

“Preparing educators to contribute to a just and democratic society.”
(Conceptual Framework, College of Education, University of Hawaii)

Windward Community College



Tuesday & Thursday: 8:30-9:45 am

Instructor:

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Room: Palanakila 109

Catalog description:

Musical concepts, philosophy & pedagogy: use of media, singing, movement, & instruments; as well as resources for an active elementary music classroom.

Course Description:

The early years of a child’s life are critical in laying a firm foundation for all future learning. Music is also a vital stimulus to the developmental process and contributes to the emergence of positive self-esteem. Elementary education candidates need to learn to apply appropriate strategies in order to provide music making as a part of their everyday classroom activities. This class is designed to help candidates build that foundation through music.

Student Learning Outcomes:

Students will demonstrate an understanding of the biological, cognitive, social, and musical characteristics of children from six through twelve years of age; exhibit knowledge of human behavior drawn from the foundations of psychology, such as Gardner’s multiple intelligences and brain, research, which provide support for the importance of the early years in musical development. Students will be assessed through classroom writing assignments and presentations. Upon completion of the course, students will be able to demonstrate skills when modeling activities such as singing, movement, listening, reading music, and playing classroom instruments (pitched and non-pitched) for Pre-K through Grade 6 children.

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Hawai'i Teacher Standards	Hawaii Content and Performance Standards (HCPS)/National Standards of Music Education (MENC)	Praxis Standards (see sub-categories)	INTASC Standards (see sub-categories)
<p>Standard 1: Focuses on the learner Standard 2: Creates and maintains a safe and positive learning environment Standard 3: Adapts to learner diversity Standard 4: Fosters effective communication in the learning environment Standard 5: Demonstrates knowledge of content Standard 6: Designs and provides meaningful learning experiences Standard 7: Uses active student learning strategies Standard 8: Uses assessment strategies Standard 9: Demonstrates professionalism Standard 10: Fosters parent and school community relationships</p>	<p>Standard 1: Sing in a variety of music alone and with others (MENC: Standard #1) Standard 2: Perform on instruments a variety of music alone and with others (MENC: Standard #2) Standard 3: Improvise patterns, melodies, variations, and accompaniments. (MENC: Standard #3) Standard 4: Compose and arrange music within specific guidelines (MENC: Standard #4) Standard 5: Read and notate music. (MENC: Standard #5) Standard 6: Understand music of various styles and cultures, and its relationships with other arts. (MENC: Standards #8 & 9) Standard 7: Listen to, analyze, and describe music. (MENC: Standard #6) Standard 8: Evaluate music and music performance. (MENC: Standard #7)</p>	<p>Domain A: Organizing Content for Student Learning</p> <p>Domain B: Creating an Environment for Student Learning</p> <p>Domain C: Teaching for Student Learning</p> <p>Domain D: Teacher Professionalism</p>	<p>Standard 1: Subject Matter Standard 2: Student Learning Standard 3: Diverse Learners Standard 4: Instructional Strategies Standard 5: Learning Environment Standard 6: Communication Standard 7: Planning Instruction Standard 8: Assessment Standard 9: Reflection and Professional Development Standard 10: Collaboration, Ethics, and Relationships</p>

Course Outcomes:

Outcomes: (Conceptual Framework - Knowledge)	Hawai'i Teacher Standards	Praxis Standards	INTASC Standards (with sub-categories)
Knowledge Upon completion of the course, the students will be able to:			
1. Demonstrate an understanding of the biological, cognitive, social, and musical characteristics of children from six through twelve years of age. (Knowledgeable: Knowledge)	1 2	A1	1:1 2:3 5:1 7:1 & 2
2. Use knowledge of human behavior drawn from the foundations of psychology, such as Gardner's multiple intelligences and brain research, which provide support for the importance of the early years in musical development. (Knowledgeable: Knowledge)	1 2 3	C2 & 3 A4	1:1 2:2 & 3 3:1 & 12 5:10 6:1
3. Develop a repertoire of materials that can be integrated into various subjects, such as: language arts, visual arts, social science and physical education. (Knowledgeable: Knowledge)	1	A4	1:13

