



EASTERN OREGON  
UNIVERSITY

**EASTERN OREGON UNIVERSITY  
COLLEGE OF EDUCATION  
COURSE SYLLABUS**

**(Music Portion)**

**ED 481: Art and Music Curriculum and Standards  
.5 Credit Fall 2009**

**Course Description:**

Learn appropriate content, methods, and strategies for teaching music in the elementary grades.

**Required Text:**

None - Resource readings and packets will be provided

**Meeting Times:**

Per CUESTE schedule for dates and times. Locations will be communicated through EOU email as facilities are scheduled per class for this course.

**Instructor:** Sharon Porter

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**Course Outcomes:**

At the end of the course, students will be able to:

1. Understand national standards in music education
2. Teach a music lesson to children in elementary grades
3. Integrate music into the general curriculum
4. Define basic concepts of music
5. Sing a simple melody for children to follow
6. Discuss ways to engage students in music and movement
7. Practice accompanying instruments

**Course Activities:**

This is a workshop course and will be taught through discussions, models of music teaching, demonstrations of online research for content ideas, and individual work time outside of class to finish the assignment.

**Course Topics/Outline:**

- Music advocacy
- Elements and concepts of music (age-appropriate)
- National Music Standards
- Singing, moving, playing, creating listening, and reading music
- Classroom Instruments
- The Young Person’s Voice
- How to teach a song
- Lesson planning in music/integration with classroom content

**OARs Standards Addressed in This Course:**

OAR 584-017-0115

6c(B) In the Arts: music, creative movement, dance, drama, and art, candidates will develop curriculum so that students will:

6cB(i) Interact musically with others;

6cB(ii) Express and interpret understandings of their world through structured and informal musical play;

6cB(iii) Sing, play, and create music;

6cB(iv) Respond to expressive characteristics of music-rhythm, melody, form-through speaking, singing, moving, and playing simple instruments;

6cB(v) Use music to express emotions, conflicts, and needs;

6cB(vi) Move expressively to music of various tempos, meters, modes, genres, and cultures to express what they feel and hear

**Course Outline/Assignments:**

OAR	Course Objective	Assignment/Activity
6c(B)	1, 2, 3	Internet Resources: due Nov. 4 <sup>th</sup> , instruction and activities on October 28
6cB(i), 6cB(iii), 6cB(iv)	7, 4	Recorder, et al Instruction: in class activities-in class instruction and practice November 4th
6cB(iii), 6cB(i)	4, 5	Song Leading assignment: November 18 <sup>th</sup> in class

6cB(vi)	6, 3	Lesson Plan supporting children's literature-shared by November 18 <sup>th</sup> through course blog
6cB(ii), 6cB(iii),	6, 3	Singing Games: due November 11 <sup>th</sup> in class sharing and dancing

**Specific assignments:**

**Internet Resources-written assignment due November 4<sup>th</sup>**

1. Locate five websites that contain information about lessons in music that are appropriate for your instructional focus
2. Write out the URL for each site.
3. List five bullet points about the website's content that you would find useful as a classroom teacher
4. Write a descriptive paragraph to evaluate the website. Consider the following-
  - Is the site interactive---always a target for young students
  - Who sponsors the site—avoid commercial sites with advertisements
  - Is the site current?
  - Does the site function well with all links working?
  - For what age group is the site appropriate?
  - Are there musical samples or clips? Videos? Games?
  - Your paper will be prepared in Microsoft Word or equivalent (Zoho Writer, OpenOffice, etc.), and not to extend beyond one full page. Yes, correct grammar and spelling are a MUST!

**Music and Children's Literature Integration Blog assignment due November 18<sup>th</sup>**

- Determine a music-themed children's literature book found in a recommended source and noted as excellent literature. Let's avoid the series books, Berenstain Bears, Little Golden books, and I Can Read series books.
- Locate through print and nonprint resources (see resources in class and listed in Blackboard) a lesson plan, idea, and/or discussion of how-to integrate music into a lesson using that children's book. Be creative-you may have your own ideas and activities!
- In a short blurb in our classroom blog, comment about the idea you have to use music with a children's book. Be specific regarding the book's title, song titles, and other details of your idea.

- One specific paragraph is all that is necessary. Of course, spelling and grammar will be noted. You are writing in public, after all.
- Comment in the appropriate section of the blog: singing, playing an instrument, moving and dancing, and listening are the categories to help us organize our ideas.

The URL of the classroom blog is found here: <http://childlitmusic.blogspot.com/>

**Note:** You will need to have a free Google email account established. You may be able to use the email address that EOU gave you as it is a Google email account. To establish a free Google account, go here:

<https://www.google.com/accounts/NewAccount>

### **Instrumental Accompanying in-class Practice on November 4<sup>th</sup>**

- We will all learn and practice on the recorder (available in the Bookstore). DO NOT buy a toy at the Dollar Store. They are not a guaranteed pitched instrument and will cause a less than aesthetic experience.
- If you play piano, guitar, ukulele, autoharp, or any other accompanying instrument, please bring it to class on November 4, 11, and 18. You will enjoy supporting us in song. I will bring a portable keyboard.

### **Song Leading Experience due on November 18<sup>th</sup>**

- This assignment will be demonstrated in class using our class as the students.
- You will identify a song that you would like to teach us as “elementary level” students. No camp songs, Girl or Boy Scout songs, please! Let's go beyond the obvious.
- The song needs to be age-appropriate.
- Learn the song so that you may teach it to us, using the steps I will teach you in class.
- We will concentrate on giving the pitch, indicating the tempo, and starting and stopping. If you want to, you may conduct us through the song. I will show you how.
- **This activity is not about YOU!** It is all about being the song leader of your classroom. Your students could not care less about your voice. They do care that you are a confident leader. If they do not like your voice, they will good-naturedly josh you about it. That is part of the fun in a relationship with your students. They realize that you are not perfect, too.

**Dancing/Movement/Singing Game Assignment due on November 11<sup>th</sup>**

- Locate through print and nonprint resources (see resources in class and listed in Blackboard) a lesson plan, idea, and/or discussion of how-to integrate movement into a musical activity. Be creative-you may have your own ideas and activities!
- We will teach the class the game, dance, movement and thus develop a repertoire for use in the classroom.
- In a Microsoft Word (or equivalent) page, note the name of your activity, any melody or song that accompanies the activity in written form, and the resource you used to find the material. You may staple a copier copy from a library book, online site, or children's songbook to your description. Please include your name and ED 481 in the heading. These descriptions will be included on a webpage of ideas later on for your reference.

**Student Evaluation and Grading – Pass/No Pass Grade**

Scoring guide for the music lesson will be shared. With the hands-on techniques we employ in this class, attendance is essential.

**Disabilities:**

Any student who feels he or she may need an accommodation for any type of disability should make an appointment to meet with the Disability Services Coordinator by email ([parnson@eou.edu](mailto:parnson@eou.edu)) or by calling or visiting the Disability Services Office, located in Loso 234. Phone: 962-3081

**Policies:**

All students must adhere to the student academic honesty code as stated in the Student Handbook. <http://www.eou.edu/saffairs/handbook/honest.html>