

MUSI 4313

Elementary Music Methods

Spring 2026 Syllabus

The University of Texas
Rio Grande ValleyTM

.....
School of Music

Jason D. Jones, Ph.D.
Assistant Professor of Music Education
University of Texas Rio Grande Valley

Dr. Jason Jones

Assist. Prof. of Music Ed

BMSLC 2:224

Office hours →



Jason.jones@utrgv.edu

MUSI 4313

Elementary Music Methods

Syllabus Summary

Course Goals:

- Possess necessary skills and knowledge to effectively plan, implement, and assess meaningful musical experiences for *culturally, linguistically, and ability-diverse* elementary-age learners using responsive strategies and techniques.
- Understand the nature of and important influences on the musical development of elementary-age learners and the teacher's role in facilitating musical growth.
- Have practical resources, materials, and repertoire in multiple languages that account for the diverse needs and identities represented within and among elementary-age learners.
- Refine teaching praxis to facilitate continued professional growth in teaching music to elementary-age learners.
- Develop musical concept descriptions in English and Spanish.

Assignments

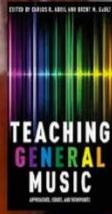
- | | | |
|---|--|--|
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> Recorder Karate | <input type="checkbox"/> Final |
| <input type="checkbox"/> Planning, Teaching, Reflecting | <input type="checkbox"/> Curriculum/ Lesson Planning | <input type="checkbox"/> Song Recordings |

Required Materials

Engaging Musical Practices
by Burton
FREE



Teaching General Music
by Gault and Abril
FREE



El Patio de Mi Casa
by Montoya-Stier



First, we Sing!
Series by
Brumfield

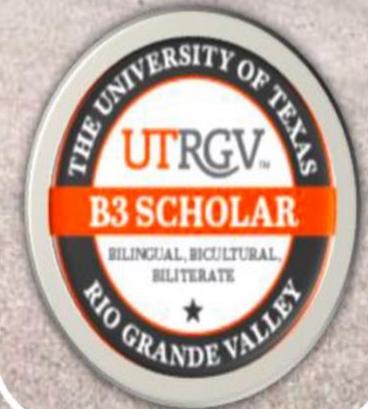


Topics

- Dalcroze
- Kodály
- Orff
- Music Learning Theory
- Eclecticism
- UDL/GRR
- Curriculum
- Lesson Planning

Endorsements

- Culturally Sustaining Pedagogy
- Bilingual Flexible Pedagogy



MUSI 4313 Syllabus Table of Contents

Click on the heading for direct access

Course Information	1
Course Description:	1
Course Books:.....	1
Other Required Course Materials:	2
Course Designations	3
Statement on Contextualized Socio-linguistic Pedagogy	3
Statement on Flexible Bilingual Pedagogy	3
Course Objectives	4
Course Policies	5
Brightspace	5
Participation, Preparation, Attendance, and Professionalism.....	5
Late Work	6
Assignments	6
Grading.....	7
UTRGV Policy Statements:	8
Students With Disabilities:	8
Pregnancy, Pregnancy-Related, and Parenting Accommodations:	8
Mandatory Course Evaluation Period:.....	8
Academic Integrity:	8
Approaches to Artificial Intelligence (AI) Technology:.....	8
Sexual Misconduct and Mandatory Reporting:	9
Student Services:	9
Mandatory Course Evaluation Period.....	9
Dean of Students:.....	10
UTRGV School of Music Standards	10
Tentative Calendar	12

SYLLABUS SPRING 2026

Professor: Jason Jones, PhD

Email: Jason.jones@utrgv.edu

Office: BMSLC 2.211

Phone - Office: (956) 882-7726

Office Hours: I am available by appointment to meet (in-person or online) when I am not otherwise occupied. You can sign up for an available time by using this link: <https://drjasonjones.youcanbook.me>. I am generally in the office 30 mins before my first class of the day and 1-2 hours after class. Since I work at multiple locations, please use the link to make an appointment. See my office door for specific days and times.