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<p>4. Develop a repertoire of materials including music of the world: Hawaiian, Far East: Chinese & Japanese, Native Americans & North Americans - Appalachian. (Knowledgeable: Knowledge)</p>	<p>1 3 6 2 HCPS: <u>Grade K-3:</u> 6: 1, 2, 3, 4, 5 <u>Gade 4-5:</u> 1, 2, 3, 4</p>	<p>A4</p>	<p>1:13 3:3, 4, 5 & 7 4:7 6:2 7:5 & 7</p>
<p>5. Construct lessons in which appropriate objectives are determined and presented, activities are pertinent and sequenced, and materials are sequentially and accurately presented for children between six and twelve years old. (Knowledgeable: Skills)</p>	<p>1 6</p>	<p>A2, 4 C1 D1</p>	<p>2:7 & 8 4:3 & 4 7:8 8:8 & 9</p>
<p>6. Develop questioning and evaluation strategies, following a hierarchical order, from easy to difficult; utilize student ideas and comments for feedback when/where applicable, all to help children extend their creative thinking in the music classroom. (Knowledgeable: Skills)</p>	<p>1 7 4</p>	<p>A5</p>	<p>2:4 &10 5:1 7:10</p>
<p>7. Develop competencies of teacher-delivery skills, including but not limited to eye-contact, vocal inflection, facial expression, gesture, proximity, and posture. (Knowledgeable: Skills)</p>	<p>4</p>	<p>C</p>	<p>7:1, 3, 4, 8 &11</p>
<p>8. Use principles and techniques associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction) in classroom learning. (Knowledgeable: Skills & Dispositions)</p>	<p>2 7 2</p>	<p>C1, 2, 3 4, &5</p>	<p>2:10 5:2 &10 6:2 & 3</p>
<p>9. Develop competencies needed to teach music to elementary school children through observation, practice teaching, and field experiences, including planning and presenting lessons and developing evaluation skills.</p>	<p>7 8</p>	<p>A4</p>	<p>5:6 8:1, 2 & 6</p>
<p>10. Demonstrate a basic understanding of technology use for instructional and organizational applications in elementary music teaching. (Knowledgeable: Skills)</p>	<p>4</p>	<p>A4</p>	<p>5:3 7:12</p>

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Outcomes: (Conceptual Framework - Effective)	Hawaii Content and Performance Standards (HCPS)	Hawai'i Teacher Standards	Praxis Standards	INTASC Standards (with sub- categories)
Performance: Upon completion of the course, the students will be able to:				
11. Demonstrate skills and competency levels in reading simple notations, singing solfege with hand signs and chanting with rhythmic syllables. -- Majors scales (so, la, ti, do re mi fa so la): G major, F major & C major --minor scale (la, ti, do, re mi fa so la): a minor -- sixteenth, eighth, quarter, half, dotted half and whole note -- 2/4, 3/4 and 4/4 meters (Effective: Knowledge & Skills)	<u>Grade K-3:</u> 5:1, 2, 3, 4, 5 8: 1 <u>Grade 4-5:</u> 5:1, 2, 3, 4, 5 8:1	1 2	A4 C2	1:1 1:13 3:11 5:10
12. Demonstrate skills and competency levels in playing 'ukulele: <ul style="list-style-type: none"> ■ d minor: d, A⁷ ■ D major: D, G, A⁷ ■ G major: G, C, D⁷ ■ C major: C, F, G and G⁷ ■ F major: F, B^b, C, C⁷ (Effective: Knowledge & Skills)	<u>Grade K-3:</u> 2:1, 2, 3, 4 8: 2, 3 <u>Grade 4-5:</u> 2:1, 2, 4 8: 2, 3	1 2 3	A4 C2	1:1 1:13 3:11 5:10 8:8 & 9
13. Demonstrate skills and competency levels when modeling activities such as singing, movement, listening, reading music, and playing classroom instruments (pitched and non-pitched) for elementary school children. (Effective: Knowledge & Skills)	<u>Grade K-3:</u> 2:1, 2, 3, 4, 5 3: 1, 2, 3 4: 1, 2, 3 7: 1, 2, 3, 4 8: 2, 3 <u>Grade 4-5:</u> 2:1, 2, 3, 4, 5 3: 1, 2, 3 4: 1, 2, 3 7: 1, 3 8: 2, 3	1	A4 C2	1:1 1:13 3:11 5:10 8:8 & 9
14. Perform quality music literature and activities to effectively teach elementary school children. (Effective: Knowledge, Skills & Dispositions)	<u>Grade K-3:</u> 1:1, 2, 3, 4, 5 8: 2, 3 <u>Grade 4-5:</u> 1:1, 2, 3, 4, 5 8: 2, 3	1 3 6 2	A4 C2	1:12 5:10
15. Demonstrate effective lesson planning, utilize sequential patterns of instruction and provide effective delivery and pacing in teaching elementary school children. (Effective: Skills & Dispositions)		1 6	A2 B3 C1 D1	1:8 2:7 4:9 5:6 6:14
16. Demonstrate the ability to create sequential lessons, interact appropriately with elementary school children, and conduct lessons with good pacing. (Effective: Skills)		1 7 4	A3 B3 C5	1:13 2:7 4:11 5:7 & 10 9:1, 2 & 10

