# Syllabus

**MSE 323 Elementary General Music Methods**

Fall 2021

Reinhardt University

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**Office Hours:**

**Location:** FPAC 207

**Credits:** 2

**Day/Time:** MWF 10:00am-10:50am

**Course Description**

A study of the philosophy, techniques, and materials which are incorporated in music instruction (instrumental, choral, and general) at the elementary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 20 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. Open to junior music majors who are admitted to the Price School of Education.

**Materials**

**Required**

*Text*

1. Campbell, P. S., & Scott-Kassner, C. (2014). *Music in childhood: From preschool through the elementary grades* (4th ed.). New York, NY: Schirmer Books.
2. Brumfield, S. (2014). *First, we sing! Kodaly-inspired teaching for the music classroom.* Hal Leonard.

*Journal Articles* (provided in Canvas)

*Materials*

1. Finale/Noteflight (Optional)
2. Working email account, Canvas
3. Video recording device for teaching episodes
4. Soprano Recorder
5. 3-Ring Binder/Folder, Notebook/Laptop
6. **A440 Tuning Fork**

**Optional**

*Texts*

* Burton, S. & Reynolds, A. (2018). *Engaging musical practices: A sourcebook for elementary general music.* Rowan & Littlefield.

# Course Goals

Upon successful completion this course, you will:

1. Possess necessary skills and knowledge to effectively plan, implement, and assess meaningful musical experiences for diverse elementary age learners using responsive strategies and techniques.
2. Understand the nature of and important influences on the musical development of elementary age learners and the teacher’s role in facilitating musical growth.
3. Have practical resources, materials, and repertoire that account for the diverse needs and identities represented within and among elementary age learners.
4. Refine personal teaching praxis to facilitate continued professional growth related to teaching music to elementary age learners.

# Course Objectives

Upon successful completion this course, you will be able to meet the following criteria in these categories:

*Philosophy:*

* Explain concisely the value of music in the lives of children and why all children should have elementary general music as part of their curriculum.
* Identify philosophical beliefs to guide the development and implementation of a music program for elementary age learners.
* Describe relevant features of elementary age children’s musical, social, physical, emotional, language, and cognitive development as they relate to teaching children to sing, move, read, listen, create, and/or use instruments in general music classes.

*Diversity and Inclusion:*

* Teach responsively and effectively lead diverse elementary age learners in regard to singing, moving, listening, creating, and using instruments to achieve individual musical goals.
* Select, analyze, adapt, and utilize appropriate repertoire and materials that are diverse, inclusive, engaging, effective, relevant, flexible, and suitable for elementary age learners, using practical and helpful resources.
* Plan and implement strategies/activities that provide multiple means of engagement, representation, and evaluation

*Teaching Praxis:*

* Evaluate accurately personal strategies and effectiveness when teaching music to elementary age learners.
* Suggest attainable goals and outcomes of elementary general music for children.
* Assess elementary age learners’ musical achievement to adapt instruction, set appropriate musical expectations, and monitor individual and group musical growth.
* Describe and analyze the necessary components of accomplishing appropriate musical tasks for elementary age learners.
* Sequence content and activities appropriately for elementary age learners within lesson plans, while teaching, or when conceptualizing a curriculum.

*Professional:*

* Identify important features of influential pedagogical approaches as they relate to teaching elementary age students in general music (e.g., Dalcroze, Orff, Suzuki).
* Write detailed lesson plans that incorporate relevant music standards, provide specific adaptations for learning differences, and allow all elementary age learners to achieve measurable objectives.
* Incorporate technology in ways that enhance music learning among elementary age learners.
* Use instruments effectively with elementary age children to help them develop musical skills and learn musical concepts by demonstrating, accompanying, and guiding elementary age learners to experiment and create.
* Identify strategies to improve your teaching practice; specifically, in relation to incorporating technology, honoring diversity, and using assessments with elementary age learners.

**Policies**

# This course carries a 2-hour credit load. As such, students should expect to spend at least 4 hours each week outside of class preparing, which includes reading, practicing, and completing assignments. Some weeks will require more time spent working outside of class than others and actual time spent may vary depending upon previous experience and knowledge of classroom instruments.