Course Modality: Face-to-Face (TR)

Credits: 3

Day/Time: Tues/Thurs 11:00 am-12:15 pm

Location: BMSLC 1.215

Course Information

Course Description:

This course is designed to help you develop ways of thinking about teaching and learning that will serve throughout your career as a music educator. You will develop knowledge, skills, and techniques for planning, delivering, and evaluating music instruction for elementary school children. During the semester, you will become familiar with the philosophical, psychological, and pedagogical foundations of general music instruction. You will learn about the application of child development to music learning. You will observe and practice teaching techniques appropriate for elementary school children. You will write lesson plans and instructional units and have opportunities to teach individually and in small groups. Prerequisite: **MUSI 2117**, **MUSI 2212**, and **MUSI 2313**.

Course Books:

Book	Link	Cost
Burton, S. & Reynolds, A. (2018). <i>Engaging musical practices: A sourcebook for elementary general music</i> . Rowan & Littlefield	https://ebookcentral.proquest.com/lib/utrgv-ebooks/detail.action?docID=5330734 1. Enter your UTRGV credentials to view the title. 2. "Read Online" immediately or download the entire book to access it offline for 21 days using the free Adobe Digital Editions Reader. ○ Once the 21 days expire, you can repeat these steps as often as necessary throughout the semester.	FREE online from the UTRGV Library
Abril, C. & Gault, B. (2016). <i>Teaching general music: Approaches issues and viewpoints</i> . Oxford University Press	https://ebookcentral.proquest.com/lib/utrgv-ebooks/detail.action?docID=4310911 1. Enter your UTRGV credentials to view the title. 2. "Read Online" immediately or download the entire book to access it offline for 21 days using the free Adobe Digital Editions Reader. ○ Once the 21 days expire, you can repeat these steps as often as necessary throughout the semester.	FREE online from the UTRGV Library

Montoya-Stier, G. <i>El patio de mi casa: 42 Traditional rhymes, chants, and folk songs from Mexico</i> . GIA.	https://giamusic.com/resource/el-patio-de-mi-casa-book-and-cd-edition-book-g6947p	\$24.95
Brumfield, S. (2014). <i>First, we sing! Teachings strategies: Rhythmic and melodic elements for intermediate grades</i> . Hal Leonard.	https://www.halleonard.com/product/140886/first-we-sing-teaching-strategies-revised-edition	\$51.99
or	or	or
Brumfield, S. (2014). <i>First, we sing! Teachings strategies: Rhythmic and melodic elements for primary grades</i> . Hal Leonard.	https://www.halleonard.com/product/127715/first-we-sing-teaching-strategies	\$44.99
Brumfield, S. (2014). <i>First, we sing! Teaching strategies</i> . Hal Leonard.	https://www.halleonard.com/product/118549/first-we-sing-kodaly-inspired-teaching-for-the-music-classroom	\$23.99

Other Required Course Materials:

Item	Information	Cost
Album for <i>El Patio de Mi Casa</i>	https://open.spotify.com/album/3JMyizXDNeIWxT6c3i6AN3?si=LtydnBtaQLiR5VhBa_9Y7A	Free with a Spotify account
Wind instrument: Recorder, Recorder+, Dood, or Toot	We are ONLY using Nuvo brand instruments. https://www.westmusic.com/search/?q=nuvo	Choose one:  Recorder → \$9.99  Recorder+ → \$17.99  Dood → \$35.99 A clarinet-type instrument with a mouth piece and reed  Toot → \$35.99 A flute-type instrument
A440 Tuning Fork	https://www.westmusic.com/band-orchestra/tuners-metronomes/tuning-forks/west-music-a440-tuning-fork-with-neckstrap-500510	\$7.99

Video Recording Device	Phone or iPad will work	You can check out an iPad from the School of Music for free.
------------------------------	-------------------------	--



Bilingual, Bicultural, Biliterate (B3) Institute Course Designations



MUSI 4313 is a designated B3 Scholar course. The Bilingual, Bicultural, Biliterate Institute has awarded contextualized sociolinguistic pedagogy (CSP) and flexible bilingual pedagogy (FBP) endorsements to this course. The B3 institute defines CSP as “... courses in which students 1) develop/maintain cultural competency and 2) develop/invoke a critical consciousness. As a part of the B3 Scholar Seal, we define these courses as relating to Mexican American culture/community. These courses should view cultural backgrounds as a resource and asset and incorporate assignments and activities which draw upon these resources to promote student success” (Office of Bilingual Integration, 2026, contextualized sociolinguistic pedagogy. The institute defines FBP “as a course which incorporates the intentional and purposeful use of English and Spanish in flexible and dynamic ways. Professors and students may use Spanish as a resource in varied ways to embrace students’ full linguistic repertoires and unique linguistic resources. In these classes, the use of Spanish by students may be encouraged but not required” Office of Bilingual Integration 2024, Flexible Bilingual Pedagogy Endorsement).

