

- A. Department of Curriculum and Instruction
Department of Music
EME 378
Course Title: Music Education: K-8
Credit Hours: 3
- B. Course Description: Prerequisite: Music-junior standing. Emphasis on understanding, planning, and assessing a developmental sequence to assure musical growth of all children grades pre-K through 8. Collaborative and integrated learning emphasized through 20 field/clinical hours.
- C. Texts: Campbell & Kassner, Music in Childhood. Prentice-Hall, 1995.
Strategies for Teaching: K-4, MENC, 1996.
EMedia Guitar CD-Rom.
Auberge & Manus. It's Recorder Time. Alfred, 1968.
- D. Course Objectives

To provide a review of skills necessary for the teaching of general music and to provide opportunities that enable the junior level education student to:

1. Plan a course of instruction for grades K-8 that meets specific learning outcomes based on KERA goals as well as goals for music (National Standards in Music). (I. 1-11)
2. Study effective classroom management techniques for the music classroom, including special strategies for the exceptional child. (II. 3, 5, 7-8)
3. Develop assessment tools and study assessment techniques for the music classroom. (II. 3, IV 1-5)
4. Become familiar with professional and technological resources available to the music teacher. (II. 4-5, I. 10, VII. 1-3)
5. Prepare a personal philosophy of music education. (VI. 4-6)
6. Practice preparing and teaching lesson plans that identify KERA goals, KY Core Content and National Standards in Music met through each activity, including collaboration with other classroom subjects. Student backgrounds and development are taken into consideration-alternative assignments must be included for exceptional students. (I. 1-11, II. 3, III. 1-15, VII. 4)
7. Practice and perform using classroom instruments (autoharp, guitar, Orff instruments, recorder). (I. 1-11, II. 3, III. 3)

E. Course Outline

Topics	Readings
1) Music for Children	Campbell, Chapter 1
2) The Elementary/Middle School Classroom	Lecture
3) Philosophy of Music Education	Lecture MENC, <u>Standards</u>
4) Teaching Children Music	Campbell, Chapter 2
5) National Standards in Music	MENC Strategies
a) Singing	
b) Playing	
c) Improvising	
d) Composing	
e) Reading music	
f) Listening	
g) Evaluating music	
h) Music and the other arts	
i) Music in relation to history and culture	
6) Teaching Methods	Campbell, Chapter 3
7) Classroom Management	Lecture
8) Assessment in Music	Campbell, Ch. 11, Lecture
9) Classroom Instruments	Auberge-All, Stang-All
10) Exceptionalities	Campbell, Ch. 14 RESERVE-Music Educators Journal
11) Teaching Rhythm	Campbell, Chapter 4
12) Teaching Pitch, Melody, Harmony	Campbell, Chapter 5
13) Teaching Singing	Campbell, Chapter 6
14) Teaching Listening	Campbell, Chapter 7
15) Teaching Movement, Playing	Campbell, Ch.8,9
16) The Creating Child	Campbell, Ch. 10
a) improvisation	
b) composition	
16) Curriculum Trends & Technology	Campbell, Chapter 11, 12,
17) Music, Multiculturalism and Music	Campbell, Ch. 13
18) Integrating Music with other subjects	Anderson & Lawrence, <u>Integrating Music</u> RESERVE Campbell, Ch. 15

F. Course Requirements:

- Assigned Readings-outlines of reserve materials
- Skills demonstration on piano, guitar, recorder, autoharp
- Develop lesson on leading singing with Kodaly hand signals
- Written philosophy of music education, 2-4 pages in length

Assessment activities (grades K-8) in each musical skill area
 Review of the MacMillan, and Silver Burdett series
 *10-15 typed pages in length, outline materials, give reaction
 Unit and materials developed for one grade level
 Written course of instruction grades K-8
 Lesson plans taught and developed for several grade levels

G. 500/700 level classes N/A

H. Assessment of Learning

Grades determined by total number of points in the following areas:

Review of Series

20%

Daily assignments 20%

Lesson Plans 10%

Skills Demonstrations 20%

Unit/materials 10%

In-class written assessment 20%

100-90 = A, 89-80 = B, 79-70=C, etc.

I. Student Progress: The instructor will provide students with information on their progress in the course at least once prior to midterm.

J. Attendance: Absences equaling 20% of class meetings will result in automatic failure. Excused absences will be granted with prior notification of the instructor. More than two unexcused absences will result in a percentage of points taken away from the grade equal to the percent of class missed.

K. *The last day to drop the course or to withdraw from the University are listed in the current Schedule of Classes.*

L. University Writing Requirement: Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. Students failing to register for, take and pass the UWR in the semester after they complete 60 credit hours will be subject to the enrollment limitation described in the undergraduate catalog.

University Disabilities Statement

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities but has need of academic accommodations, please contact the Office directly, either in person on the first floor of the Turley House, or by telephone at 622-1500.

Revised 2002/3 K. Sehmann

Our class uses Blackboard!

Your first assignment in this class—necessary for all your future participation—is to activate your new ECU student email account from the ECU homepage. To do this, go to <<http://www.ecu.edu>>. On the left side of the screen, locate “Activate your new Student Email.”

Follow the instructions to obtain an ECU email account. To activate your new Student Email account, you will need to use your ECU registration ID (Social Security Number) and PIN.

NOTE: It’s imperative that you activate your ECU email account because your username and password match what you will use for Blackboard (our course management software). Thus, if your email is `george_wilson34@ecu.edu`, then your Blackboard username is `george_wilson34`. Upon activation, you will also receive a password to enter Blackboard.

To participate in this course, you must have activated your ECU email account and you must always use your new ECU student email/Blackboard username as your Blackboard access ID.

After activating your new ECU student account, wait at least 30 minutes (it may take up to 8 hours) for your account to be processed. After your account is processed, you will be able to log in at <http://learn.ecu.edu> with your Blackboard username and password. After you login, you will see a “Welcome” screen and a list of your courses, including this course. Click the course title to enter the class. Read the Announcements carefully for instructions about beginning your work.

If you have any difficulties, call 859-622-8400 for solutions to your problems. If for any reason you cannot get the email account

activation completed or are denied access to Blackboard with your username and password, you may still see the Announcements and other course materials by browsing to <http://learn.eku.edu>, clicking Login, and then clicking the Preview button. On the next screen, look at the upper left for the word "Courses" under the ECU logo, and click that word. In the "COURSE SEARCH" box, type the CRN for this course, which is 13835, and click Go. You will then see a link into our course! Click to enter the course. This method provides you with very limited "guest" access which may be useful until your ECU email/Blackboard account is fully activated. But you MUST use your personal account for all your actual work in the course.

Good luck! See you soon on ECU Blackboard!