**Canvas**

Many resources will be available on Canvas. Most assignments will be submitted via Canvas. It is your responsibility to download and review materials. Announcements may also be made via Canvas. Please check Canvas regularly.

**Fieldwork & Observations (Required)**

***Normal School Openings***

# This course includes 20 hours of required observation and fieldwork in local schools. Complete the observation form located on Canvas and submit with teacher signature. Fieldwork hours will round to the nearest half hour (e.g., 25 minutes becomes 30 minutes; 45 minutes becomes 1 hour). Proposed due dates for observation forms can be found in the course calendar. Students who do not complete the observation hours will receive an “incomplete.” You will obtain 10 of the required 20 from R.M. Moore Elementary School on selected Fridays. You will report to the school at the designated time to observe/teach.

# *COVID-19 exceptions*

# In the case that local schools open with limitations, fieldwork and observations will be completed online, remote, or hybrid. The method of observation must be approved by the instructor and is subject to change as situations unfold.

**Participation, Preparation, Attendance, and Professionalism**

Your presence in class (whether in-person or online) and on-time arrival is required to participate and demonstrate your preparation and professionalism.

*Participation*

There will be a variety of activities (e.g., moving, singing, playing instruments) in each class. Please be prepared to engage actively in all aspects (in mind, body, and dress) and support peers. There may be times in which you will meet with your teaching group to complete teaching demonstrations. You are required to participate in these meetings as if you are in regular class. There may be other times in which you will teach in a local public school. You are expected to be an active participant when observing peers and teaching.

*Preparation*

Review and complete necessary readings/assignments/practice **before** class. Review and practice teaching episodes **prior to** your scheduled teaching days. **It is also advised that laptops/tables be brought to each class meeting.** Lesson plans for teaching assignments are mandatory. You may not teach a class without a lesson plan. Showing up unprepared my negatively impact children’s learning.

*Attendance*

The instructor must be notified *in advance* of an absence or tardy.Each absence (for which notice was not provided) and every two tardies will lower the grade by one level (e.g., A- becomes B+). The grade will also be lowered by one level for **any** absence beyond two and more than three absences could be grounds for dismissal from or failure in the course. In the event of an absence, **students are responsible to turn assignments in by posted deadlines and stay caught up on what was missed.**

*Professionalism*

Completing work on time, thorough preparation, appropriate dress and language (for movement classes and public schools), and courteous communication (with each other, the professor, and teachers) reflects one’s professionalism. Stay caught up on class activities and assignments by reviewing your syllabus at least once per week and regularly check the announcements in Canvas. Respond to emails in a timely manner and come prepared to fully engage in class. Dress appropriately for class activities and teaching episodes (in class or in schools) and use appropriate professional language and decorum while doing so.

**Grading**

Throughout the semester, you will be assessed in regard to musicianship, teaching, planning, reflecting, selecting materials, and analyzing songs, among other items. Rubrics for many assignments will assist you in knowing exactly how an assignment will be graded.

*Grading Scales*

Course elements will be graded on the following scales:

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), 0-59 (E).

*Weighting*

The following weighting will be applied to assignments:

**Planning, Teaching, and Reflecting 60%**

Lesson Plans 15%

Teaching 35%

Reflections 10%

**Papers and Projects 20%**

Philosophy of Elementary Music Education 10%

Song Collection 10%

**Participation, Preparedness, Attendance, Professionalism 5%**

**Recorder 10%**

**Quizzes and Other Tasks 5%**

*Late Work*

Late work will be deducted 10% for each day or part thereof an assignment is late up to two days, after which the assignment will not be accepted for credit. For example: If an assignment is due at 10:00pm and you submit it at 11:00pm, then a 10% deduction may occur. **Due to the nature of certain assignments, a grace period may not be given at the instructor’s discretion.**

*Assignments*

Assignments will be discussed in class and posted on Canvas with relevant descriptions. Necessary rubrics will either be posted with the assignment itself or available on Canvas. Assignments will be submitted to Canvas or brought to class, as appropriate. Unless otherwise specified, all written assignments must be submitted as word documents (.doc or .docx). **Other formats will not be accepted for credit.** **A 10% deduction may apply for any assignment not submitted in the proper format and/or without a necessary rubric.** All assignments are due at assigned date and time, unless otherwise indicated. See or email the instructor **in advance of the assignment due date** if you have any questions.

