

**Music for the Elementary Teacher 3900-01**

Visual and Performing Arts Methods - Music Component

Class held in Music bld #207

[Stitt@SUU.edu](mailto:Stitt@SUU.edu)

Class meets from 7:30 a.m. to 8:50 Mondays and Wednesdays

**Dr. V.K. Stitt**

Mus.bld. #114

586-7894

**COURSE DESCRIPTION:** Methods and techniques covering the principles and practices of music in the elementary classroom. Various pedagogical techniques, approaches, methods, and materials for the elementary level teacher will be covered through assigned activities.

TEXT - required

Integrating Music into the Elementary Classroom

Anderson and Lawrence -fifth edition

Wadsworth Publishing Co. 2001

- recommendation

Music Every Day: Transforming the Elementary Classroom

Richardson & Atterbury

McGraw-Hill, Inc. 2001

- recommendation

New Approaches to Elementary Classroom Music

Herrold - third edition

Prentice Hall 2001

INSTRUMENT

Soprano recorder - these can be purchased at

Munson's Music

602 South Main - Cedar City

COURSE REQUIREMENTS:

Classroom participation 25%

In class projects 25%

Two lesson plans 10%

One lesson taught to children 10%

Notebook 10%

Final 20%

Utah State Core Curriculum for Music: Be familiar with the Music Component of the Utah State Core Curriculum. Know the web site address. Lesson plans topics should be picked from the Core Standards.

The two lesson plans are to be chosen from two different elements of the music curriculum (e.g. rhythm and listening) and designed for two different grade levels (e.g. first and fifth grade). If a song is to be included in the lesson plan please include a copy of the music and cite your source. This assignment also includes a comparison with lesson plans found on the internet. Know at least two web site addresses for music lesson plans.

The lesson taught to children must be completed by the end of the seventh week of the term. Lesson presentations to youth can be arranged at the SUU Pre-school, at one of the elementary schools in Cedar City, or at Cross Hallows Intermediate school (5th/6th grade general music class). The responsibility for arranging your teaching is yours; please check with both the instructor of this class and the teacher whose class you will be teaching to coordinate the time. The written self-review of your teaching experience will be used to determine your grade for this assignment.

The notebooks will be graded on the last day of class of the 7<sup>th</sup> week. Notebooks must be in an organized and usable format - by concept/standard, by grade level, or a combination of the two. Please include a table of contents.

Daily assignments and in-class work is graded. In-class work can not be made up.

Late work will be dropped by one full grade. Late work will only be accepted on the next day you return to class from an excused absence. Excused absences must be by notification to the teacher before class starts, either by written or called-in explanation. Each day's attendance is worth 10 points; excused days will lose 2 points; tardiness will lose 5 points (tardiness is any time after 7:35 a.m.).

Grading scale:

	88-89 = B+	78-79 = C+	68-69 = D+
93-100 = A	83-87 = B	73-77 = C	63-67 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-

**Attention:** *Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Southern Utah University Disability Support Center, Room 205D, Sharwan Smith Center, phone (435) 865-8022. The Disability Support Center determines eligibility for and authorizes the provision of these services and aids.*

Basic outline of the class

Week 1	State Core and types of learning/lesson plans	pp. 1-38
Week 2	Melody/Reading pitches/Kodaly	pp. 39-56
Week 3	Rhythm/Timbre/Dynamics	pp. 57-77
Week 4	Recorders	
Week 5	Integrating Songs w/other subjects and activities	pp. 135-209
Week 6	Recorders	
Week 7	Listening/Multicultural/Movement	pp. 265-370

Examples (not all) of the types of in class projects that you will prepare and present to the

class: Song with three objects	Saying for the lines and spaces of the staff
Story with musically spelled words	Kodaly song from the Curriculum Library
African Rhythms	Kodaly hand signals
New words to Big Mac song	Teaching a song with Kodaly
Teaching a round	Teaching an action song
Creating a piggy back song	Teaching a song in a foreign language
Composers	Methodologies of music education
Playing the recorder	Playing rhythm instruments

At least two of the in class projects will be designated for inclusion in your e-portfolio.

**Academic integrity policy:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Office hours: M-W-F 2 p.m.

(Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.)

1. Where (address) can you find the Utah State Core Curriculum on the Internet?
  
2. What are the four main areas of music that the Utah State Core Curriculum addresses?
  
3. What are the steps in teaching a song by rote?
  
  
  
  
  
  
  
  
  
  
4. What steps would be added or substituted when teaching a song using note reading?
  
  
  
  
  
  
  
  
  
  
5. What is solfege? How does it prepare a student for learning to read music?
  
  
  
  
  
  
  
  
  
  
6. What are the notes and solfege names of the F major scale?

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7. Write the proper counting for one measure of each of the meter signatures given below. Include beat and one subdivision of the beat - number + syllable.

