



EASTERN OREGON  
UNIVERSITY

**College of Education  
Course Syllabus  
Winter, 2012**

**Course Number:** ED 631

**Course Title:** Music Methods for the Early Childhood Classroom

**Credits:** 1

**Catalog Description:** Develops skills in music teaching while also providing growth in introductory experiences in playing and reading music. Focusing on integrating music activities across all disciplines, students will study the national music literacy standards, multiple genres, and their role as musical leader in the classroom. The expressive characteristics of music, coupled with movement, will be studied and applied to curricular activities. Lesson plans and resources will be focused on early childhood experiences and developmentally-appropriate activities.

**Instructor:**

Sharon Porter

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541-962-3428

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Office hours by appointment

**Mode, Time, and Place:** Per MAT schedule for times and location

**Texts/equipment (required):**

- Soprano, concert, or tenor ukulele

**Course Outcomes:**

Students completing this course should be able to:

1. *Identify the elements of music and music concepts*
2. *Plan and produce music-making activities to express and understand the world through structured and informal musical play*
3. *Identify classroom management strategies unique to music instruction*
4. *Interact with students using various methods to teach musical concepts and provide opportunities for creativity*
5. *Plan and assess music learning that is developmentally-appropriate across the curriculum*
6. *Use a pitched device (piano, ukulele, guitar, or recorder, for example) to demonstrate melody*
7. *Guided listening as a musical activity in the classroom*
8. *Sing a melody for students to learn*

9. *Use movement as a primary vehicle for musical expression*

**OAR Standards Addressed in this Course:**

**584-065-0120 Knowledge, Skills and Abilities for Early Childhood Endorsement**

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

- (i) Interact musically with others;
- (ii) Express and interpret understandings of their world through structured and informal musical play;
- (iii) Sing, play, and create music;
- (iv) Respond to expressive characteristics of music-rhythm, melody, form-through speaking, singing, moving, and playing simple instruments;
- (v) Use music to express emotions, conflicts, and needs;
- (vi) Move expressively to music of various tempos, meters, modes, genres, and cultures to express what they feel and hear;
- (vii) Understand and apply artistic media, techniques, and processes;
- (viii) Make connections between visual arts and other disciplines

<b>OAR</b>	<b>Outcomes</b>	<b>Instructional Method(s)</b>	<b>Criteria for Evaluation</b>
584-065-0120 i, iii, v	8, 4, 1	Textbook readings, direct instruction, recordings, small groups, internet resources	Song Leading-due last day of class
584-065-0120 ii, vii, viii	9, 7, 5, 2, 1	Direct instruction, readings, music textbook examples, internet resources,	(2) Model Experience Project (Lesson Plans): Listening and Movement emphases, due date TBD
584-065-0120	3, 1, 4	Observation	Observation of a Music Specialist-due date TBD

**Points and Assignments for this Course**

Music Specialist Classroom Observation---15 points

Song Leading--25 points

Movement Lesson Plan--25 points

Listening to Music Lesson Plan-- 25 points

Classroom Activities---10 points

### **Song Teaching/Leading**

You will be teaching a song to a small group using your ukulele. We will review in class the components of the song leading session so that we are clear about my expectations. We will not use camp songs or songs that are often taught in Boy or Girl Scouts. The idea is for you to lead songs that are integrated in the curriculum and that students will probably not encounter outside of school. I will also provide resource materials. I will coach you in class but as backup material I have included in this folder an ERIC document to augment the information I provide. There is also a scoring guide in this folder. This assignment is 25 points of the 100 for the course. Due date is last day of class.

### **Class Activities**

During the course, we will have student presentations and demonstrations to do together. If you join in with a happy attitude, you will learn more and practice being a music leader in the classroom. These activities are worth ten percent of your grade in this course.

### **Movement Music Lesson Plan**

Using the MAT lesson plan template, you will produce a music lesson plan that emphasizes movement as an integral component of the lesson. I will demonstrate a dance lesson plan for you to model. The due date will be discussed in class. It is worth twenty-five points for the course.

### **Listening Music Lesson Plan**

After I model a listening to music lesson, we will be writing a lesson plan where listening is a main component in a music lesson. We will use the MAT lesson plan template. The assignment is worth 25 points for the course. Due date set in class.

### **Observation of a Music Specialist**

In this assignment, you will visit one music specialist's classroom session in your placement school. If you do not have a music specialist, please let me know and we will arrange a classroom visit here in La Grande. Due date set in class.

In your observations, note the following:

1. opening and closing
2. musical concepts in the lesson
3. transitions from one activity to another
4. materials needed for the lesson
5. special considerations and strategies for classroom management
6. evidence of developmentally-appropriate planning of the lesson
7. other interesting observations (if not covered above)

You will write up your observations with these points numbered to participate in a think-pair-share activity. Your written work will be submitted for 15 points.

### **Course Topics:**

- Role of music in the elementary classroom
- National standards for music education
- Material and equipment for music
- Singing as an avenue to teach a melody
- Elements of music and music concepts (rhythm, melody, timbre, etc.)
- Music activities in the elementary classroom
- Using movement as a primary element in elementary music education
- Exploring the world of musical genres
- Music methods for teaching
- Integrating music into developmentally-appropriate lessons
- Using music technology as developmentally-appropriate (exploratory)
- Planning music lessons and assessing outcomes

### **Course Requirements/Assignments/Attendance Expectations**

*Participation/exercises:* Students are encouraged to attend each session to participate in exercises from the lecture and demonstrations. This hands-on format will help the student practice music techniques, teaching strategies, and their applications. Participation grades cannot be awarded if the student is absent. Assignments and activities may be adjusted to accommodate rate of learning, incorporate new information in the field, and progress in placement teaching.

### **Student Evaluation and Grading**

Grades are based on scoring guides written for the writing assignments and presentations and available in Blackboard. Assignments are to be handed in on the specific due dates. When absent, assignments may be emailed as a Microsoft Word attachment. Using a rubric converter, the grades will be converted as follows:

A	90--100
B	80--89
C	70--79
D	60--69
F	Less than 60

### **Statement on Academic Misconduct:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest/html>

### **Statement on Americans with Disabilities:**

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone 962-3081.

Syllabus developed by Sharon Porter, Fall, 2008, revised Fall 2009, Fall 2010, October 2011