Demonstrating knowledge gained as a result of class activities and discussions will be important when completing assignments. **Please do not select well-known songs such as “Hot Cross Buns,” “Mary Had a Little Lamb,” or other well-known songs for teaching episodes.**

***\*\*\*If it is possible for us to go into schools\*\*\****

1. **Planning, Teaching, and Reflecting** 
   1. **Teaching:** *Completed in class and in local schools, days vary*

Students will plan and teach many short activities. These teachings may comprise in-class sharing sessions, peer teaching episodes, and in-school teaching episodes. At R.M. Moore Elementary School, students will teach nine lessons. Rubrics are provided on Canvas for each teaching episode. Student *must* record themselves teaching and submit it on time.

* 1. **Lesson Plans:** *Due prior to peer and in-school teaching*

Students will complete a plan ***before*** teaching episodes. A template and description is provided for each lesson plan on Canvas. Rubrics are also provided on Canvas. This course takes and additive approach to lesson plans in which more parts of the lesson plan are added each week. Videos are provided to assist students with completed lesson plans.

* 1. **Reflections:** *Due following teaching experiences (10pm, unless otherwise specified)*

Good teachers constantly reflect on their own teaching. Therefore, students will reflect on teaching episodes by completing written assignments that address given prompts. Reflections should incorporate information reflective of class discussions and course materials (e.g., child development, sequencing, etc.) and use ***student-based evidence***. This means that the focus is on the children. Students have two options for reflections: written or video. Written reflections will be submitted online via Canvas and should be approximately one page in length. Video reflections will no less than 2mins. Reflections will be graded based on level of specificity and depth of thought.

*\*\*\*****If we can’t go to schools\*\*\****

1. **Planning, Teaching, and Reflecting (65%)**
2. **Teaching:** *Completed in class and in teaching groups*

Students will plan and teach many short activities. These teachings will be comprised of in-class sharing sessions and peer teaching episodes. On designated days, students will meet with their peer teaching groups (no more than 5) in lieu of Friday class. Students will teach the assigned topic for the day to their peers and record it to be viewed later. If the lesson is not recorded, a grade cannot be assigned. Each student must teach their peers the assigned topic within the allotted time and peers will provide feedback. Groups may choose to meet at a separate designated time (each group member must agree) and the professor will be notified. The due date and times for videos will be listed on the syllabus. The instructor will rotate groups each week.

1. **Task Analyses and Lesson Plans:** *Due prior to peer and in-school teaching*

Students will complete a task analysis using the template (on Canvas) before most teaching experiences. A copy must be submitted in advance of teaching episode (see syllabus for dates). A final version–that incorporates feedback as outlined in the syllabus–must be used for teaching. These lesson plans will become part of the resource binder.

1. **Reflections:** *Due following teaching experiences (5pm, unless otherwise specified)*

Students will reflect on teaching episodes by completing written assignments that address given prompts. Reflections should incorporate information reflective of class discussions and course materials (e.g., child development, sequencing, etc.) and use student-based evidence. All reflections will be submitted online via Canvas and should be approximately one page in length. Reflections will be graded based on level of specificity and depth of thought.

\*\*\*The same for each scenario\*\*\*

1. **Papers and Projects** 
   1. **Philosophy of Elementary General Music Education**

Students will write a personal philosophy of elementary general music education. This philosophy should describe the value of music in the lives of children and address why all elementary students should participate in general music. Ideas should be informed by current music education research, course discussions, as well as developmentally appropriate and inclusive pedagogical practice. Students are highly encouraged to include statements regarding diversity and inclusion One draft is due before the final.

* 1. **Song Collection**

Students will complete a song collection that includes songs from diverse cultures, languages, meters, and tonalities. Students are required to submit an index with the collection that includes the title of the song, tonality, language/culture, and song type. Students will create a separate index to categorize songs by rhythmic and melodic concepts. In addition to the student-created notation, students will be required to fill out the document on Canvas. Examples of how to notate, index, and organize the song collection can be found on Canvas. Hardcopy binder is preferred, but a user-friendly digital version will be accepted. **Students are encouraged to work in groups (no more than 3)**.

