MUS 312: Teaching Music in the Primary Grades  
TR 9:35-10:55 AM  
Fall 2017 Course Syllabus

Dr. Catherine M. Wilson  
Office Hours: TR 8:30-9:30 or by appointment.  
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**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.

**Required Instrument:** A soprano recorder: It may be purchased at the jewelry counter in the WKU bookstore or any music store.  
**Required Websites:** [www.nationalartsstandards.org](http://www.nationalartsstandards.org); [www.education.ky.gov](http://www.education.ky.gov)

Blackboard is the web-based learning environment supported by WKU. We will be using Blackboard for this class. Please refer to Blackboard often for information about this course.

**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. This is the required KTIP Instructional Sequence Critical Performance for MUS 312. (Refer to the MUS 312 critical performance guidelines).

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

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

9. 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.

10. Become aware of the importance of membership in the professional music education organization KCNAfME.

11. Demonstrate an understanding of the Music National Standards and Kentucky Standards for Education which include Academic Expectations, Program of Studies with age-appropriate assessments and the 10 Teacher Standards in relationship to collaboration, community/parent involvement, continuous performance assessment, technology, etc.

12. Demonstrate an understanding of Professional Teacher Dispositions.

**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. to 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 rating at the end of the allotted time period will not be recommended.
to the WKU Teacher Education Program. A component of the professional education performance indicators of class attendance, class participation, emotional control and ethical disposition review process will include evaluation of a candidates demonstrated conduct behavior. as it relates to the performance indicators of class attendance, class participation, emotional control and ethical behavior.

Scoring Rubric:

**WKU MUSIC EDUCATION PROFESSIONAL DISPOSITIONS**

*INDICATES THOSE DISPOSITIONS THAT RELATE TO THE CONDUCT POLICY*

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Near Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
<th>Target</th>
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<tbody>
<tr>
<td>Values Learning: Attendance</td>
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<td>Values Learning: Class Participation</td>
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<td>Values Learning: Class Preparation</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 diversity</td>
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<td>Values Collaboration</td>
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<td>Values professionalism</td>
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**Requirements for success:**
1. Participate in all class activities and Blackboard discussions.
2. Membership in KCNAfME.
3. Complete observations and reflections of 5 elementary classroom teachers.
4. Demonstrate musical/teaching skills in short, 2 minute videos posted to Blackboard.
5. Demonstrate ability to teach music concepts in short, 2 minute videos posted to Blackboard; one of these teaching videos must include teaching a special needs student.
6. Design a lesson plan based on appropriate music skills and concepts for the elementary student and lead a group of young students in these activities.
7. Take short Blackboard quizzes based on readings.
8. Upload course materials to electronic portfolio.
9. Take a midterm and final exam.

**Evaluation:**

Students will be evaluated as follows:
Assignments (videos, articles, other): 30%
Observations: 20%
Quizzes: 20%
Lesson Plan Teaching: 10%
Tests: 20%

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

**MUS 312 Assessment – KTIP Instructional Sequence and Videos.**

**Kentucky Teacher Standard(s) Assessed:**

- Standard 1: Knowledge of Content
- Standard 2: Designs and Plans Instruction
- Standard 5: Assessment
- Standard 8: Collaboration

**Purpose and Use Statement:** This critical performance is an evaluation of Kentucky Teacher Standard 1: Knowledge of Content, Standard 2: Designs and Plans Instruction Standard 5: Assessment, Standard 8: Collaboration.

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for MUS 312.

**Graded Product: Standards Based KTIP Lesson Plan with Instructional Sequence and videos.**

**Task:** The students will develop a standards-based lesson plan using the Kentucky Teacher Internship Program K-TIP format. The plan will include a 3-day detailed instructional sequence. The plan/instructional sequence will be aligned to the age appropriate standards of the Kentucky Music Core Content for Assessment (KCCT) and the Program of Studies (POS). The plan/instructional sequence must meet the following performance indicators:

4. Develops significant age-appropriate music objectives aligned with specific music knowledge and music skills (perform, analyze and/or create music).
5. Uses contextual data to design instruction relevant to the students.


7. Plans age-appropriate instructional strategies and a variety of music activities in collaboration with the course instructor and a P-5 music practitioner that addresses learning objectives for all students. Rubric developed by Robyn Swanson, WKU, 2017.


4. Plans age-appropriate instructional strategies and a variety of music activities in collaboration with the course instructor and a P-5 music practitioner that addresses learning objectives for all students.

