Western Kentucky University  
Department of Music  
Syllabus and Additional Course Materials

Music 312 Syllabus

Course Title: Teaching Music in the Primary Grades  
Course Number: MUS 312  
Course Meetings: TR 11:10-12:30  
Instructor: Dr. Robyn Swanson  
Office: FAC 364  
Office Phone: 745-5925  
Office e-mail Address: robyn.swanson@wku.edu

Catalogue Description and Credit Hours of the Course:

A required course for music education majors which considers the special techniques, methods and materials for the young child. Emphasis will be placed on the natural rote and rhythmic abilities of young children. (3)

Course Rationale: Mus 312 is the first course in the P-12 Methodology Core.

Textbook and Other Required Materials:


MUS 312 Course pack : Bookstore

Required Instrument:
A soprano recorder: It may be purchased at the jewelry counter in the WKU bookstore or any music store.

Required Portfolio
Exemplars (best examples of your work) will be used to develop your professional portfolio (P. 4) The portfolio should include a Table of Contents and side tabs for locating the information. Additional information is included under the course requirement section.

Course Objectives:

1. Identify and be able to defend music’s unique role for the total growth and development of the primary child K-4.

2. Identify and be able to defend a personal philosophy that includes professional standards and ethics and objectives for teaching music to primary age children K-4.

3. Identify appropriate music performance skills and music concepts for primary level children grades K-4.

4. Identify, discuss, utilize and teach contemporary music education methods, techniques, appropriate assessments, reflective teaching practices suitable for primary levels of music instruction.
5. Identify, discuss, utilize and teach contemporary music education methods, techniques, appropriate assessments, reflective teaching practices suitable for music education instruction to primary levels of special needs children (all classifications of the handicapped) and culturally disadvantaged.

6. Design original and appropriate teaching materials utilizing contemporary music education methods, instructional strategies, assessments, and reflective practices with stated music performance skills and music concepts and teach them to a group of primary students.

7. Design original and appropriate teaching materials utilizing contemporary music education methods, instructional strategies, assessments, and reflective practices, with stated music performance skills and music concepts and teach them to a group of primary needs students.

8. Demonstrate an understanding of the singing capabilities and how to teach the young voice singing skills.

9. Study, compare and utilize published materials including multicultural music, and technology related materials for teaching music to primary level children.

10. Become aware of the “natural musical surroundings”, the rote and learning styles, the rhythmic skills, and the importance of creative experiences in the total growth and development of primary level children.

11. Demonstrate an understanding of the National Standards for music education.

12. Demonstrate an understanding of the KERA Initiatives: Learning Goals and Academic Expectations, Core Content for appropriate CATS assessments, Arts and Humanities New Performance Standards and the Teacher Standards in relationship to collaboration, community/parent involvement, continuous performance assessment, technology, leadership, etc. (All 10 Kentucky New Teacher Standards are embedded in all course objectives.)

Course Dispositions: To become critical thinkers, keen decision makers and reflective thinkers through continuous assessment and to facilitate the learning of all children at high levels through direct interaction and/or collaboration with colleagues and others.

Portfolio Requirements: Organized as follows with a table of contents and side tabs.
Teacher Standards: TS (Attached to the syllabus pp. 13-16)
Critical Student Performances (electronic portfolio)

SAVE THE FOLLOWING ITEMS ON YOUR COMPUTER DESKTOP MARKED: MUS 312 CRITICAL PERFORMANCES
TS: 1, 2, 5, 8
Design an instructional unit (teacher work sample) which consists of four lesson plans based on developmentally appropriate music skills, concepts, and multiple assessments for primary students including those with special needs children utilizing contemporary music education methods, varied instructional strategies and approaches aligned to KERA initiative documents.

Additional Student Portfolio Evidences:
TS 5
documentation of assessment tasks with scoring guides appropriate for each level of instruction in the primary grades
Written philosophy Statement

(AFTER YOU TEACH AT THE END OF THE COURSE)

Four field experience reports and reflections of observations pertaining to primary music classes
(USE THE OBSERVATION FORM IN YOUR COURSE PACK.)

Membership in Collegiate Music Educators National Conference.

DOCUMENTATION OF MEMBERSHIP CARD

TS 7:
documentation of reflective statements pertaining to teaching experiences

TS 6:
Compile a list of software for music education instruction

Instructional Methods and Activities:
Course Requirements and Grading:

The following statements are required by each student.

1. Regular attendance and participation.

2. Observation and critique of four periods of primary level music instruction in assigned schools.

3. Type each assignment.

4. Design an instructional unit (teacher work sample) which consists of four lesson plans based on developmentally appropriate music skills, concepts, and multiple assessments for primary students including those with special needs children utilizing contemporary music education methods, techniques and approaches.