1. **Participation, Preparedness, Attendance, Professionalism:** *On-going*

Participating in class experiences is of the highest importance. Active and enthusiastic participation is expected and essential for individual growth and development. As a demonstration of professionalism, each student should come prepared to actively engage in class experiences and discussions, particularly those based on readings. Additionally, students should dress professionally and appropriately for all in-school teaching and observation experiences. Several graded class assignments will comprise 2% of this grade.

1. **Recorder Karate**

The recorder is a valuable tool in elementary general music. Therefore, it is necessary for future teachers to learn to play basic songs and use proper playing technique. Students will learn six songs independently before learning how to teach it to students. Students will participate in recorder karate in which they must earn a “belt” before moving to the next song. Students will upload a recording of themselves playing each song to Canvas using Canvas studio. Students must score a minimum of 7 to earn their “belt.” More information is on Canvas.

1. **Quizzes and other tasks**

During the semester, there may be times where students will be asked to complete a Canvas quiz, take a Kahoot challenge, watch a video, or other tasks. Some tasks, like quizzes, will contain weighted points while others, like Kahoots, may be complete/incomplete. It is the students’ responsibility to complete it before the due date.

**Accommodations**

No qualified applicant, student, or employee shall be discriminated against on the basis of handicap at Reinhardt University. Inquiries regarding compliance with Section 504, Rehabilitation Act of 1973, may be directed to the Executive Director for Physical Plant Operations Reinhardt University, 7300 Reinhardt University Circle, Waleska, Georgia, 30183 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C. Disabled students are accommodated on an individual basis. Students requiring an academic or instructional accommodation should contact the Office of Academic Affairs. Students with specific learning disabilities and/or attention deficit disorder should consult the Academic Catalog for information about the Academic Support Office.

**Academic Honesty Guidelines**

Reinhardt University provides an environment that encourages all students (undergraduate and graduate) to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, and deliberate falsehood or misrepresentation undermines the stature of the University. The following policies and procedures pertaining to academic integrity are deemed necessary for fulfilling the University’s mission.

Honor is the moral cornerstone of Reinhardt University. Honor provides the common thread woven through the many aspects of the institution and creates a community of trust and respect affecting fundamentally the relationships of all its members. The centrality of honor at Reinhardt is contained in its Honor System which is embodied in the Reinhardt University Honor Pledge.

Reinhardt University’s Academic Integrity Policy seeks to provide clarity and ensure consistency when members of the Reinhardt community encounter instances of plagiarized, fabricated, or falsified information. **Violations with be dealt with according to the regulations as stated in the Reinhardt Academic Policy Handbook (**<https://www.reinhardt.edu/wp-content/uploads/2019/08/Reinhardt-University-Student-Handbook-2019-2020.pdf>).

**School Information for Fieldwork**

**TBD**

**Written Assignments**

1. APA format is required for papers in this course.
2. Typed in 12-point Times New Roman font, standard margins (1”), and double-spaced.
3. Digitally-submitted documents must be in the form of a word doc (i.e., .doc or .docx)–other formats will not be excepted for credit.
4. **Separate page** for references provided at end.
5. Page limits do not include reference or title pages
6. A 10% deduction will be applied to final versions of written assignments for every page of part thereof submitted that is not within the specified limits (i.e., over or under).
7. Documents should be titled with your last name and the assignment title (e.g., Jones\_Task Analysis Rote Song).

**APA 6th Edition Guidelines and Resources**

**Questions Regarding APA:** [Purdue OWL](https://owl.english.purdue.edu/owl/resource/560/01/)

**Basic Rules:** <https://owl.english.purdue.edu/owl/resource/560/05/>

**Sample APA paper:** <https://owl.english.purdue.edu/owl/resource/560/18/>

*In-text Citations*

**General Guidelines:** <https://owl.english.purdue.edu/owl/resource/560/02/>

**Example:**

When elementary music is instituted in schools, children enjoy using instruments (Belkin, Coley, Denton, Hatch, & Davies, 2006). In particular, K-2 students enjoy using barred instruments (Belkin et al., 2006; Davis, 2001; Johnson & Peters, 2012). When using barred instruments, Johnson and Peters (2012) recommended “removing bars for tones that students will not be using for that particular song (p. 17). However, “removing bars may not affect playing accuracy for young children” (Davis, 2001, p. 19).