Statement on Contextualized Socio-linguistic Pedagogy

In this course, we will use contextualized socio-linguistic pedagogy to critically examine music history, philosophy, pedagogy, repertoire, and educational systems. In this mindset, we will view cultural backgrounds as a resource and asset to our knowledge of the music teaching profession. At times, discussions may feel uncomfortable, and you may feel you need the correct answers. This is okay! I, too, feel like I do not have all the correct answers regarding culture. However, the field of music education progresses when we reflect on our culture, seek to understand others' cultures, and learn from our experiences. You may speak with me without judgment about any contextualized socio-linguistic pedagogy we will use in this course. To read more about contextualized socio-linguistic pedagogy or the endorsement, visit the B3 Institute website or [click here](#).

Statement on Flexible Bilingual Pedagogy

The music education field is increasingly culturally and linguistically diverse. This diversity enriches our field, knowledge of self and others, and promotes equity. The Rio Grande Valley has a long history of bilingualism, biculturalism, and biliteracy (B3). This flexible bilingual course seeks to broaden and deepen UTRGV’s commitment to B3 pedagogy in music education. As it is in the music of the World, **we embrace all language varieties** and reject the notion of one correct language and style of music. As such, you may speak or write in any language, such as English, Spanish, code-switching, translanguaging, Spanglish, and TexMex. You are also free to switch between languages. I will also provide some alternative readings in Spanish and translate most assignment instructions into Spanish. You are not required to speak Spanish to be in this class, and you are not required to only speak in English. Your home language is valued and is an asset in this space. Although Spanish is not my first language, I have taught children in bilingual music education courses and am an emergent bilingual in Spanish. You may contact me in any of these languages. For more information, visit the UTRGV B3 website or [click here](#).

Course Objectives

You will meet the following criteria in these categories:

<p>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.</p>	<p>Identify philosophical beliefs to guide the development and implementation of a music program for elementary-age learners.</p>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Philosophy</div>	
<p>Explain the benefits of a translanguaging pedagogical approach to instructional delivery.</p>	<p>Describe relevant features of elementary-age children’s musical, social, physical, emotional, language, and cognitive development related to teaching children to sing, move, read, listen, create, and/or use instruments</p>

<p>Teach responsively and effectively lead diverse elementary-age material regarding singing, moving, listening, creating, and using instruments to achieve individual musical goals.</p>	<p>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.</p>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Teaching Everyone</div>	
<p>Plan and implement strategies/activities that provide multiple means of engagement, representation, and evaluation</p>	<p>Use words in Spanish and English to enrich student experience</p>

<p>Evaluate accurately personal strategies and effectiveness when teaching music to elementary-age learners.</p>	<p>Suggest attainable goals and outcomes of elementary general music for children.</p>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Teaching Praxis</div>	
<p>Assess elementary-age learners’ musical achievement to adapt instruction, set appropriate musical expectations, and monitor individual and group musical growth.</p>	<p>Sequence content and activities appropriately for elementary-age learners within lesson plans, while teaching, or when conceptualizing a curriculum.</p>

<p>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.</p>	<p>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.</p>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Professionalism</div>	
<p>Identify strategies to improve your teaching practice, explicitly incorporating technology, honoring diversity, and using assessments with elementary-age learners.</p>	<p>Develop a multilingual repertoire of instruction and songs</p>

Course Policies

This course carries a 3-hour credit load. Therefore, you should expect to spend at least **6 hours each** week outside class preparing, including 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 on previous experience and knowledge of classroom instruments.

Brightspace

Many resources will be available on Brightspace. You will submit most assignments via Brightspace. It is your responsibility to download and review materials. I will also make announcements via Brightspace. Please check regularly.

Participation, Preparation, Attendance, and Professionalism

Professionalism is essential to becoming a musician and music educator. Therefore, this concept will be the basis for a portion of your grade.