4  
4

6  
8

3  
4

8. Name two series books and their publishers that are in use in the public schools of Utah.

9. What is a round (definition), what aspect of music does it lead to, and give three (3) examples other than “Row, Row . . . .”

10. What is an action song (definition), what non-music aspects of education does it address, and give three (3) examples other than “Head, Shoulders, Knees, and Toes”.

11-15. List the five (5) pedagogical theories of music education we discussed in class and include at least three aspects of that theory; the “founder” and his/her country of origin.

Definitions or Synonyms that can be spelled in musical notation

Something a hen lays	Egg
Something a hen lays and hatches	Egg
When you're not alive anymore	Dead
Lifeless; deceased	Dead
Having lost life; no longer alive	Dead
The front of a building	Facade
Father; man of the house	Dad
A male parental figure	Dad
Just ate	Fed
What horses eat	Feed
Got an A on the test	Aced
To strike or touch lightly	Dabbed
To do something nice for someone else	Deed
A breakfast food that chickens lay	Egg
Used to make an omelet	Egg
A breakfast food often eaten with bacon	Egg
What someone does when they really want Something	Beg
Putting two numbers together	Add
What we do over time	Age
Something that produces pollen	Bee
An insect that makes honey	
What is the name of the movie whose main star is a pig?	Babe
A small amount of money you pay to get something	Fee
Bill to pay	Fee
A kind or type of meat	Beef
Red meat; meat from a cow	Beef
A full-grown steer, bull, ox, or cow, especially one intended for use as meat	Beef
Coffee that doesn't wake you	Decaf
Without caffeine	Decaf
Cub scout award	Badge
An insect that produces honey	Bee
Putting something together	Add
To plead with	Beg

Make a dog do this for food	Beg
A rag in mouth to limit talking	Gagged
Every police officer has authority with this	Badge
A police officer has one of these	Badge
Someone who is not living	dead
Something that makes honey	Bee
How old you are is considered to by your	Age
Often seen or used with the word "wiz"	Gee
When someone pleads for something	Beg
To ask for as charity	Beg
To plead for something	Begged
Past tense of the to beg	Begged
Opposite of subtracted	Added
Short for Rebecca	Becca
Get an A on; sail through	Ace
Topnotch; first-rate	Ace
To get 100% on a test	Aced
Something that is yellow and black And likes flowers And it makes a "bzzzz" sound	Bee
To harm or destroy another's property	Deface
To ruin or to destroy something	Deface
To total a sum	Add
You take this camping, sometimes Referred to as a sleeping _____	Bag
It has a hard outer shell and can be Eaten when cooked	Egg
The front of a building	Facade
Doing something for someone else is usually called a good _____	Deed
Something a sheriff wears	Badge
A notice in the newspaper	Ad
Vandalized, destroyed	Defaced
To choke	Gag
To talk on the phone	Gab
British word for tired	Fagged
12 <sup>th</sup> month in our calender	Dec.
The side closest to a cliff	edge

A sharp corner	Edge
President Lincoln's first name	Abe
Name of the movie star that's a pig	Babe
A baby; an infant	
A purple or green vegetable which somewhat resembles a head of lettuce	Cabbage
The latest style	Fad
You might become this if you listen to your music too loud	Deaf
To lose brightness, loudness, or brilliance gradually	Fade
A barred room or fenced enclosure for confining prisoners	Cage
An artificial or deceptive front	Facade
A coffeehouse, restaurant	Café
To pay attention to; listen to and consider	Heed

## In Class Assignments/Projects

Fall 2002

New Words for the McDonalds Song

### Here At SUU

School is here again  
Right at SUU  
Pencils, pens, and papers  
School supplies are new  
Meeting our professors  
All our classmates too  
Books are way expensive  
We have lots to do  
We're happy here at S.U.U.

### The Mall

Take me to T.J.Max  
Sales are every day  
Tommy, Guess, and Levi  
We are on our way  
Station wagons, dirt bikes  
Maybe mopeds too  
We will spend our paychecks  
How about you?  
We can't wait to go to school.

### School

Pencils, papers, backpacks  
Books cost way too much  
All our money is gone  
We need student loans  
This class is my favorite  
We need to have some breakfast  
Eggs, bacon, and sausage  
My stomach is growling  
Please help me make it through the day.

### Recess

Recess is the best time  
Out of every day  
Lots of kids to play with  
Tetherball to play  
Jumping rope with girlfriends  
Kissing tag with boys  
If there was no recess  
School would have no joy  
I can't wait to go to recess.

### Back to School

Waiting for the school bus  
With the other kids  
Pencils, books, and paper  
Big thoughts in our head  
Waving bye to mama  
Lunch box in our hand  
                  Hope the kids all like me  
While we're on our way  
The day I started second grade.

### Summers' End

Summer's almost over  
School is on the way  
School books, friends, & playgrounds  
Are coming in a day  
Who will be my teacher?  
Someone nice, I pray.  
I can't wait for recess  
My favorite time to play  
School is back and here to stay.