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17. Demonstrate the skills of researching library materials and websites. (Effective: Skills)		4	A4 C2	1:10 5:7 7:9 9:2
18. Demonstrate the ability to read and write in journals expressing affirmations and transformations as well as reflections on personal development as teachers. (Effective: Dispositions)		2 7 2	A3 B3 C3	2:9 5:7 & 8 6:12 9:1, 4 & 10

Outcomes: (Conceptual Framework - Caring)	Hawai'i Teacher Standards	Praxis Standards	INTASC Standards (with sub- categories)
Disposition: Upon completion of the course, the students will be able to:			
19. Demonstrate the enjoyment of learning music and an understanding of the importance of exposing children to music outside their main cultures. (Caring: Knowledge)	1 2	C3 B4 & 5	1:9 2:7 & 10 3:3 6:4, 6 & 8
20. Establish a positive environment of learning when making and expressing music by building a good rapport with elementary school children. Model ways to help elementary school children feel valued for their potential as people; help them value others and believe that they can learn and be successful. (Caring: Knowledge, Skills & Dispositions)	1 2 3	B 1, 2 & 4	1:5 2:4 3: 8, 10, 15 & 16 6:10 10:10 & 12
21. Demonstrate ethics of teaching children who have different race, color, creed, sex, national origin, marital status, age, handicap, political or religious beliefs, family, sexual orientation and social or cultural backgrounds by using a variety of approaches to reach these students and provide them a safe environment for learning. (Caring: Dispositions)	1	B 1, 2, 3, 4, 5	1:5 2:4 3:8, 15 & 16 6:10 7:11 10: 10 & 12
22. Build a professional relationship with peers, professors and music teachers in a cooperative learning environment. (Caring: Dispositions)	1 3 6 2	B2 D3	1:6 2:8 5:2 6:7 & 8 9:7
23. Demonstrate a sense of self-efficacy by attending local workshops; state and national conferences. (Caring: Dispositions)	1 6	D2	1:7 9:6 & 7 10:9
24. Use a variety of formal and informal assessment techniques (e.g. field observations, portfolios of student work, performance tasks, projects, student self-assessments, research as outcomes of experiencing and learning) to enhance personal growth and knowledge. (Caring: Skills & Dispositions)	1 7 4	C 3 & 4	8:6 9:8

Required Texts:

- Course packet must be purchased with the instructor.

Required Course Materials:

- Course Web: <http://cyloong.com/MUS253/MUS253.html>

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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
 - Lab notes (Week 1, 2, 3....)
- Class Assignments:
 - Three Individual Projects & Reading Articles, Final Philosophy paper
 - 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.)

Course Requirements/Expectations:

The structure of the course and weekly activities involve individual sharing, cooperative learning activities, role-playing, guest speakers, presentations, discussions and lectures. References will be reserved at [Sinclair Library](#). These are essential to the course since lectures cannot cover everything. Reading before coming to class will enhance your understanding. All assignments must be typed.

Field Experience:

This class has a required five field experience component. Each student is expected to complete each field experience and follow-up report as assigned in a professional and timely manner.

****Field Experience dates will be announced during the semester.***

*****Failure to attend lab classes/field experiences as required will result in failure of the class.***

*****No incomplete will be granted for lab classes/ field experience that has not been completed as assigned.***

Just a reminder, your attire and deportment must be professional at all times. Students are reminded to act and dress professionally as they fulfill the field experience component of this class

Men – Dress shirt and tie or nice shirt (tucked in!), dress pants, and dress shoes.

Ladies – Pants, skirt or dress and dress shoes.

***Absolutely no cell phones, flip-flops, jeans or tennis shoes!

Remember, you are not only representing University of Hawaii

but also serving as a role model for the students of the school.

