m.
Prerequisites:	Admission to Teacher Education, Departmental Approval
Co-requisites:	None
Instructor:	Dr. Jane Kuehne • HC 5090 • (334) 844-6852 • kuehnjm@auburn.edu <i>Please use Canvas for all course related email/contact.</i>
Office Hours:	Tuesday 9:30 a.m. – 11:30 a.m., Friday 1:00 p.m. – 3:00 p.m. and by appointment. http://janekuehne.simplybook.me/
Date Syllabus Prepared:	Updated January 2014

MATERIALS AND RESOURCES/EQUIPEMENT FOR THIS COURSE

PLEASE do not assume you can pass this course without purchasing the following textbooks and/or accessing the following materials. You will be responsible for the material in Music in Childhood as determined through chapter quizzes (on each you must make at least 80% or higher). The remaining books are resources and you will be required to select material from each for lessons you will create. For those who use iPads or other electronic resources, all but one of these is available through Kindle (when I ordered them, they were all available on Kindle, so I'm not sure what happened there).

Textbooks:

1. *Music in Childhood* (most recent edition, available on paper and kindle, ISBN 9781285057477)
2. *World Music Drumming* (teacher's edition, available on paper and kindle, ISBN 9780793595327)
3. *Hap Palmer Favorites* (available on paper and kindle, ISBN 9780882841892)
4. *Library of Children's Song Classics* (available on paper, 9780825613586)

Materials/Equipment:

You can purchase both of these items from Spicer's Music in Auburn (across from the movie theater by the mall).

1. Soprano Recorder
2. Tuning Fork

Other materials provided in class or on Canvas.

COURSE DESCRIPTION

Methodology, materials, organization and activities for elementary school music programs. Includes professional field experiences in public school music programs. The purpose of the course is to begin the development of certain minimal competencies required of successful teachers in elementary general, instrumental, and vocal music. Skills in demonstrating these competencies will continue to be developed in subsequent courses and the internship.

**SEE NEXT PAGES FOR OUTCOMES, ASSIGNMENTS,
GRADING INFORMATION, CLASS POLICIES AND OTHER STATEMENTS.**

COURSE OUTCOMES AND ASSIGNMENTS

PLEASE NOTE: All assignments (other than those in class) will be completed using a word processor or other software and submitted on Canvas. For written paper/essay assignments these must apply: Times New Roman 12-point font, 1-inch margins, double-spaced. Much of what you will write, you will also present orally during class time, either formally (presentation) or informally (in discussion). *Use the attached Assignment Sheet to help yourself stay on track!*

1. Formally articulate your philosophy of music education including music's place in the overall school curriculum, the historical value of music, and your commitment to the profession. (Paper and Letter)

- A. Considering materials and information explored during class, and your own research, write (update) your formal philosophy of music education using professional language that is grammatically and academically appropriate. Include the following information:
- What the experts (from class and your own research) say about music in schools and community.
 - Elementary music's place in your future students' musical and cultural development (as well as your own musical and cultural development).
 - Why elementary music should be taught – in schools, community.
 - Why people should learn the foundations of music
 - Why you want to teach/use music, specifically elementary music.
 - Why you should teach/use music, specifically elementary music.
- B. Write a letter to the editor explaining why music is an essential part of every child's education and urging the community to help keep it in the elementary schools with an elementary music specialist as a teacher.

Standards Met:

(2)(e)1. Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.

(2)(e)2. Articulate the importance of music as a component of students' intellectual and cultural heritage.

(2)(e)3. Articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.

2. Successfully complete online assessment of knowledge of historical development of music education, professional organizations, and changes in school music curriculum since its entrance into the school curriculum.

Read the chapter(s) provided and complete the online assessment with at least a 80% grade (which will be equal to a B). *You may wish to do this before you write your philosophy paper since much of this information will help you with articulating your philosophy.*

3. Successfully complete an assessment of teaching learner development (Learning Styles, Learning Theories, Child Development, etc.)

- A. Read the chapter(s) and other materials provided and complete the online assessment with at least a 80% grade (which will be equal to a B).
- B. Write example musical activities for students with specific learning styles.

Standards Met:

(2)(d)2.(i). Child growth and development and an ability to use principles of learning as they relate to music.

AQTS (4)(c)4.(i). Knowledge of research and theory related to learning styles and multiple intelligences.