Participation

Each class will have various activities (e.g., moving, singing, and playing instruments). Please be prepared to engage actively in all aspects (mind, body, and dress). In addition, it is essential to support your peers positively and respectfully. Sometimes, you will meet with your teaching group to complete teaching demonstrations, and I might be with another group. You are expected to be an active participant when observing peers and teaching.

Preparation

Review and complete necessary readings/assignments/practice **before** class. **It is also advised that laptops/tables be brought to each class meeting** for notetaking, in-class research, or document sharing. To complete a microteaching, you must have a Task Analysis prepared. No Task Analysis, no teaching. As a future teacher, showing up unprepared may negatively impact children's learning.

Attendance

Participating in class discussions, demonstrations, and music learning cannot be recreated or made-up. Thus, your on-time attendance is essential.

- In-service teachers receive personal days. As a pre-service teacher, you will receive *one* personal day. This day may *not* be used on microteaching days.
- Just like in-service teachers who prepare lesson plans for subs, you must complete any work due for that day by the deadline. For other absences, you must notify me *in advance*.
- Unexcused absences will result in a lower professionalism score.
- Excessive excused absences may result in a lower professional score, depending on the circumstances.
- In the event of an absence, **you are responsible for turning assignments in by deadlines and staying caught up on what was missed.**
- If you must miss a UTRGV event, you must follow the College of Fine Arts and the School of Music policy (see their respective handbooks). You must inform me *at least 1 week* in advance with a note from the event coordinator.
- If your attendance average is above 90% at the end of the semester, I will drop the lowest quiz grade.
- If your attendance is above 95%, I will drop the lowest two quizzes.

Professionalism

Professionalism is imperative for in-service teachers. Completing work on time, using language appropriately, and communicating courteously (with each other, the professor, and the TA) reflect professionalism. Respond to emails promptly and come prepared to fully engage in class. Dress appropriately for class activities and teaching episodes and use appropriate professional language and decorum.

Late Work

Late work will be deducted 10% for each day or part thereof if an assignment is late. For example, if an assignment is due at 11:00 am and you submit it at 11:30 am, a 10% deduction may apply. **Due to the nature of certain assignments, a grace period may or may not be given at the instructor's discretion.** I recognize that particular circumstances or hardships may arise that might cause you to be unable to submit assignments on time. In these cases, ***PLEASE CONTACT ME*** in advance (two or more days preferred) to see if an arrangement can be made.

Assignments

- Assignments will be discussed in class and posted on Brightspace with relevant descriptions.
- You may complete these assignments in English, Spanish, or a combination thereof. *If you need assistance with this, please email me.*
- I will post all rubrics on Brightspace in English and Spanish.
- Unless otherwise specified, please submit written as Word documents (.doc or .docx). **A 10% deduction may apply for assignments uploaded in other formats.** Brightspace doesn't open other formats.
- Unless otherwise indicated, all assignments are due on the assigned date and time. If you have any questions, email or speak to me **before the due date.**
- Completing assignments will require demonstrating knowledge gained from class activities and discussions.

Group Unit Plan

In groups of two or three, you will create a six week lesson plan using the provided template. This is a culmination of the lessons you taught this semester. Use the Brumfield books and other resources from this semester.

Planning, Teaching, and Reflecting

Template: *Due at the start of class before teaching.* You will complete a plan **before** microteaching episodes. A template, description, and rubric are provided on Brightspace. Use the resources from MUSI 2313.

Teaching: You will teach and record many short microteachings. These teachings may comprise in-class sharing sessions and peer teaching episodes. Rubrics are provided on Brightspace for each teaching episode. You *must* record themselves teaching and submit it on time.

Reflection: Effective teachers constantly reflect on their teaching, therefore, you will reflect on each microteaching. You should answer all prompts and *evidence from the recorded lesson*. You have two options for reflections: **written or video**. Written reflections will be submitted online via Brightspace and should be approximately 1-2 pages in length. Video reflections will be no less than 3 mins. Rubric is on Brightspace.