References

Belkin, M. J., Coley, D. B., Denton, M., Hatch, P., & Davies, D. (2006). Why music matters. Retrieved February 16, 2007 from http://musicmattersnow.com

Davis, L., (2001). *Music in elementary school* (3rd ed.). Baltimore, MD: Pearson.

Johnson, T. P., & Peters, J. K. (2012). Rethinking music in elementary school. *School Music Matters, 104*(2), 15–29. doi:98i09jss088j.16.1

**Tentative Calendar**

The course calendar should be treated as a general outline of where the class is headed throughout the semester and is subject to change. Students should **familiarize themselves with readings before the start of class**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week #**  **Date** | **Topic** | **Reading**  MIC: Music in Childhood  FWS: Frist, We Sing  Online | **+Assignment Due** |
| **Wk 1** |  |  |  |
| **August 16** | **Course Overview** | \*Syllabus;  MIC: 264-283 |  |
| **August 18** | **Goals and Outcomes for Elementary Music** | MIC: Ch. 1 & 2; |  |
| **August 20** | **Repertoire in elementary music** | FWS: p. 22-29  Fitzpatrick article  Choose 1 other reading from Canvas |  |
| **Wk 2** |  |  |  |
| **August 23** | **Inclusive mindset: Exceptional Learners in Elementary Music** | MIC: Ch. 16 | +Diversity and Inclusion Reflection Due by 10:00pm |
| **August 25** | **Pedagogical Approaches p. 1:**  **Dalcroze and Kodaly** | MIC: p. 47-55  Watch these videos:  [Dalcroze](https://www.youtube.com/watch?v=M0LcXoptEr4)  [Kodály](https://www.youtube.com/watch?v=jTc0y3LH60M)  \*Skim the following readings:  [Jones (2018) Scaffolding the Dalcroze Approach](https://journals.sagepub.com/doi/abs/10.1177/1048371318770821)  FWS: p. 8-10 | There may be a quiz |
| **August 27** | **Pedagogical Approaches p. 2**  **Orff, Gordon, and the rest** | MIC: p.56-69  [Orff](https://www.youtube.com/watch?v=--zOHWrpqdg)  [Music Learning Theory (Gordon)](https://www.youtube.com/watch?v=2vl3tSFC0HY) | There may be a quiz |
| **Wk 3** |  |  |  |
| **August 30** | **Teaching Children to sing** | MIC: Ch. 4 |  |
| **September 1** | **Methods for teaching Songs by Rote**  **Begin Song Collection** | Review MIC: 94-99  FWS: p.32  Read: [Teaching Techniques by Houlahan and Tacka (posted on canvas);](https://books.google.com/books?id=OthDCgAAQBAJ&pg=SA3-PA9&dq=Technique+one:+teaching+songs+by+rote&hl=en&sa=X&ved=0ahUKEwih1KPi5r7OAhWDlR4KHTY0C5UQ6AEIHjAA#v=onepage&q=Technique%20one%3A%20teaching%20songs%20by%20rote&f=false) | +Choose a song from MIC, FWS or <https://kodaly.hnu.edu/collection.cfm>  You will talk through how you will teach your song on Friday. |
| **September 3** | **Visit #1: teaching a new song** |  | +Submit outline of teaching lesson by **9/2 at 10:00pm**  You will teach a song using one of the methods Discussed this week. **Recording due by 10:00pm** |
| **Wk 4** |  |  |  |
| **September 6 – Labor Day – University Closed** | | | | |
| **September 8** | **Children and Movement** | MIC: Ch. 6 | +Teaching a Song Reflection **due by 10:00pm** |
| **September 10** | **Play Parties and games** | Research a play party or game song. Be prepared to teach the class. |  |
| **Wk 5** |  |  |  |
| **September 13** | **Instruments in the classroom** | MIC: 208-235 | \*\*Bring recorder to class  \*\*Begin Recorder Karate |
| **September 15** | **Instruments in the classroom (continued)** | EMP Ch. 6 on Canvas |  |
| **September 17** | **Visit #2:**  **Adding instruments to a song** | Review in-class readings and notes | You will review the song you taught the children and add instruments to it. Record and submit by 10:00pm  +Submit outline of plan **due 9/16 at 10:00pm**  Fill out observation form |
| **Wk 6** |  |  |  |
| **September 20** | **Technology** | EMP: Ch. 9  Review Amy Burns [iPad website](http://amymburns.com/ipadsipods); and [Chromebook website](http://amymburns.com/11-chromebooks) | +Reflection: adding instruments **due** **by 10:00pm**  +An App to share with the class |
| **September 22** | **Lesson Planning & Task Analysis** | MIC: *skim* p. 322-331  FWS: *Read carefully* p.32-42  WATCH the lesson plan videos on Canvas  \*Download: documents from Canvas  \*Find the Georgia Standards |  |