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Attendance Policy:

Punctual class attendance is required for success in this course. Attendance is required for this class and every field experience. For the second unexcused absence, the final grade will be lowered by a partial letter grade. (Example: An A would become an A-, an A- would become a B+, etc.). **No student is allowed to be excused absences in excess of 10% of class meeting.** During class meetings, announcements are sometimes made about schedule changes, additional assignments, etc. Much of the course content is learned in class during class activities and lesson presentations. **If you are not in class, you are responsible for obtaining all the information that was presented in class.**

I. The policy of the University of the Hawaii is that all students are expected to attend all classes. It is realized, of course, that not all students will or can attend all classes. Excused absences from class fall into three main categories:

A. Absences for field trips or activities directly involved with the academic program.

B. Absences for official College functions and activities, such as intercollegiate athletic competitions and co-curricular activities of performing groups or individuals.

C. Absence for death in the family, a serious illness, or a major religious holiday.

II. Any student who wishes to be excused for reasons of “serious illness” must present some appropriate form of verification (e.g., a medical excuse) to the professor. In the absence of such documentation, the decision of whether or not to excuse is left to the professor’s discretion. Any student who wishes to be excused because of a death in the family must present appropriate verification to the Office of the Associate Dean of Students, who will notify faculty members accordingly. Any student who wishes to be excused for sports-related events or academic field trips must present the professor with advance notification (e.g., at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress).

III. Regardless of reasons for the absence, the student is responsible for contacting the professor at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress. The student is responsible for any work he/she may have missed due to absence, excused or unexcused.

Also, there is no provision for missed presentations, tests and exams. **Students absent on the day they are scheduled to give presentations or take a test/exam will receive no credit (F) for that assignment or test.** Please notify your Professors in advance, **in writing**, if you must miss class. Failure to notify promptly will forfeit any chance of makeup. Late papers will result in a maximum possible grade of “C” (70%). **No assignment is accepted a week after the due date. Missed finals cannot be made up.**

E-mail Communication policy:

“Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

Students with Disabilities: Any student with a documented disability (e.g., mobility, learning, psychological, vision, hearing, etc.) who needs to arrange accommodations must contact both the professor and Disability Services at the beginning of the term.

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ACADEMIC INTEGRITY POLICY:

Academic Integrity is violated whenever a student:

- A. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
 - Submitting a paper or another academic work, for credit, that includes words, ideas, data, or creative work of others without acknowledging the source.
 - Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
 - Presenting another individual’s work as one’s own.
 - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- B. Inappropriately or unethically uses technological means to gain academic advantage.
 - Inappropriately or unethically acquiring material via the Internet.
 - Using hidden devices for communication during an examination.

Adapted from *Successful Beginnings*, McGlynn, 2001

“Copyright protection exists in ‘original works of authorship’, which are ‘fixed in a tangible medium of expression.’ Among the types of works which are subject to copyright protection are literary, dramatic, musical, choreographic and pictorial, graphic, pantomimes, sound recordings, sculptures, motion pictures and audio-visual.”

“When visiting a web site, the general (and incorrect) notion is that anything that is on the Internet is public domain and may be taken without permission from the creator/owner. This is a false statement.”

From *Copyright*, MENC

“The UH has adopted policies and procedures for dealing with academic (and research) misconduct by its students, faculty, and staff. The guidelines, which are available in department offices and in the Office of the Dean of the Graduate Division, pertain to the intentional commission of any academic misconduct, including falsification of research results, improper assignment of authorship, plagiarism, unprofessional manipulation of experiments or of research procedures, and misappropriation of research funds.”

Source: <http://www.catalog.hawaii.edu/grad-ed/academicpolicies.htm>

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➤ 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	8%
➤ Resource Notebook	3%
TOTAL	100%

Grading Scale:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 0 - 59%

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Assessment Strategies: For specific outcomes listed in the course the following assessment measures will be employed. These assessments are correlated with the course expectations and requirements. Criteria (a rubric) for each assessment will be given to students prior to the actual assessment.

Course Outcomes	Knowledge./ Understanding/ Practice/ Application	Assessment Strategy
1, 2, 3, 10, 16, 17	K, U, A	Individual Projects: 1) A summary of the assigned reading material. What are the major topics of discussion? How do the topics relate to the class activities? Why is it important to read this/these article(s)? 2) A log or diary of your view or changing ideas about the teaching of general music and choral music to elementary school children and/or the implications of these ideas to the teaching of music in other settings.
2, 18	K, U, A	Final Written Paper Students will write a paper outlining their philosophy of teaching music to children from six through twelve years of age.
9, 10, 21, 22, 23, 24	K, U, A, P	Field Experience Reports: Each student is expected to complete five assigned field experiences and follow-up reports in a professional and timely manner.
5, 6, 7, 8, 10, 13, 14, 15, 16, 19, 20, 21	K, U, P, A	Group Teaching Presentations: Small groups will be assigned to teach in four different classroom settings: Songs, chants, Simple Circles & Singing games; Recorded Music with Movements; Multicultural Music. Each group is to be prepared to turn in a lesson plan that includes a variety of activities for elementary classroom settings.
3, 4, 5, 8, 16, 17	K, U, A	Curriculum project: Students will be given curriculum project that is based on practices used in elementary classroom settings. ✓ Song Collection of World Music
11	K, U, A	Mid-Term & Final Examination: Students will be evaluated for their music theory knowledge.