4. Demonstrate appropriate knowledge and disposition showing how the music professional is a resource for others in your school or community.

- A. Write an in-class reflection explaining how you as a music educator in your school and community can be a resource for other educators and community members.
- What skills and knowledge do you have that will serve as a resource for other teachers, administrators, and community members?
 - How will you approach situations as they arise where you are asked to fulfill unforeseen obligations related to this?

Standards Met:

(2)(d)2.(iv). The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.

5. Demonstrate knowledge of appropriate scope and sequence for each grade in elementary music (K-5, typical elem. grades)

- A. Write a scope and sequence for a K-5 elementary curriculum.
- Include skills and knowledge taught over the year and when they will be taught.
 - Include each child should attain by the end of each grade level.
 - Include where each Alabama Course of Study standard will be met.
 - Include where each NAfME National Standard will be met.

Standards Met:

AQTS (1)(c)2.(i). Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.

AQTS (1)(c)2.(iii). Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

6. Plan individual lessons for elementary music students using a variety of methods and materials.

- A. Considering your scope and sequence, write lesson plans and peer teach lessons at least three times based on your lesson plans in the following areas. Use LRC and texts, examine materials, and methods and choose what is appropriate for a specified grade level (PK-5/6). Be sure to include how you will evaluate to be sure students have learned.
- | | |
|---------------------------------|------------------------------------|
| • Singing | • Listening (map and plan) |
| • Pitch | • Creating (composing/improvising) |
| • Movement in Music | Kodaly |
| • Rhythm | Orff |
| • Playing Classroom Instruments | Dalcroze methods |

Standards Met:

(2)(d)3.(i). Teach music at various levels to different age groups and in a variety of classroom and ensemble settings.

(2)(d)3.(iii). Teach students to play both rhythmic and melodic classroom instruments.

(2)(a)2.(iv). Play pitched and non-pitched classroom instruments.

(2)(d)3.(vi). Accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

(2)(d)3.(vii). Apply evaluative techniques in assessing both the musical progress of students and the objectives and procedures of the curriculum.

7. Demonstrate knowledge of special needs areas in children and plan musical activities for children with special needs.

- A. Read chapters assigned in the text and journal articles. Successfully complete the online assessment with at least a 80% grade (which will be equal to a B).
- B. Write activities for specific special needs (assigned in class) and share with the entire group.

Standards Met:

AQTS (4)(c)3.(i). Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.

8. Demonstrate ability to compose and arrange music for elementary-aged students using classroom instruments.

- A. Compose an original short song and teach as part of one of your lessons (above).
- B. Choose an existing musical work and create an arrangement using Orff and classroom instruments.
- C. Create an original composition using the Orff layering technique for Orff instruments
- D. Use Notation software to complete and print your compositions.
- E. Perform on classroom instruments (melodic and rhythmic) with sufficient skill to teach.

Standards Met:

(2)(a)2.(iv) Play pitched and non-pitched classroom instruments.

(2)(a)2.(v) Structure composition and improvisation opportunities (for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of the common musical elements in non-traditional ways).

AQTS (5)(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

9. Demonstrate ability to sing on pitch in a tonal framework.

- A. Sing and sign (using Curwen Hand signs) the major, minor, and pentatonic scales using solfège.
- B. Sing and sign (using Curwen Hand signs) a song using solfège.

Standards Met:

(2)(a)2.(iii) Match pitch and sight sing a melody within a tonal framework.

(2)(g)2.(iii) Use the singing voice as a teaching tool.

10. Demonstrate ability to play piano, guitar, recorder, and classroom instruments to teach and lead a class in song.

- A. Play the piano as you lead the class in song.
- B. Play the guitar as you lead the class playing the guitar with you.
- C. Play the recorder as you lead the class while they are playing recorder with you.

Standards Met: (2)(a)2.(iv). Play pitched and non-pitched classroom instruments.

11. Demonstrate knowledge of appropriate classroom organization and management techniques, as well as the best ways to communicate with students, colleagues, administrators, and parents about potential student problems.

- A. Create a classroom management plan to use within an elementary music setting.
 - Include classroom rules.
 - Include detailed consequences for your classroom (if rules are broke, what will happen?).
 - Include any forms, etc. you might complete for management.
- B. Role-play with a peer and write a transcript of a phone call you might make to a parent of a student who has a specific (assigned) problem in your class. Consider all possible parent responses to what you are saying.
- C. Write a narrative explaining how you would speak with the student's classroom teacher and ultimately the principal about possible problems.