| **September 24** | **Visit #3: Reverse lesson planning** |  | You will observe Mrs. Goss teach her class. Then you will retroactively write a lesson plan for her lesson. Review the videos on Canvas for examples. **Due by 10:00pm 9/26** |
| **Wk 7** |  |  |  |
| **September 27** | **Intro to Prepare, Present, Practice** | FWS: p.12-28  Read Houlahan and Tacka Ch. 6 |  |
| **September 29** | **Prepare phase** | Watch the videos on Canvas | Choose a concept (ta, ti-ti, so/mi, mi-re-do, etc) that is age appropriate for the grade you are teaching. We will strategize in-class how you can prepare the concept. |
| **October 1** | **Visit #4: Kinesthetic and aural prepare lesson plan** | Review this week’s readings. Watch these videos: | +lesson plan due **by 10:00pm on 9/30. Record and submit by 10:00pm** |
| **Wk 8** |  |  |  |
| **October 4** | **Game Day** |  | +Reflection on K/A prep teaching **due by 10:00pm** |
| **October 6 – Fall Break—Observations strongly recommended** | | | | |
| **October 8—Fall Break—Observations strongly recommended** | | | | |
| **Wk 9** |  |  |  |
| **October 11** | **Mapping success: Curriculum** | MIC: 12 | +Song Collection Draft 1 |
| **October 13** | **Sound before sight: Iconic notation** | Find examples of iconic notation online | Be prepared to practice visually preparing your chosen concept |
| **October 15** | **Visit #5: Visual preparation** |  | +Submit lesson plan by **10/14 at 10:00pm**  +Submit recording by **10:00pm** |
| **Wk 10** |  |  |  |
| **October 18** | **Presenting and Initial practice** | See Canvas | +Reflection: Visual preparation lesson |
| **October 20** | **Reading and Writing in elementary music** | See Canvas |  |
| **October 22** | **Visit #6: Presenting and Initial practice lesson** |  | +lesson plan due **by 10:00pm on 10/21. Record and submit by 10:00pm** |
| **Wk 11** |  |  |  |
| **October 25** | **Concept sequencing (K-2)** | Readings TBD | +Reflection: presenting and initial practice |
| **October 27** | **Concept sequencing (3-5)** | Readings TBD | +Melodic Aural preparation lesson plan/task analysis draft due by 5:00pm |
| **October 29** | **Visit #7: Reading practice** |  | +lesson plan due **by 10:00pm on 10/28. Record and submit by 10:00pm** |
| **Wk 12** |  |  |  |
| **November 1** | **Classroom Management** | Documents on Canvas  Read Robinson (2018) on Canvas  EMP: Ch. 14 | +Reflection: Reading practice by **10:00pm** |
| **November 3** | **Assessment** | MIC: Ch. 13 |  |
| **November 5** | **Visit #8**  **Writing (dictating) practice** |  | +lesson plan due **by 10:00pm on 11/4. Record and submit by 10:00pm** |
| **Wk 13** |  |  |  |
| **November 8** | **Motivation in Elementary Music** | MIC: Ch. 11  Choose 1:  Sichivista (2004)  Hendricks (2015) | +Reflection: Writing lesson due by **10:00pm** |
| **November 10** | **The Recorder Revisited** | See Canvas for readings | + Optional Lesson plan and Task analysis draft due for visual preparation lesson for feedback only |
| **November 12** | **Visit #9**  **Improvising/composting (assessment)** |  | +lesson plan due **by 10:00pm on 10/11.**  **+Record and submit by 10:00pm** |
| **Wk 14** |  |  |  |
| **November 15** | **The Listening Child** | MIC: Ch. 9 | +Draft of philosophy due at 10:00pm  +Reflection: Improv/composition lesson |
| **November 17** | **Project day and/or practice listening activity** |  |  |
| **November 19** | **Visit # 10**  **Listening activity** |  | +lesson plan due **by 10:00pm on 9/30.**  **+ Record and submit by 10:00pm** |
| **Wk 15** |  |  |  |
| **November 22** | **Song sharing/Folk Dancing/Students’ Choice/catch up day** |  | +Reflection: Listening activity  +Semester Evaluation (in class) |
| **November 25—Thanksgiving Holiday—No Classes** | | | | |
| **November 27—Thanksgiving Holiday—No Classes** | | | | |
| **Finals** |  |  |  |
|  | **The philosophy and lesson plan unit serve as the final for this class.** |  | +Philosophy: Final Draft  +Final Reflection  +20 hours completed and forms submitted |