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11, 12, 13	K, U, A, P	Final Proficiency Examination: Each student will be assigned a time for an individual examination. The content of the proficiency examination is as below: <ul style="list-style-type: none"> • Sing using hand-signs and solfege syllabus. • Play classroom instruments.
3, 4, 17, 23	K, U, A, P	Resource Notebook: Each student will arrange his/her resource notebook. This notebook should be categorized in a neat and orderly fashion, with tabs, for use as a future reference.

Explanation of Assignments

Individual Projects

(No more than 4-5 pages each, double-spaced, one-inch margins, twelve-point type.)

Λ A summary of the assigned reading material. What are the major topics of discussion? How do the topics relate to the class activities? Why is it important to read this/these article(s)? 2) A log or diary. The materials that the students can include in the journals are reactions to the **readings, class and lab experiences, and observations of instructional settings**. The journal should record the questions that had not occurred to them before, or even refute what they have always believed to be true. The journal should contain affirmations and transformations as well as reflections on their personal development as a teacher.

- Evaluation: All papers will be evaluated based on professionalism and accuracy. Late papers will result in a maximum possible grade of “C” (70%). **No assignment is accepted a week after the due date.**

Final Written Paper

Λ Students will write a paper outlining the importance of teaching music to children from six through twelve years of age.

- Evaluation: The paper will be evaluated according to organization, content, creativity, and clarity of thought. Late papers will result in a maximum possible grade of “C” (70%). **No assignment is accepted a week after the due date.**

Field Experience Reports

Λ This class has a required field experience component. Each student is expected to complete ten assigned field experiences and follow-up reports in a professional and timely manner.

- Evaluation: All papers will be evaluated based on professionalism and accuracy. Late papers will result in a maximum possible grade of “C” (70%). **No assignment is accepted a week after the due date.**

Group Teaching Demonstrations (4 presentations)

Λ Small groups will be assigned to teach in four different classroom settings. Each group will prepare a lesson plan for each of the four presentations.

- ✓ Presentation 1: Book Reading
- ✓ Presentation 2: Recorded Music with Movements
- ✓ Presentation 3: Simple Circles & Singing games
- ✓ Multicultural Project Presentation 4: Group
- Students will be evaluated for their teaching during class presentations. A teaching evaluation form (rubric) will be given for each teaching demonstrations. Students absent on the day they are scheduled to give presentations will receive no credit (F) for that assignment.

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Curriculum and Song Collection

Λ Song Collection of Multi-Cultural/World Music – Unit Plan

Students will collect songs/ chants/ recorded examples from different world cultures that are appropriate in an elementary classroom settings.

- Evaluation: The curriculum will be evaluated according to the quality of lists of materials and activities. All songs, chants, recorded examples, and books must include sources. Late papers will result in a maximum possible grade of “C” (70%). **No assignment is accepted a week after the due date.**

Mid-Term & Final Written Examination

Λ Students will be evaluated for their music theory knowledge and pedagogical theory related to teaching in an elementary music setting.

- Evaluation: All questions will be in multiple-choice format. Students will be evaluated for the accuracy of their answers. Missed finals cannot be made up.

Mid-Term & Final Proficiency Examination

After the 8th week of the semester, each student will be assigned to sing and hand sign songs for Proficiency Examination with his/her instructor. The proficiency examination is divided into two parts.

(1) During the first part of the examination, each student will be evaluated for his or her hand-signs and solfege singing.

(2) During the second part of the examination, each student will be evaluated for their classroom instruments playing skills.

- Evaluation: Students will be evaluated according to their singing and recorder playing skill, musical accuracy and sensitivity. Missed finals cannot be made up.

Resource Notebook

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
 - Lab Notes (Week 1, 2, 3....)
- Class Assignments:
 - Three Individual Projects & Reading Articles, Final Philosophy paper
 - 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.)