Song Project	You will record yourself singing and using gestures/actions for 30 songs from diverse cultures, languages, meters, and tonalities. The song list must include <i>at least two songs from Africa, two from Asia, two from Native American or Indigenous populations, several in Spanish, and several in English.</i> I encourage you to add more than 2 in each of these categories. You are required to submit an index (template on Brightspace) that include the source and title of the song, tonality, language/culture, song type, grade level(s), concept(s), and other information. Sources of songs must be reputable, and <u>the origins of songs need to be researched.</u> Please do not select “Hot Cross Buns,” “Mary Had a Little Lamb,” or other well-known English songs for song assignments.
Wind Instruments	The recorder-type instruments are a valuable tool in elementary general music. Therefore, future teachers must learn to play basic songs and use proper techniques. You will record yourself playing six songs with increasing difficulty and upload them to Youtube as an unlisted link and post on Brightspace. More information is available on Brightspace in the second half of the semester.
Quizzes	Readings and pre-recorded videos are essential to provide context for classroom discussions and microteachings. Be prepared to take a quiz for each class. They are due before class. You should contact the professor immediately if there is an error on Brightspace. All quizzes are independent work. These are to help you prepare for the TExES test.
Final Microteaching	For the final, you will teach a microteaching on a topic of your choice. You may choose to reteach a lesson that didn't go well earlier in the semester or to teach something new.
Introduction video	You will record yourself introducing yourself to children in English and Spanish. Think about your tone of voice, facial expression, and content you'd share with children to help them feel connected to you. Feel free to use a script. If you mess up, that's okay! Just start again. If you need help, please let me know. This counts for a quiz grade.

Grading

Throughout the semester, you will be assessed regarding 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 (F).

Weighting

The following weighting will be applied to assignments:

Planning, Microteaching, and Reflecting	30%
Group Unit Plan	5%
Song Recordings and list	15%
Professionalism	10%
Recorder Dojo	5%

Jason D. Jones, Ph. D. Assistant Professor of Music Education, UTRGV

Quizzes	20%
Final Microteaching	10%
Midterm	5%

UTRGV Policy Statements:

Students With Disabilities:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact [Student Accessibility Services \(SAS\)](#) for additional information. The student must apply for accommodations using the [mySAS portal](#) and is responsible for providing sufficient documentation of the disability to SAS. Upon submission of the request, students should expect to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid moving forward after approval by SAS. Students should contact SAS early in the semester/module for guidance.

Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations. Please contact [Student Accessibility Services \(SAS\)](#) for more information.

Student Accessibility Services staff can be contacted at either campus:

Brownsville Campus:

Music and Learning Center building (BMSLC, 1.107), phone (956) 882-7374, email ability@utrgv.edu.

Edinburg Campus:

University Center (EUCTR, 108), phone (956) 665-7005, email ability@utrgv.edu.

Pregnancy, Pregnancy-Related, and Parenting Accommodations:

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex, which includes discrimination based on pregnancy, marital status, or parental status.

Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting should submit the request using the form found at [Pregnancy and Parenting | UTRGV](#).

Mandatory Course Evaluation Period:

Students have the opportunity to complete an ONLINE evaluation of this course through their Brightspace course module. Course evaluations are used by the instructor to inform revisions of the course to ensure student success. Course evaluations are also used by the instructor for annual performance review, promotion applications, teaching award applications, among others.

Online evaluations will be available on or about:

Spring Module 1 (7 weeks)	February 18 – 24, 2026
Spring 2026 Regular Term	April 15 – May 6, 2026
Spring Module 2 (7 weeks)	April 15 – April 21, 2026

Academic Integrity:

Academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: [cheating, plagiarism \(including self-plagiarism\), and collusion](#); submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts ([Board of Regents Rules and Regulations, STU 02-100](#), and [UTRGV Academic Integrity Guidelines](#)). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

Approaches to Artificial Intelligence (AI) Technology:

Jason D. Jones, Ph. D. Assistant Professor of Music Education, UTRGV

I firmly uphold the principles of academic integrity and the ethical pursuit of knowledge. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your academic and professional journey. ***The use of generative AI in any form is strictly prohibited in this course.*** Students are *not* permitted to employ generative AI tools, algorithms, or models to create any content, including but not limited to essays, creative works, code, or solutions for assignments or exams. Using chatbots or generative AI in this manner will incur the same penalties as plagiarism (please visit [this UTRGV page on Academic Dishonesty](#) for more information). The only exception to the use of AI in this course is the use of Grammarly or translation software after academic writing has been completed. You must inform me that you are using corrective software. Your understanding of and compliance with this policy are appreciated, and if you have any questions or concerns, please get in touch with me so that we may explore them together. All instances of AI infractions will be reported to Vaqueros Report It.