**Assignment Calendar and Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment** | | **%** | | **Date** | |
| **Participation, Preparedness, Attendance, Professionalism** | | **5%** |  | | |
| **Mid-term** | | 2.5% |  | | |
| **End of semester** | | 2.5% |  | | |
| **Recorder Karate** | | **10%** |  | | |
| White Belt | |  | Any time before 11/11 | | |
| Yellow Belt | |  |
| Orange Belt | |  |
| Blue Belt | |  |
| Purple Belt | |  |
| Red Belt | |  |
| **Quizzes and other tasks** | **5%** | | | Throughout the semester | |
| **Planning, Teaching, Reflecting** | | **60%** | |  | |
| **Lesson Plans** | | 15% |  | | |
| New Song | |  | 9/2 | | |
| Adding instruments to a song | |  | 9/16 | | |
| Reverse Lesson plan | |  | 9/26 | | |
| Kinesthetic/Aural preparation | |  | 9/30 | | |
| Visual preparation | |  | 10/14 | | |
| Present/initial practice | |  | 10/21 | | |
| Reading practice | |  | 10/28 | | |
| Writing practice | |  | 11/4 | | |
| Improvise/compose practice | |  | 11/11 | | |
| Listening activity | |  | | | 11/18 |
| **Teaching** | | 35% |  | | |
| New Song | |  | 9/3 | | |
| Adding instruments to a song | |  | 9/17 | | |
| Kinesthetic/Aural preparation | |  | 10/1 | | |
| Visual preparation | |  | 10/15 | | |
| Present/initial practice | |  | 10/22 | | |
| Reading practice | |  | 10/29 | | |
| Writing practice | |  | 11/5 | | |
| Improvise/compose practice | |  | 11/12 | | |
| Listening activity | |  | 11/19 | | |
| **Reflections** | | 10% |  | | |
| Diversity and Inclusion | |  | 8/23 | | |
| New Song | |  | 9/8 | | |
| Adding instruments to a song | |  | 9/20 | | |
| Kinesthetic/Aural preparation | |  | 10/4 | | |
| Visual preparation | |  | 10/18 | | |
| Present/initial practice | |  | 10/26 | | |
| Reading practice | |  | 11/1 | | |
| Writing practice | |  | 11/8 | | |
| Improvise/compose practice | |  | 11/15 | | |
| Listening activity | |  | 11/22 | | |
| **Papers and Projects** | | **20%** |  | | |
| **Philosophy of Elementary General Music Education** | | 10% |  | | |
| Draft #1 | |  | 11/15 | | |
| Final Draft | |  | Day of Final | | |
| **Song collection** | | 10% |  | | |
| Draft #1 | |  | 10/11 | | |
| Final Draft | |  | Day of Final | | |

**All content in the syllabus will serve as a guide to the course. Circumstances may rise that necessitate changes to one or more components. I reserve the right to change the syllabus as needed. If you have any questions, please email me** [**Jason.jones@reinhardt.edu**](mailto:Jason.jones@reinhardt.edu) **. Let’s have a great semester!**

**Sing on!**

**Prof. Jones**

***Important Information from the University regarding COVID-19:***

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

[deanofstudents@reinhardt.edu](mailto:deanofstudents@reinhardt.edu), 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102.