

**Salish and Kootenai College**  
**Music For Elementary Teachers**  
**EDUC 365 - Fall 2016**

**Course Information**

- A. Music for Elementary Teachers: EDUC 365, 3 credits
- B. Prerequisite: Admissions to the TEP program
- C. Corequisite: none
- D. Location: Education Building Room 120
- E. Time: Tues. and Thurs. 1:00-2:20

**Instructor Information**

- A. Instructor: Charles Bertsch
- B. Cell Phone: 406-253-2998
- C. Email: charles\_bertsch@skc.edu

**Required Materials**

- A. Soprano Recorder. #460049 Yamaha YRS 24B soprano recorder: [www.wwbw.com](http://www.wwbw.com)
- B. Handouts from the instructor.

**Course Description**

Music for Elementary Teachers is designed as an introduction to effective methods, techniques, materials for teaching music to children in the elementary grades. Candidates will explore techniques of singing and playing instruments such as the keyboard, recorder, and rhythm instruments, and will develop ear training in a variety of musical experiences.

**Course Objectives:**

1. Students will experience various teaching methods and collect a variety of songs, games, and lessons useful for integrating music in the classroom.
2. Students will prepare and teach music lessons suitable for elementary grades.
3. Students will demonstrate knowledge of musical elements, music making activities, listening activities, movement with music, and approaches to integrating music within the curriculum.
4. Students will experience and practice music from different cultures.
5. Students will demonstrate a working knowledge of the recorder and classroom percussion instruments.
6. Students will put together a collection of Baroque and other music that they will be able to use when teaching recorders to elementary students.
7. Students will complete a notebook of elementary lessons which incorporates music with movement, IEFA, math, science, language arts, and other curriculum areas.

**Course Requirements**

1. Student's will be expected to be able have some ability to play the soprano and tenor recorder. They will be expected to practice playing their recorder for 20 minutes a night for 5 day a week. Students will keep a daily practice journal.
2. Students are expected to do one classroom observation of a teacher integrating music into their classroom and one observation of a music specialist teaching a class. They will type up a double spaced, one page summary of each lesson.

3. Everyone will keep a three ring binder containing lesson plans taught by fellow students as well as a collection of songs, games, and activities. It should include handouts given by the instructor.
4. Students will prepare and teach two music lessons. Materials and plans will be required for each lesson. Copies of each lesson should be provided for each student in the class and the teacher. As a student in the class you are expected to give constructive feedback to the presenter. The lessons will include: 1) music and IEFA, 2) music and movement, or 3) music integrated with another subject are such as math, science, language arts, etc.

## Grading

Attendance / Class Participation	200 points	30%
Observation Write-ups	50 points	10%
Notebook / Lesson Plans	100 points	20%
Teaching Music Lessons	100 points	30%
<u>Recorder Practice Journal</u>	<u>50 points</u>	<u>10%</u>
Total possible Points	500 points	100%

Grades will be assigned according to the following points breakdown:

450 - 500 = A    350 - 399 = C    400 - 449 = B    300 - 349 = D    Below 300 = F

## Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. If the syllabus is changed in any way you will be notified.

## Credit Hours

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate: about 3 hours a week classroom time for a total of 30 hours of instructional time. In addition out-of-class student work will approximate a minimum of 6 hours each week.

## Relation to Conceptual Framework

The opportunities provided in this course, by placing candidates in the position of both student and teacher, support the teacher candidate in developing perspectives, knowledge and skills as teachers in a social constructivist learning environment, and in developing expertise in experiential based teaching and learning, accountability to student learning, reflective practice, and instructional leadership skills.

## Attendance

Attendance is mandatory due to the nature of this course. As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussions, group work, presentations, and other class activities. A variety of class activities, discussions, and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities. Additionally, your absence represents a limitation in the ability of others to learn from you.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early she/he must inform the instructor at the beginning of class. Communication with the instructor is very important in this class; if students know that they will have to miss a class, they must contact the instructor ahead of time. No points will be given if candidates miss 30 minutes

or more of any class meeting. Students missing more than three days may be asked to drop the class.

### **Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from the school.

### **In-completes**

In-completes will not be given except in the case of serious emergencies such as a death in the family or extreme medical illness. In-completes will not be used in cases where students have not completed assignments and are requesting more time to finish the course requirements. In the event of medical or other emergencies where in-completes are necessary, arrangements including a signed contract for completed work and its timeline will be made with instructor prior to the end of the quarter.

### **Instructional Methodologies**

The instructor will utilize a variety of instructional strategies including, but not limited to, discovery learning, cooperative learning, group projects, presentations and discussions, case study analysis, web-related learning, Smart-boards, guest speakers, and other resources.

### **Cell Phones**

Cell phone use is a distraction to the instructor and other students. By SKC policy, students must keep cell phones off during class.

### **Disabilities Statement**

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley\_fleming@skc.edu, 406.275.4968) or consult the SKC web pages for Students with Disabilities for more information.

### **EDUC 365 Class Schedule and Outline**

*This outline is subject to modification depending on class needs.*

**Week One:** course overview, assessment of each student's musical experience and knowledge, discussion on the value of music in the classroom, introduce the recorder, review of music fundamentals such as pitch, melody, harmony, rhythm, timbre, structure, and form.

**Week Two:** history of the recorder, introduction to the recorder family, learn to play "Ode to Joy - Beethoven's Ninth Symphony," talk about classroom observations.

**Week Three:** develop knowledge of music elements while playing the recorder, learn to use the keyboard and percussion instruments with the recorders, check each student's recorder practice journal.

**Week Four:** using music in language and other curricular disciplines, movement activities with music, talk about music lessons to be taught to fellow students.

**Week Five:** learn about the science of music; how is sound produced and how is it used to make

music, talk about integrating music with math and science, make a musical instrument.

**Week Six:** students teach one their music lessons to their peers. Talk about integrating music with art.

**Week Seven:** students teach their other music lesson to their peers, review rhythm (beat, tempo, note values, meters, and measures).

**Week Eight:** talk about Baroque music and put together a collection of Baroque songs for the recorder, review pitch (scales, key signature, intervals, melody, and harmony).

**Week Nine:** music from different cultures, music and IEFA, special guests performing,

**Week Ten:** review and play all the songs learned on the recorder, fill out course evaluation form, turn in recorder practice journal, turn in three ring binder on Tuesday and it will be returned on Thursday.

### **Important Dates**

- 1) October 13, Thursday, turn in recorder practice journal
- 2) October 27, Thursday, classroom teacher and music specialist observations due
- 3) November 3, Thursday, teach first music lesson to peers
- 4) November 10, Thursday, teach second music lesson to peers
- 5) November 24, Thursday, Thanksgiving Day, Thursday, no class
- 6) December 6, Tuesday, three ring binder due, turn in recorder practice journal
- 7) December 8, Thursday, all remaining assignments and forms must be turned in by this date