Standards Met:

(2)(d)3.(iv). Demonstrate effective classroom management and rehearsal management.

AQTS (2)(c)2.(ii) Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.

12. Demonstrate ability to budget effectively for an elementary music program.

- A. Using spreadsheet software, create a budget that takes into account the need for specific instrument purchases, field trip expenses, as well as everyday supplies needed to successfully teach music and maintain an elementary music program.

13. Write informally about current events in music education, topics of interest, and other areas within music education.

Write informally about current issues in music education, certain classroom examples, etc. Submitted IN CLASS.

Standards Met:

AQTS 3.c.1.iv. Ability to model appropriate oral and written communications.

14. Begin/Add to your music education portfolio using your profile in Canvas.

By the end of the semester, put selected files into your portfolio (website or on canvas).

Standards Met:

AQTS (5)(c)5.(iv). Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

15. Observe, team-teach, and individually teach lessons in elementary music classrooms.

Complete no less than 21 hours of observation in 3-hour blocks, team-teaching, and individual teaching in an elementary lab placement. Complete all lab assignments (journal entries, specific lab assignments) on time.

GRADING PROCEDURES

Each assignment will be graded on a scale of 0 to 4: A = 4 B = 3 C = 2 D = 1 F = 0

For students who regularly attend class*, a grade of “F” (0) on an assignment is often reserved for assignments that are not submitted. However, if an assignment is not at least a D level, a grade of F will be assigned. In addition, for students who miss a significant amount of class times during the semester, a grade of “F” will be assigned as the course grade.

Grade of A		Grade of B		Grade of C		Grade of D		Grade of F	
100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale	100-pt Scale	4-pt Scale
100	4	89	2.93	79	1.95	69	0.98	59	0
99	3.9	88	2.83	78	1.85	68	0.88		
98	3.8	87	2.73	77	1.76	67	0.78		
97	3.71	86	2.63	76	1.66	66	0.68		
96	3.61	85	2.54	75	1.56	65	0.59		
95	3.51	84	2.44	74	1.46	64	0.49		
94	3.41	83	2.34	73	1.37	63	0.39		
93	3.32	82	2.24	72	1.27	62	0.29		
92	3.22	81	2.15	71	1.17	61	0.2		
91	3.12	80	2.05	70	1.07	60	0.1		
90	3.02								

COURSE SCHEDULE

Weeks 1-2	Philosophy of Music Education/Community Music, Historical Value and Development of Music Education in the schools, Professional Organizations, Introduction to teaching and using music with children.
Week 3-4	Learner Development, Learning Styles, Learning Theories
Weeks 5-8	Structuring an Elementary Music Curriculum. Structuring an Elementary Music Lesson and lesson planning for specific music skills and concepts (singing, pitch, movement, rhythm, playing instruments, listening, creating, specific methods). Midterm Assessment
Week 9	Special Needs students, modifications in music teaching to address students with specific needs
Week 10	Classroom management techniques for elementary music and budgeting.
Weeks 11-14	Proficiencies in Elementary Music – singing, piano, guitar, recorder, Orff
Week 15	Technology for elementary music. Self-Evaluation, Interview

CLASS POLICY STATEMENTS

*Please see the Student Policy eHandbook for important information:
http://www.auburn.edu/student_info/student_policies/*

Attendance: Ultimately, students get what they put into a course. The instructor will not be responsible for material missed due to inexcusable absences. You should plan to attend class during EVERY CLASS TIME. If you miss more than 2 classes for unexcused reasons (i.e. “I overslept.”) your grade will suffer as the instructor reserves the right to lower the grade at least one grade level (for example, an A would then be a B). This class is VERY time intensive in class. Students will present many assignments DURING class time. If a student is absent (for unexcused reasons), he/she will MISS the opportunity to earn the required points for assignments and a grade of 0 (zero) will be assigned for the missed assignment.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s *immediate* family, the death of a member of the student’s *immediate* family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for *participation* in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.