Sexual Misconduct and Mandatory Reporting:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment to the [Office of Title IX and Equal Opportunity \(otixeo@utrgv.edu\)](#). More information can be found on the [OTIXEO website](#). If students, faculty, or staff would like confidential assistance, or have questions, they can contact [OAVP \(Office for Advocacy & Violence Prevention\)](#).

Student Services:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans, and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (956) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below

Center links	E-mail
Advising Center	AcademicAdvising@utrgv.edu
Career Center	CareerCenter@utrgv.edu
Counseling Center	Counseling@utrgv.edu
Food Pantry	FoodPantry@utrgv.edu
Learning Center	LearningCenter@utrgv.edu
University Library	circulation@utrgv.edu
Writing Center	WC@utrgv.edu

Mandatory Course Evaluation Period:

Students have the opportunity to complete an ONLINE evaluation of this course, accessed through your [my.UTRGV account](#). Course evaluations are used by the instructor to inform revisions of the course to ensure student success. Course evaluations are also used by the instructor for annual performance review and promotion applications, teaching award applications, among others.

Online evaluations will be available on or about:

Jason D. Jones, Ph. D. Assistant Professor of Music Education, UTRGV

Spring Module 1 (7 weeks)	February 19 – 25 2025
Spring 2025 Regular Term	April 16 – May 7, 2025
Spring Module 2 (7 weeks)	April 16 – 22, 2025

Dean of Students:

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

[Vaqueros Report It](#) allows students, staff, and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies.

The Dean of Students can be reached by email (dos@utrgv.edu), [phone \(956-665-2260\)](tel:956-665-2260), or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323).

UTRGV School of Music Standards

- I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
- II. The music teacher sings and plays a musical instrument.
- III. The music teacher has a comprehensive knowledge of music notation
- IV. The music teacher creates and arranges music.
- V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture
- VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
- VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
- VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.
- IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
- X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Core Objectives	UTRGV Student Learning Outcome Statement	Core Area Requiring this SLO
Critical Thinking	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore	All Core Areas
Communication Skills	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas

Core Objectives	UTRGV Student Learning Outcome Statement	Core Area Requiring this SLO
Empirical & Quantitative Skills	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of	Math, Life & Physical Sciences, Social & Behavioral Sciences
Teamwork	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts
Social Responsibility	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
Personal Responsibility	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

Tentative Calendar

The course calendar should be treated as a general outline of the class's progress throughout the semester. It is subject to change. It would be best if you familiarized **themselves with the readings before the start of class.**

Date	Topic	Reading	+Assignment Due
Week 1			
Tues 1/20	Course Overview Outcomes for Elementary Music	Skim: EMP Preface Skim: Teaching General Music Ch. 1	
Thurs 1/22	Teaching Everyone: UDL and culture in Elementary Music	Read: Teaching General Music Ch. 14 Read: Teaching General Music Ch. 11	+Quiz
Week 2			
Tues 1/27	Guest Speakers: Pam Ramirez, BISD Elementary Coordinator		+Video introduction of yourself in English and Spanish. I am available to help you with Spanish, or you may consult a peer.
Thurs 1/29	Teaching Children to Sing	Read: Engaging Musical Practices Ch 3 Watch lecture on Brightspace	+Quiz
Week 3			
Tues 2/03	Methods for teaching Songs by Rote	Kodály Today pp. 112-118 https://ebookcentral.proquest.com/lib/utrgv-ebooks/detail.action?pq-origsite=primo&docID=2095056 First we Sing p. 32	+Quiz
Thurs 2/05	Elements of a Lesson and Tools of Delivery in Elementary Methods	Watch video on Brightspace (flipped lesson format)	+Quiz
Week 4			
Tues 2/10	Dalcroze: <i>Children and Movement</i>	Read: Engaging Musical Practices Ch 4 Watch Dalcroze Videos on Brightspace	+Quiz
Thurs 2/12 TMEA	Review of Music Learning Theory Asynchronous	Readings on Brightspace Watch:2 Music Learning Theory (Gordon)	+Quiz
Week 5			

