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 2009

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 group project, individual practice

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. 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.

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6. 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>
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<tr>
<td>Line and Space Notes</td>
<td>- Key of D major: D, G, A7</td>
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<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,</td>
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<td>listening, reading music, playing classroom instruments</td>
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<td>for elementary children.</td>
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<td>6. Choose quality music literature and literature to</td>
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<td>effectively teach elementary school children.</td>
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<td>7. Demonstrate effective lesson planning and provide</td>
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<td>effective delivery and pacing.</td>
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**COURSE TASKS**

1. **Individual Projects (3)**  
   Videos and question sheet (online)

2. **Field Experience Reports** (6 FE reports @3% per report)

3. **Teaching Presentations**  
   ✓ Presentation 1: Book Reading (w/ self-evaluation)  
   ✓ Presentation 2: Recorded Music with Movements (w/ self-evaluation)  
   ✓ Presentation 3: Simple Circles & Singing Games (w/ self-evaluation)  
   ✓ Presentation 4: Multicultural Music

4. **Curriculum Projects:**  
   ✓ Song Collection of Multicultural/World Music

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5. Written Examination:
   ○ Final

6. Proficiency Examinations:
   ○ Mid-Term: Solfege & Hand-signs proficiency
   ○ Musical Instruments/Ukulele Proficiency
   ○ Hula (2 songs)

7. Resource Notebook

**ASSESSMENT TASKS AND GRADING**

- Individual Projects: (3 projects @ 10% per journal) 30%
- Final Written Paper 6%
- Field Experience Reports: (6 FE reports @ 3% per report) 18%
- Teaching Presentations:
  - Presentation 1: Book Reading (w/ self eva.) 5%
  - Presentation 2: Recorded Music with Movements (w/ self eva.) 5%
  - Presentation 3: Simple Circles & Singing games (w/ self eva.) 5%
- Presentation 4: Multicultural Music 5%
- Curriculum Projects:
  - Song Collection of Multicultural/World Music 4%
- Written Examination
  - Final 4%
- Proficiency Examination:
  - Mid-Term: Solfege & Hand-signs proficiency 2%
  - Final: Solfege & Hand-signs proficiency 5%
  - Musical Instruments/Ukulele Playing Proficiency/Hula 8%
- Resource Notebook 3%

**TOTAL** 100%

**Grading Scale:**
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D- = 60 -69%,
F < 60%
“Preparing educators to contribute to a just and democratic society.”
(Conceptual Framework, College of Education, University of Hawaii)

LEARNING RESOURCES

Required:
Bookstore:

Course Web: [http://cyloong.com/MUS253/MUS253.html](http://cyloong.com/MUS253/MUS253.html). (This semester’s username and password are fall253music.)

One 3-ring binder (3”). This notebook should be categorized in a neat and orderly fashion, with tabs, for use as a future reference.
- Syllabus & Calendar
- Notes from discussions, lectures, reading, research
  - Multi-cultural web-sites: North American, Native Americans, Hawaiian, Chinese & Japanese
  - Music Scores
- Class Assignments:
  - Three Individual Projects & Reading Articles
  - Six Field Experience Reports
- Teaching Presentations:
  - 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: Multicultural Music presentation (w/ self eva.)

Suggested:
Access to your own ‘ukulele.

Additional Information
- **Mid-term Date:** Thursday, October 27, 2009
  Proficiency: Solfege & Hand-signs proficiency

  *Note: Withdrawal deadline October 27, 2009*

- **Final Exam Date:** Tuesday, December 17, 2009, 9:30-11:20
  Written Exam (individual, 30 min.)
  Proficiency Exam: Solfege & Hand-signs proficiency (groups of 3 or 4, 20 min); Hula (whole class, 20 min), Ukulele (groups of 3 or 4, 20 min)
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- **Formula for Success:**
  - Show up.
  - Be prepared.
  - Pay attention.

- **Instructor Policies:**
  - All Learning Experience assignments must be typewritten. You can fill the form online and print.
  - There will be no extra credit opportunities. However, regular attendance and class participation will weigh in your favor.
  - You are responsible for all work and lesson content missed when absent from class.
  - 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.
  - 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