Lab Attendance: Students are required to attend all assigned lab times *during the times they are assigned* (labs are assigned during Friday class time 8-10:50, which will actually start and end earlier due to school times). *No unexcused absences or tardies are accepted for lab times.* Failure to adhere to these guidelines will result in lowering of your final grade by at least one letter grade (for example, from an A to a B). See additional Consequences for Unprofessional Behavior below. Remember, if you miss a lab time, your teacher does not have to allow you to make it up! Because labs are so important, if you cannot/do not make up any missed (excused) lab times, you will fail the course. The time in your lab is a REQUIREMENT of the state of Alabama.

Lab Dress Code: Students are expected to dress professionally for all lab experiences. No shorts or informal attire is accepted. Women, please ensure your skirts are at knee level or below and that your blouses are not cut low in the front (or back) and that your midriff is covered. Men, please wear dress pants. A button-down shirt with tie may be expected depending on the placement. Polo-style shirts are acceptable. All should ensure that your clothing is neither too tight nor too loose (baggy, etc.). In the event a student arrives at a lab placement with inappropriate clothing, he/she will be sent home to change clothing and he/she is required to make up missed lab time. Shoes must be dress shoes (not flip flops or sports shoes). There are some more casual sports-type shoes (typically men's shoes) that may be acceptable as they are meant to be worn with semi-casual clothing (are typically brown or black in color). See additional Consequences for Unprofessional Behavior below.

Assignment Submission: Submit all assignments on time. Each assignment will be graded using a rubric that includes points for being on time. Typically, if you are late on an assignment, the grade will be at least one grade lower (for example, an A would turn to a B). Please submit assignments where/when they are requested. If on Canvas – submit on canvas (do not email to the instructor!). If in class, submit in class on the due date.

Exam Make-Up Policy: We do not typically have written exams in this class. However, in the event there is a written exam and a student misses it, arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

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

Professional Ethics: In this course you will be working with music teachers and describing their teaching, and students. All discussion of teachers, their students, and their programs are to be *CONFIDENTIAL*, confined to our classroom and the instructor's office. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and music 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 poor reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own). See additional Consequences for Unprofessional Behavior below.

Harassment: Harassment of any kind, toward students or instructor, will not be tolerated. If it occurs, the policies set forth in the *Student Policy eHandbook* will be followed.

The Family Rights and Privacy Act (Public Law 93---380): This Act 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:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.

6. 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.
7. See additional Consequences for Unprofessional Behavior below.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.

Consequences for Unprofessional Behavior

(note with each of these, a memo is created and placed in the student's file)

- Step 1: Meet with instructor and discuss how you will correct the unprofessional behavior.
- Step 2: Meet with the instructor and music education faculty members. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.
- Step 3: Meet with instructor, music education faculty members and department head. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.
- Step 4: Meet with instructor, music education faculty members, department head and associate dean. At this time it will be determined if you should remain as a music education major. If so, a contract/agreement will be created at that time and a memo outline this agreement will be placed in the student's file.
- Step 5: Removal from music education program.

JUSTIFICATION FOR GRADUATE CREDIT (when offered at graduate level)

Students will gain operational skills in developing music instructional materials with a focus on teaching choral music in both school and community settings. Using existing and original methods materials, created in a variety of ways, including digitally, they will learn effective ways of teaching choral music. They will demonstrate competence in skills required for teaching choral music and will learn through direct, expository, discussion, constructivist, and cooperative learning environments and choose or create tools which enhance the curricular goals of choral music education programs and community choral programs.

ADDITIONAL INFORMATION

Students must satisfactorily complete all course objectives to pass this course. *This means if a student misses an assignment that is attached to a specific objective, or misses a proficiency, the student will be assigned an F for the course.*

The Instructor reserves the right to change this syllabus to best fit the needs of the students. *This means that in some cases assignments will be adjusted or an alternate assignment will be substituted, or an assignment will be removed.*

