Music 253  Basic Musicianship
03 Credits
T-Th 11:15 – 12:30

INSTRUCTOR: Gloria Faltstrom
OFFICE: Hale Palanakila 130
OFFICE HOURS: MWF: 10:30 – 11:25; TTh: 1:30 – 2:30
TELEPHONE: 236-9130
E-MAIL: gloriam@hawaii.edu
EFFECTIVE DATE: Fall 2008

Windward Community College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career
development; we support and challenge individuals to develop skills, fulfill their potential, enrich
their lives, and become contributing, culturally aware members of our community.

Catalog Description

Deals with musical concepts, philosophy & pedagogy; the use of media, singing, movement,
and instruments; and resources for an active elementary classroom. Presents correlation
between music and brain development in early childhood. Intended for Education majors.
Music is a vital stimulus to the developmental process and contributes to the emergence of
positive self-esteem. Elementary education candidates learn to apply appropriate strategies in
order to provide music making as part of everyday classroom activities. (3 hrs. lect.)
WCC:DA

Activities Required at Scheduled Times Other Than Class Times

Observations, teaching elementary presentations for elementary classroom

Student Learning Outcomes

The student learning outcomes for the course are:

1. Identify and write the basic components of Western music notation.
2. Apply basic theoretical components of Western music notation to written examples of music.
3. Notate and read basic rhythm and melodic patterns, both in simple and compound meters.
4. Apply basic knowledge of basic theoretical concepts to performance on various instruments.
5. Teach a mini model lesson, demonstrating a grade-appropriate musical concept.
6. Use knowledge of child development (ages 6-12 years of age) and human behavior to develop
   a repertoire of materials that can be integrated into various academic subjects.
7. Develop competencies needed to teach music to elementary school children through observation and field experiences, including planning and presenting lessons and developing evaluation skills.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
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<tbody>
<tr>
<td>Beat, Pulse</td>
<td>1. Read simple notations</td>
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<tr>
<td>Meter</td>
<td>2. Sing solfege with hand signs</td>
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<tr>
<td>Rhythm</td>
<td>3. Chant with rhythmic syllables</td>
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<tr>
<td>Staff, Grand Staff</td>
<td>4. Play the following chords on the ukulele:</td>
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<tr>
<td>Clefs</td>
<td>• Key of d minor: d, A7</td>
</tr>
<tr>
<td>Line and Space Notes</td>
<td>• Key of D major: D, G, A7</td>
</tr>
<tr>
<td>Intervals</td>
<td>• Key of G major: G, C, D7</td>
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<tr>
<td>Triads and Other Chords</td>
<td>• Key of C major: C, F, G and G7</td>
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<tr>
<td>Harmonization</td>
<td>• Key of F major: F, B-flat, C, C7</td>
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<td>5. Competently model activities such as singing, movement, listening, reading music,</td>
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<td>playing classroom instruments for elementary children.</td>
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<td></td>
<td>6. Choose quality music literature and literature to effectively teach elementary</td>
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<td>school children.</td>
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<td>7. Demonstrate effective lesson planning and provide effective delivery and pacing.</td>
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**COURSE TASKS**

1. **Homework**
   Videos and question sheet (online)

2. **Exams.** There will a mid-term and final exam during the semester.

3. **Performance.** You will learn to sing songs and play accompaniments on the autoharp and ukulele. Recorder is optional.

4. **Teaching Presentation.** You will prepare four lessons with your group(s) to teach to an elementary school classes. (50 points)
“Preparing educators to contribute to a just and democratic society.”
(Conceptual Framework, College of Education, University of Hawaii)

ASSESSMENT TASKS AND GRADING

You will earn points through your performance on attendance, homework assignments, exams (written and proficiency) and the teaching presentations.

**Written Exams.** You will take one written exam that tests your knowledge of basic musical concepts. (50 pts.)

**Proficiency Exams (individual):** You will be assigned songs to sing and hand sign for your instructor. There will be two parts to the exam:

1) Hand signs and solfege singing (10 pts. Midterm; 25 pts Final)
2) Musical instruments / ‘ukulele playing proficiency (40 pts.)

Proficiency Exams will take place during a regular class period.

**Individual Projects:** You will watch three videos dealing with the importance of music to early childhood learning and answer questions for each. (25 pts. each)

**Teaching Presentations (Groups of 3 or 4):** (25 pts. Each)

- Presentation 1: Book Reading - with rubrics and self-evaluation
- Presentation 2: Recorded Music with Movements – with rubrics and self-evaluation
- Presentation 3: Simple Circles & Singing Games – with Rubrics
- Presentation 4: Local classroom presentation & lesson plan

<table>
<thead>
<tr>
<th>Written Exams</th>
<th>50</th>
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<tr>
<td>Proficiency Exams</td>
<td></td>
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<tr>
<td>Mid-term: Solfege &amp; Hand signs Proficiency</td>
<td>25</td>
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<tr>
<td>Individual Projects</td>
<td>75</td>
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<tr>
<td>Teaching Presentations</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>260</strong></td>
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A = 234 – 260
B = 208 – 233
C = 182 – 232
D = 156 – 181
F = Fewer than 156 points
I = Incomplete. See WCC catalog for description.
LEARNING RESOURCES

Required:
Bookstore:


Course Web: http://cyloong.com/MUS253/MUS253.html. (This semester’s username and password are emafall08. I will tell you which things are to be found on this site.

Suggested:
Access to your own ‘ukulele.

Additional Information
• Mid-term Date: Thursday, October 16, 2008
  Proficiency: Solfege & Hand-signs proficiency

  *Note: Withdrawal deadline November 3

• Final Exam Date: Tuesday, December 16, 2008, 11:30-1:20
  Written Exam
  Proficiency Exam: Solfege & Hand-signs proficiency

• Formula for Success:
  o Show up.
  o Be prepared.
  o Pay attention.

• Instructor Policies:
  o All Learning Experience assignments must be typewritten. You can fill the form online and print.
  o There will be no extra credit opportunities. However, regular attendance and class participation will weigh in your favor.
  o You are responsible for all work and lesson content missed when absent from class.
  o Late work will not be accepted unless you have notified me in writing (i.e., email) of your inability to meet the deadline. Acceptance of your excuse is at my discretion.
  o You may not make up an exam unless you have notified me in writing (i.e., email) of your reason for being absent. Acceptance of your excuse is at my discretion.
DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

Revised May 10, 2007