



## **MSE 323 Elementary School Music**

### **Fall 2023**

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Class Time: MWF 10:00 am - 10:50 am  
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### **Courses Description**

This course is designed to focus on the acquisition of skills and current methodologies required to teach elementary music. Topics to be discussed include lesson planning, K-5 repertoire, K-5 music teaching, classroom instruments, child-centered learning, and classroom management. A significant aspect of this course of study is the practicum. Students are required to spend a minimum of 20 hours during the semester observing in local schools under the supervision of certified personnel.

### **Required Materials**

- Campbell, P. S., & Scott-Kassner, C. (2014). *Music in childhood: From preschool through the elementary grades* (4th ed.). New York, NY: Schirmer Books.

### **Additional Materials**

- Video recording device for teaching episodes
- Soprano Recorder

### **Recommended Books on Teaching Children**

- Brumfield, S. (2014). *First, we sing! Kodaly-inspired teaching for the music classroom*. Hal Leonard. SBN: 978-1480339828
- Choksy, Lois. *The Kodály Method I: Comprehensive Music Education*. Prentice Hall, 1998. ISBN: 978-0139491658
- Choksy, Lois, Robert M. Abramson, Avon E. Gillespie, David Woods, and Frank York. *Teaching Music in the Twenty-First Century*. Upper Saddle River, NJ: Prentice Hall, 2001. ISBN: 0-13-028027-5
- First Steps in Music from Preschool and Beyond (John M. Feierabend)

- Music Together-Infant to Prek/K
- Music Play

#### Course Aims

- To integrate music, movement, instrument playing, and speech through child-centered play
- Use a variety of methods to engage students in musical learning from speech to instrument playing
- Consider and discuss pedagogical approaches for engaging students in learning music
- Develop skills to compose songs and create accompaniment for beginning musicians

#### Learning Objectives:

After completing this course, you will be prepared to teach a successful first year as an elementary school music teacher. You will be able to:

- Model excellent teaching of young children.
- Lead children's singing and music making with instruments, texts, and other tools.
- Plan thoughtful lessons that develop students skills.
- Demonstrate proper classroom management in elementary music classes
- Describe ways to assess learning in elementary music classes

### POLICIES

#### 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)

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). **Students who do not complete the observation hours will receive an "incomplete."** You will report to the school at the designated time to observe/teach.

#### Participation

Participation is a major part of this class. Most of the learning will be procedural learning (how to do things) rather than just memorizing facts. Learning will not occur unless you *do* things, not just read or talk about them.

### Attendance

Perfect attendance should be the goal of every student, and active involvement in class is an important ingredient for success in this course. 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.

### Late Assignments

You should take class deadlines as seriously as you take deadlines at work. Unauthorized late assignments will automatically be graded one point lower for each day they are late. Last-minute e-mails are not appropriate excuses for late assignments. Plan to submit assignments before they are due.

### Quality of Writing

All written assignments will be graded, in part, on the quality of your prose. As undergraduate students, anything you write should be high-quality and reflect your ability to synthesize, organize, and cogently present ideas and information. Grammatical errors, misspellings, and poor organization distract from your main arguments. Take time to proofread and edit your written work before you submit assignments. All assignments should use 12 pt., and Times New Roman font. Use the APA 7<sup>th</sup> edition style guide to format in-text citations and lists of references.

### 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 will 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>).

### Flexibility Clause

It is important to note that the assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

### Grading scale

93-100 points	A
85-92 points	B
77-84 points	C
70-76 points	D
Fewer than 70 points	F

### Weighting

Participation/Quiz/Attendance	20%
Mid-term Project	20%
Reflection/Reaction Papers	20%
Final Project	40%

## Course Schedule

Weeks	Topic	Task	Assignment
Week 1			
M 08/14	Introduction & Course Syllabus Getting Acquainted		
W 08/16	The Child's Musical World Free and Rhythmic Movement Responding to the Pulse	Read	Ch.1 (Campbell & Scott-Kassner)
F 08/18	Creative and Intuitive Movement/Dance Teaching process-Imitation		
Week 2			
M 08/21	Theories of learning and teaching	Read Task	Ch.2 (Campbell & Scott-Kassner) One-page Reaction Paper
W 08/23	Recorder Technique: Breathing, Tonguing, and Fingering		
F 08/25	Pedagogical Approaches Dalcroze, Kodaly, Orff, Comprehensive	Read Task	Ch.3 (Campbell & Scott-Kassner) Class Presentation
Week 3			
M 08/28	Intro to Building Bricks A system for notating poems		
W 08/30	Introduction to body percussion Improvisation: Focus on the Soprano Recorder	Task	Class Presentations
F 09/02	Movement- Locomotive and nonlocomotive		
Week 4			
M 09/04	Labor Day		