5. Teach one lesson to primary and/or special needs students.

6. Write two critiques. Each should be two pages or more double-spaced on various primary level music education methodology and approaches. Use resources listed in the reference section of the syllabus. Include the material reference (title, source, page numbers), an overview of the article, your reaction and a music activity that illustrates the particular method, approach or idea. (ONE WILL BE THE WEB BASED SITES FOR TEACHING MUSIC TO ELEMENTARY CHILDREN ASSIGNMENT.

7. Compile a professional portfolio. See Portfolio requirements.

8. Four observations in the assigned schools and evidence of admission to teacher education program process is underway. See attached materials. Student Teacher Services is located in Tate Page Hall 408.

9. Take three exams, two during the course and one final exam.

KERA Elements: All KERA initiatives are taught in MUS 312. Refer to the Critical Performance Requirement.
Course Schedule and Policies: Unit outlines and assignments follow the text book. Specific lecture outlines will be provided for each class meeting.

Attendance Policy:
The students are expected to attend all class meetings. To totally comprehend the scope and sequence of music education methodology it is important that the student be present and participate in all class activities and discussion. More than three unexcused absence will lower the grade one by letter.

Grading:

Exam 1: Chapters 1-3 and Class Notes: 15%
Exam 2: Chapters 4-10 and class Notes: 15%
Two Critiques: Refer to #6: Student Requirements 10%
Unit Plan with four lessons plans and assessments (Critical Performance) 20%
Final Exam: Chapters 11-15, 20%
Daily assignments, portfolio, etc. 15%
Observations, Evidence that the Admission to Teacher Education Program has begun 5%

Western Kentucky University Music Education Professional Disposition Review and Code of Conduct Policy for Candidates

At the end of MUS 312 course work, a three-member music education committee (MEC) will review the professional dispositions of each music education major. The evaluation process will determine a candidate’s performance in the WKU education professional dispositions of values learning, personal integrity, diversity, collaboration and professionalism as defined within the WKU Dispositions Rubric. The candidate must earn an at standard rating in each category for the MEC’s recommendation to the WKU Teacher Education Program.

A candidate not meeting standard in any of the education professional dispositions will meet with the Department of Music Education Committee (MEC) to devise a remediation plan with an appropriate time line. If the candidate does not meet the at standard rating at the end of the allotted time period, the MEC will not recommend the candidate to the WKU Teacher Education Program.

A component of the professional education disposition review process will include evaluation of a candidates demonstrated conduct as it relates to the performance indicators of class attendance, class participation, emotional control and ethical behavior.

An individual who is below standard in the identified conduct dispositions will meet with the MEC to devise a conduct remediation plan with a specific time line. If the candidate does not meet the at standard rating at the end of the allotted time period, the MEC will not recommend the candidate to the WKU Teacher Education Program.

Scoring Rubric FOR WKU MUSIC EDUCATION PROFESSIONAL DISPOSITIONS
*INDICATES THOSE DISPOSITONS THAT RELATE TO THE CONDUCT POLICY
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<th>Below Standard</th>
<th>Near Standard</th>
<th>At Standard</th>
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<td>*Values Learning: Class Participation</td>
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<td>Values Learning: Communication</td>
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<td>*Values personal integrity: emotional control</td>
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<td>*Values personal integrity: ethical behavior</td>
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<td>Values Collaboration</td>
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<td>Values professionalism: commitment to self-reflection and growth</td>
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Department of Music Faculty Approval: November 7, 2007

**Disability Accommodations Statement:**
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
Class Schedule and Course Assignments. Additional assignments will be added throughout the semester. Please read the assigned content before the class meeting. Thank You!

Plagiarism Policy: Student work may be checked using plagiarism detection software. This course complies with University Policies for Plagiarism. See Academic Dishonest, Plagiarism, Cheating, and Other Types of Academic Dishonesty in Catalog, p. 282.

Criminal check, TB test and a health screening is required prior to any work in the schools. Additional information is available in Tate Page Hall 408.

Students are required to provide their own transportation to field experiences.

References

Essential Library Materials
Books:


Kentucky Education Reform Act Documents:

Kentucky Department of Education. (1997). Core Content for Arts and Humanities Assessment. Frankfort: Kentucky Department of Education.


Journal Articles:
All music education journals and related music education articles suitable for teaching music to the primary age students.

**Music Textbook Series:**


Macmillan Publishing Website: http://www.mcgraw-hill.com


Silver Burdett Publishing Website: http://www.sbgmusic.com


**Supplemental Books:**


**Critical web Sites:**

www.kde.state.ky.us  
www.menc.org  
www.kmea.org