ASSIGNMENT SHEET – SPRING 2014 – PAGE 1

Student Name: _____

Assignments	Date(s) Completed	Date(s) Submitted
Considering materials and information explored during class, and your own research, write (update) your formal philosophy of music education using professional language that is grammatically and academically appropriate.		
Write a letter to the editor explaining why music is an essential part of every child's education and urging the community to help keep it in the elementary schools with an elementary music specialist as a teacher.		
Historical Developments, Professional Organizations, Curricular Changes Quiz. Read the chapter(s) provided and complete the online assessment with at least a 80% grade (which will be equal to a B).		
Learning styles, theories, child development quiz. Read the chapter(s) and other materials provided and complete the online assessment with at least a 80% grade (which will be equal to a B).		
Choose one learning style: write three examples that support this learning style.		
Choose one learning theory: write three examples that support this learning theory.		
Choose one developmental level: write three examples demonstrating your understanding		
Write an IN-CLASS reflection explaining how you as a music educator in your school and community can be a resource for other educators and community members. What skills and knowledge do you have that will serve as a resource for other teachers, administrators, and community members? How will you approach situations as they arise where you are asked to fulfill unforeseen obligations related to this		
Write a scope and sequence for a K-5 elementary curriculum. Include the following: skills and knowledge taught over the year and when they will be taught, what each child should attain by the end of each grade level, where each Alabama Course of Study standard will be met, where each NAfME National Standard will be met.		
Pitch Lesson Plan – Did you teach it? List date it was taught:		
Singing Lesson Plan – Did you teach it? List date it was taught:		
Movement in Music Lesson Plan – Did you teach it? List date it was taught:		
Rhythm Lesson Plan – Did you teach it? List date it was taught:		
Playing Classroom Instruments Lesson Plan – Did you teach it? List date it was taught:		
Listening (map and plan) Lesson Plan – Did you teach it? List date it was taught:		
Creating (composing/improvising) Lesson Plan – Did you teach it? List date it was taught:		
Kodaly Lesson Plan – Did you teach it? List date it was taught:		
Orff Lesson Plan – Did you teach it? List date it was taught:		
Dalcroze Lesson Plan – Did you teach it? List date it was taught:		
Chapter 1 – Music in Childhood Quiz. <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 2 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 3 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 4 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 5 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 6 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 7 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 8 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 9 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 10 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 11 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 12 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 13 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 14 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 15 – Music in Childhood Quiz <i>You must make at least 80%, which is equal to a grade of B.</i>		
Chapter 16 – Music in Childhood Quiz (Special Needs Quiz) <i>You must make at least 80%, which is equal to a grade of B.</i>		
Write activities for specific special needs (assigned in class) and share with the entire group.		
Compose an original short song and teach as part of one of your lessons (above).		
Choose an existing musical work and create an arrangement using Orff and classroom instruments.		
Create an original composition using the <i>Orff layering technique</i> for Orff instruments		
Perform on classroom instruments (melodic and rhythmic) with sufficient skill to teach.		

ASSIGNMENT SHEET – SPRING 2014 – PAGE 2

Student Name: _____

Assignments	Date(s) Completed	Date(s) Submitted
Sing and sign (using Curwen Hand signs) the major, minor, and pentatonic scales using solfège.		
Sing and sign (using Curwen Hand signs) a song using solfège.		
Play the piano as you lead the class in song.		
Play the guitar as you lead the class in song. Play the guitar as you lead the class playing the guitar with you.		
Play the recorder as you lead the class while they are playing recorder with you.		
Create a classroom management plan to use within an elementary music setting. Include: classroom rules, detailed consequences for your classroom (if rules are broken, what will happen? Include positive consequences also), any forms, etc. you might complete for management.		
Role-play with a peer and write a transcript of a phone call you might make to a parent of a student who has a specific (assigned) problem in your class. Consider all possible parent responses to what you are saying.		
Write a narrative explaining how you would speak with the student's classroom teacher and ultimately the principal about possible problems.		
Using spreadsheet software, create a budget that includes specific instrument purchases, field trip expenses, supplies, etc. to successfully teach elementary music and to successfully run an elementary music program.		
Informal In Class Writing Topic 1:		
Informal In Class Writing Topic 2:		
Informal In Class Writing Topic 3:		
Informal In Class Writing Topic 4:		
Informal In Class Writing Topic 5:		
Informal In Class Writing Topic 6:		
Informal In Class Writing Topic 7:		
By the end of the semester, put selected files into your portfolio (website or on canvas) - when did you complete this? List link:		
Complete no less than 21 hours of observation in 3-hour blocks, team-teaching, and individual teaching in an elementary lab placement. Complete all lab assignments (journal entries, specific lab assignments) on time. On which dates did you complete your lab days? List your location(s) below and the date(s) attended in the appropriate column on the right.		
List any additional/substituted assignments below:		

Student's PRINTED Name

Date Submitted to Instructor

Student Signature

Date Signed