W 09/06	Unpitched Percussion Hand Drumming Ensemble work-Recorder	Task	
F 09/08	Children & Movement (Play Parties, Playground, Games)	Read	Ch.6 (Campbell & Scott-Kassner)
Week 5			
M 09/11	Instruments in the Classroom Recorder	Read	Ch. 8 (Campbell & Scott-Kassner)
		Task	
W 09/13	Instruments in the Classroom		
F 09/15	Teaching Resources for Elementary music/Technology School Visit	Task	
Week 6			
M 09/18	Lesson Planning	Read	Ch. 12 (Campbell & Scott-Kassner)
		Write	One-Page Reaction Paper ( Review of lesson plan videos
W 09/20	Building a lesson	Task	Lesson Plan Exercise Peer Review and discussion
F 09/22	Recorder/Movement		
Week 7			
M 09/25	Introduction to Prepare, Present, Practice		
W 09/27	Demonstrations (Prepare, Present, Practice)	Watch	Classroom Videos
F 09/29	Demonstrations (Prepare, Present, Practice  School Visit	Task	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.

Week 8			
M 10/01	Elemental Structures Beginning Melody		Mid-term Assignment Due
W 10/02	Fall Break		
F 10/06	Fall Break		
Week 9			
M 10/09	Teaching Strategies: Rhythmic Elements	Task	Rhythmic Elements Exercise
W 10/11	Teaching Strategies: Melodic Elements Recorder/Movement	Task	Melodic Elements Exercise
F 10/13	Assessment and Evaluation	Read	Ch. 13 (Campbell & Scott-Kassner)
Week 10			
M 10/16	Sequencing Instruction	Read	TBD
W 10/18	Concept Sequencing (K-2)	Task	Lesson demonstration
F 10/20	Concept Sequencing (3-5) School Visit	Task	Lesson demonstration
Week 11			
M 10/24	Classroom Motivation and Management	Read Task	Ch. 11 (Campbell & Scott-Kassner)
W 10/26	Movement/Recorder	Watch	Video Analysis
F 10/28	Music in an Integrated Curriculum	Read	Ch. 14 (Campbell & Scott-Kassner)
Week 12			
M 10/31	Cultural Responsive Music Teaching	Read Task	Ch. 15 (Campbell & Scott-Kassner)
W 11/02	Honoring other's culture		
F 11/04	La Pentatonic	Task	Review

Week 13			
M 11/07	The Listening Child Movement/Recorder	Read	Ch. 9 (Campbell & Scott-Kassner)
		Task	One-page Reaction
W 11/09	The Creating Child Movement/Recorder	Read	Ch. 10 (Campbell & Scott-Kassner)
		Task	One-page Reaction
F 11/11	School Visit	Task	Review One of my concerns assignment due
Week 14			
M 11/14	Music for Exceptional Children	Read Task	Ch. 13 (Campbell & Scott-Kassner) One-page reaction
W 11/16	Recorder	Review	
F 11/18	Review		
Week 15			
M 11/21	Finishing Up		
			<b>Final Project</b>

## ASSIGNMENT DESCRIPTION

### One-Page Reaction Papers (100)

Write one page responding to the reading (12 pt., Times New Roman font, double line spacing; student name and chapter title in the header; no title page). The first section (approximately one-third of the reaction paper) should summarize the major findings or points in the reading. The second section (approximately one-third of the reaction paper) should engage with a short quote (maybe two short quotes) from the reading and explain why you found the quote interesting or surprising. Use the third section (approximately one-third of the reaction paper) to review the reading. For example, you might answer one or more of these questions: What does the reading imply? Is it (or should it be) an important goal for music educators, policymakers and students? What questions do you have about the reading? Are you interested in reading any works that the author(s) cited and why? How does the reading confirm, contradict, or connect with something else you read in this class or another class? How does this reading help you better understand or think about current music education practice (i.e. something you recently heard or read about)?

### Assignment description

Choose a selection of **three** songs from the list here: [Songs Collection](#). Those will be *your* songs for this semester. Learn them by *listening* to the recording and looking at the notation. It



generally takes about 40 repetitions to master a song. Though that may sound intimidating, keep in mind that the songs are generally short. You will choose an additional **two** songs for you later in the semester.