Tues 2/17	Microteaching teaching 1: You will teach a song by rote to your peers. You will be graded on completion and will receive feedback to help you with other microteachings.		+Template due for feedback. You will be graded on completion and receive feedback to help you with future lessons
Thurs 2/19	Dalcroze: <i>Listening and responding to music</i>	Read: Engaging Musical Practices Ch. 2	+Quiz +Microteaching 1 Reflection
Week 6			
Tues 2/24	Orff: <i>Instruments in the classroom</i>	Read: Engaging Musical Practices Ch. 6	+Quiz
Thurs 2/26	Microteaching 2: Responding Activity **If you wish to use my materials, please email me by 9:00 am.**		+ Template due at 11:00 am. You will be graded on completion and receive feedback to help you with future lessons
Week 7			
Tues 3/03	Orff: <i>Instruments in the classroom</i>	Watch Orff Video on Brightspace	+instrument quiz IN CLASS +Microteaching 2 reflection due by 11:59 pm
Thurs 3/05	Microteaching 3: Teach a lesson using instruments Jones at OAKE		+Template <i>due before class</i>
Week 8			
Tues 3/10	Kodály: <i>Music Literacy</i>	Read: First We Sing p.12-28	+Quiz
Thurs 3/12	Preparation Phase-- Rhythm	Flipped Classroom model— watch Dr. Jones's video on Brightspace	+Quiz + Microteaching 3 Reflection due at 11:59 pm **Bring recorder to class to show you have it
Spring Break—no class			
Week 9			
Tues 3/24	Melodic Preparation phase	Readings on Brightspace	+Quiz +Recording and song list of first 15 songs due at 11:59 pm
Thurs 3/26	Microteaching 4: <i>Rhythmic or melodic Preparation phase</i>		+Template due before class **Begin Recorder Karate (see Brightspace for details) +Quiz
Week 10			
Tues 3/31	Present Phase and Initial Practices	Flipped classroom model— watch Dr. Jones's demonstration on Brightspace	+Quiz *bring recorder
Thurs 4/02	Classroom Management	Documents on Brightspace Read: Engaging Musical Practices Ch. 14	+Quiz +Microteaching 4 reflection due by 11:59 pm
Week 11			
Tues 4/07	Microteaching 4: Presentation and Initial practice		+Template due
Thurs 4/09	Practice phase— Reading and Decoding	Flipped Classroom Model— Watch Dr. Jones's video on	+Quiz *bring recorder

		Brightspace	
Week 12			
Tues 4/14	Curriculum and long-term planning	No reading. Documents/handouts on Brightspace	+Microteaching 4 reflection due at 11:59 pm *Bring recorder **Begin working on group unit plan
Thurs 4/16	Microteaching 5: Reading and Decoding		+ Template due
Week 13			
Tues 4/21	Classroom Management	Documents on Brightspace Read: Engaging Musical Practices Ch. 14	+Quiz
Thurs 4/23	Dictation demo, Group work, and music making	No reading	*Bring Recorder Boomwhackers! +Microteaching 5 reflection due at 11:59 pm
Week 14			
Tues 4/28	Microteaching 6: Dictation/decoding		+ Template due (no detailed Task Analysis, just what you think you need)
Thurs 4/30	Assessment in Elementary Music	Read: Engaging Musical Practices Ch. 13	+Quiz +Microteaching 6 reflection due at 11:59 pm *Bring recorder
	Microteaching 7: Composition/improvisation		+ Template due (no detailed Task Analysis, just what you think you need)
Week 15			
Tues 5/05	Strategies for teaching the Recorder	No reading	+Recorder Karate Dojo due by 11:59 pm +Second set of songs due by 11:59 pm
Final			
TBD	You will teach a microteaching of your choice. Options and ideas are on Brightspace.		
TBD	+Long-term planning document due (group) +Final Reflection due		

All content in the syllabus will serve as a guide to the course. Circumstances may arise that necessitate changes to one or more components. Therefore, I reserve the right to change the syllabus as needed. If you have any questions, please email me at jason.jones@utrgv.edu. Let’s have a great semester!

Sing on!
Dr. Jones

I, _____, have read the syllabus (MUSI 4313 Spring 2025) in its entirety, understand the academic dishonesty statement, and agree to abide by the *Vaquero Honor Code*. **I fully comprehend all the possible ways that academic dishonesty may occur (including AI)** and understand the ramifications of committing academic dishonesty. I also understand that I am obligated to report peer academic dishonesty in the appropriate manner.

Name (signature)

date