**Standards Based KTIP Lesson Plan with Instructional Sequence Analytic Scoring Guide/Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
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<tbody>
<tr>
<td>Develops significant age-appropriate music objectives aligned with specific music knowledge and music skills (perform, analyze and/or create music) (KCCT and POS).</td>
<td>Objectives are not age-appropriate, and not aligned with specific music knowledge and skills as reflected in the Music Core Content and Program of Studies.</td>
<td>Objectives are not age-appropriate, OR are not aligned with specific music knowledge and skills as reflected in the Music Core Content and Program of Studies.</td>
<td>Objectives are age-appropriate aligned with specific music knowledge and skills reflected in the Music Core Content and Program of Studies.</td>
<td></td>
</tr>
<tr>
<td>Plans multiple types of authentic music assessment to guide instruction and measure</td>
<td>Few to no authentic music assessment are used to guide instruction and measure learning</td>
<td>Some types (2 or more) of authentic music assessment are used to guide instruction and measure learning</td>
<td>Many types (3 or more) of authentic music assessment are used to guide instruction and measure learning</td>
<td>Multiple types (4 or more) of are used to guide instruction objectives.</td>
</tr>
<tr>
<td>Plans age-appropriate instructional strategies and a variety of music activities and were planned in collaboration with the course instructor and a P-5 music practitioner that addresses learning objectives for all students.</td>
<td>Few to no instructional strategies are age-appropriate, include a variety of music activities, were planned in collaboration with the course instructor and a P-5 music practitioner and address learning objectives for all students.</td>
<td>Some instructional strategies are age-appropriate, include a variety of music activities, were planned in collaboration with the course instructor and a P-5 music practitioner and address learning objectives for all students.</td>
<td>Most instructional strategies are age-appropriate, include a variety of music activities, were planned in collaboration with the course instructor and a P-5 music practitioner and address learning objectives for all students.</td>
<td>All instructional strategies are age-appropriate, include a variety of music activities, were planned in collaboration with the course instructor and a P-5 music practitioner and address learning objectives for all students.</td>
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**TOTAL POINTS POSSIBLE = 16**

**TOTAL POINTS EARNED:**

______/16

**NOTE TO STUDENTS:** After you submit this assignment, the scores on this analytic rubric will be provided to you for consideration. Only an overall “holistic score” will be based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. The holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 5-7
- Holistic Score of 2 = Analytic Rubric Score Range 8-10
- Holistic Score of 3 = Analytic Rubric Score Range 11-13
- Holistic Score of 4 = Analytic Rubric Score Range 14-16

0: Uses contextual data to design instruction relevant to the students.
1: Few to no instruction is clearly and appropriately based on significant contextual data.
2: Some instruction is clearly and appropriately based on significant contextual data.
3: Most instruction is clearly and appropriately based on significant contextual data.
4: All instruction is clearly and appropriately based on significant contextual data.

**Course Experiences and Assessments Addressing Learned Society (Specialized Professional Association) Standards:**

<table>
<thead>
<tr>
<th>National Association of Schools of Music Standard # and Description</th>
<th>Course Experiences and Assessments</th>
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0: Uses contextual data to design instruction relevant to the students.
1: Few to no instruction is clearly and appropriately based on significant contextual data.
2: Some instruction is clearly and appropriately based on significant contextual data.
3: Most instruction is clearly and appropriately based on significant contextual data.
4: All instruction is clearly and appropriately based on significant contextual data.
IX-O-3-c-1-b Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music

Readings and Blackboard assignments, reflections, and video teaching postings

IX-O-3-c-1-c The ability to lead performance-based instruction

Lesson planning and teaching

IX-O-3-c-1-d Laboratory and field experiences in teaching general music

Required observations, reflections, and evaluations

Attendance Policy (Including Tardies and Leaving Early)
Attendance, preparation, and participation are expected and required. In-class activities, presentations and discussions require energetic participation. Since prompt class attendance and participation are vital to your understanding of course content, your final grade will be lowered a grade level for each absence after two absences. For example, if you have a B average and 2 absences, you have earned a C in the class. However, if you have a B average and 4 absences, you will earn a D in the class. Save absences for illness and/or emergencies. Unusual and extenuating circumstances will be dealt with on an individual basis. Punctuality is a professional courtesy and allows for the smooth start of each class session. Three tardies equal one absence. This tardy policy also applies to leaving early. Three leaving early incidences equal one absence. Tardies and incidences of leaving early will be combined. Therefore, three tardies and/or leaving early equal one absence.

All cell phones, tablets, Bluetooth headsets, and other electronic communication devices of any kind must be used with permission of the instructor while in the classroom. Violation of this policy may result in student dismissal from class.

Additional Class Policies:

• You are expected to read all class assignments and participate actively in all discussions and activities. Points will be deducted from your final grade for lack of active and informed participation in class discussions and activities.
• Written work is to be word-processed. Any work turned in otherwise will be returned to you without a grade.
• Habits of neatness, organization, correct grammar, spelling, and punctuation are important for a teacher. Neglect to write properly and neatly will be reflected in reduced credit on assignments.
• All assignments are due in class or on Blackboard on the specified date. Work will only be accepted after the due date for serious reasons with appropriate documentation.
• Please do not bring guests or children without prior approval.
• Please save files to Blackboard in the following format: Wilson.8.16.17.Wk.1 (Last name.Date.Assignment).

**Disability Statement:** "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

**Title IX Discrimination and Harassment:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

**Plagiarism Statement:** Acts of Plagiarism are in compliance with Western Kentucky University Plagiarism Policies as stated in the graduate catalogue.

A weekly assignment schedule will accompany the course syllabus.