### **Final Project: Elementary Music Teacher First Year Handbook (500)**

This assignment is designed to be useful to you if/when you accept a job as an elementary music specialist. Please keep track of your part in this. You will have a chance to evaluate yourself

#### ***Step One: Set it up***

- Please set up a site through your reinhardt.edu email address and share it with your group.
- Create an attractive page. It should include your names, the year, and the title: Elementary Music Teaching Handbook
- You may add any decorative elements you like. See step 11 below for the heading titles you will use.

#### ***Step Two: Songs I Know***

- Each day, record the new songs you learn and add them to your site. Please include the information here for each song: [Songs Collection](#)

#### ***Step Three: Teaching Strategies: Rhythmic Elements***

Write the following details for each element.

*ta tadi*

Strategies for teaching

Songs you know that are good for teaching this element

Manipulatives arranged in bags or pockets (so they won't fall out). These should be things the students can *manipulate*, hold and move. JPGs do not count as manipulatives. Each manipulative should be listed in your table of contents.

*rest* (with same subparts listed for ta tadi)

*takadimi* (with same subparts listed for ta tadi)

#### ***Step Five: Teaching Strategies: Melodic Elements***

Write the following details about each element.

*so-mi*

Strategies for teaching

Songs you know that are good for teaching this element

Manipulatives arranged in bags or pockets (so they won't fall out)

*la* (with same subparts listed for so-mi)

*re* (with same subparts listed for so-mi)

*do* (with same subparts listed for so-mi)

### ***Step Five: Finding Good Songs***

## (can be done in groups)

Annotated list of good song resources for finding classroom music (at least ten). Include bibliographic information in Apa style.

### ***Step Six: 10 Helpful Articles for the First Year***

Create a packet of 10 recent articles related to teaching at the elementary school. Only use the following sources: *Music Educators Journal*, *Teaching Music*, *General Music Today*, *UPDATE: Applications of Research in Music Education*, *The Kodály Envoy*, and *The Orff Echo*. Choose articles that you think will be beneficial to read and to reference when (if) you have a job as an elementary music educator. You do not need to read all of them for this assignment, just find them, download them in PDF and put them on your page by the due date. Include all 10 in an annotated bibliography in APA form. Notes should be 1-3 sentences about why the article is relevant to elementary teaching and how it could be useful.

### ***Step Seven: Lesson Plans***

#### ***Lesson Planning 1***

Plan and write out lesson plans for the first five class periods with a **first grade** classroom. Objectives: You will organize a lesson into 5-7 minute sections, plan lessons that flow from activity to activity, and plan lessons that build on prior lessons and follow a logical sequence

#### **RUBRIC**

- Yearly plan with marks indicating where included lesson plans fit
- Followed the model lesson plan (Follow format in KIT p78-80)
- Arranged sections into 5-7 minute segments
- Made clear contrasts between concentration sections and changes of pace
- Included an appropriate mix of known and new songs
- Showed the joy of music
- Labeled and wrote curricular and behavioral objectives correctly
- Included appropriate assessment of learning
- Included plan to communicate class procedures and discipline expectations
- Included diagrams or photos of all visual aids (not the actual visual aids)

#### ***Lesson Planning 2***

Complete the above for a **third or fourth grade** classroom. Rubric is the same

### ***Step Eight: One of my Concerns***

Consider a concern or fear you have about teaching elementary music. Provide a concise, thoughtful response based on current research. Think of a fear or concern you have with regard to teaching young children the building blocks of music. Read at least 2 recent articles on the

particular issue you have chosen and give a succinct, 1-page summary of the issue and proposed solutions.

### **TIPS**

This is your project—please be creative, but stay within the few criteria mentioned here.

### ***Step Nine: How to Become a Better Teacher***

Write two paragraphs about how you could improve your elementary music teaching skills, if you were to get a job teaching young children (courses, books, etc, NOT articles)

### ***Step Ten: Finishing up***

- Course Notes: Include anything you think would be a benefit from notes you took in class and handouts that don't have another place in this handbook (DO NOT include quizzes or exams)
- Table of Contents: Create a table of contents that lists each part of your page. These are the labels and sub-labels you should have, in this order:
  - **Table of Contents**
  - **PPP**
  - **Teaching Strategies**
    - Rhythmic Element: ta tadi
    - Rhythmic Element: rest
    - Rhythmic Element: takadimi
    - Melodic Element: so-mi
    - Melodic Element: la
    - Melodic Element: re
    - Melodic Element: do
  - **Songs I Learned**
  - **Finding Good Songs**
  - **How to Become a Better Teacher**
  - **10 Helpful Articles for the First Year**
  - **One of my Concerns**
  - **Class notes**