

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Performing and Fine Arts**  
**EDUC 315-02: Music & Art in Elementary School**  
**Fall Semester 2009**

**I. Locator Information:**

Instructor: **Denise M. Payton**

Course # and Name: 3183 Class, EDUC 315-02

Semester Credit Hours: 3

Day/Time/Location Class Meets: T R 3:45 – 5:00

Total Contact Hours for Class: 25

Email address: [dpayton1@uncfsu.edu](mailto:dpayton1@uncfsu.edu)

Office Location: Ros 105

Office hours: Posted on ROSEN 105

Office Phone: 910.672.1457

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description:** An introduction of prospective elementary school professionals to the rudiments of music and art in the classroom, including methods, materials and activities in music and art that can be incorporated by the classroom teacher.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook:** Anderson, William M. & Lawrence, Joy E. *Integrating Music into the Elementary Classroom*, Media Edition (with CD and Keyboarding Booklet), 7<sup>th</sup> Edition, ISBN-13:9780495064275, Schirmer /Thompson Learning, Inc.: Belmont, CA, 2007. Required Download: The Arts Education pages from the Department of Public Instruction: *The North Carolina Arts Education Standard Course of Study*. The URL is <http://dpi.state.nc.us/curriculum/artsed/>.

**V. Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Sing, conduct, and use movement adequately to teach songs to children and to involve children in music activities.
2. Play basic chord progressions on the piano and/or autoharp, and will demonstrate familiarity with additional instruments for melodic and harmonic activities and accompanying.
3. Demonstrate the ability to select appropriate songs and music activities for various occasions.
4. Satisfactorily will express in writing and orally an understanding of the content and significance of music in the elementary schools.

**Student Behavior Expectations:** -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as

twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

### School of Education's Conceptual Framework:

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities, respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

### NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Standards Used in this Course	NCDPI Music Standards	NCATE Standard(s)	Assessment(s)
X	1. Music teachers demonstrate essential skills of musical performance.	Content Knowledge	A lesson-plan presentation is required, graded, and videotaped.
X	2. Music teachers possess comprehensive knowledge of music history and music literature.	Content Knowledge	Sufficient to present appropriate material to targeted grade level(s).
X	3. Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.	Content Knowledge	Presenters must give an appropriate starting pitch to teach songs in lesson-plan presentations.
X	4. Music teachers possess current knowledge of music technology.	Pedagogical Content Knowledge	Sufficient to use media relevant to lesson-plan presentations.
X	5. Music teachers possess a thorough knowledge of the <i>North Carolina Standard Course of Study</i> across of the K-12 music spectrum.	Content Knowledge Pedagogical Content Knowledge	Required download for targeted grade level(s) for Music K-6.
X	6. Music teachers use comprehensive assessment.	Content Knowledge Pedagogical Content Knowledge	Lesson-plans are created based on the model in the required textbook.
X	7. Music teachers create and foster dynamic learning environments.	Professional Pedagogical Content Knowledge Student Learning	Classroom lesson-plans are graded based on required criteria content, and process of delivery.
X	8. Music teachers use diversity as a strength in the classroom.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Instructor emphasizes at the outset of class, and throughout the term, the necessity of inclusion in public-school classes.
X	9. Music teachers model attitudes and behaviors that reflect professional and ethical standards.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Instructor suggests that facilitators of learning dress and act professionally and appropriately for videotaped presentations, and during classes.
X	10. Music teachers interact effectively with others in the school, the community, and beyond.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Opportunity to observe is limited to in-class interactions.
X	11. Music teachers seek opportunities to enhance professional growth.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Instructor states in classes criteria for maintaining licensure after initial license is granted.

X	12. Music teachers advocate for quality music education programs.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Instructor states at outset of class, and throughout term, the importance of quality music education.
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**CORE STANDARDS**

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Facilitators of learning acquire basic content knowledge of songs presented.
X	2. Teachers know how to teach students.	Instructor demonstrates required skills which students are asked to imitate.
X	3. Teachers are successful in teaching a diverse population of students.	Instructor demonstrates at outset of class, and throughout term, the need for inclusion in all classes.
X	4. Teachers are leaders.	Facilitators of learning are encouraged to be assertive, compassionate leaders.
X	5. Teachers are reflective about their practice	Closure/summary in presentations gives opportunity to do this.
X	6. Teachers respect and care about students.	Instructor observes in-class treatment of others, and emphasizes need to be compassionate and helpful.

**DIVERSITY**

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Instructor makes clear at the outset of the course, and throughout the term, the necessity for inclusion of music of all cultures, and stresses this mandate to facilitators of learning; use of secular music is suggested to avoid conflict.
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Various processes of delivery are cited by the Instructor at the beginning of, and throughout, the course: aural, visual, tactile/kinesthetic; we are privileged to have students qualified for ADA assistance in this course.
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Instructor stresses the necessity for facilitators of learning to make contact with all stakeholders connected to the children in the public-school system.
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Inclusion of all stakeholders is emphasized by the Instructor at the outset of the course, and throughout the term.
X	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Instructor discusses constantly the importance of getting along with all stakeholders in the public-school system.
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	The Instructor absolutely confirms this statement, and stresses this concept to the prospective facilitators of learning.

## TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their technological competence in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that applies for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
x	Productivity tool (Power Point)
	Presentation software
X	Internet
	Web page construction
X	e-mail
x	On-line applications
X	Grade book
X	Video camera
	Scanner
x	Excel
	Smart board
	Lap Top and LCD panel
X	Music Stereo and CD

### NCDPI Technology Standards and the assessment(s).

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Instructor arranges for camcorder, tripod, DVD and CD players for use in lesson-plan presentations.
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Prospective facilitators of learning are required to download the Music standards for their targeted state--NC or other--to hand in with their computer-generated lesson plans.
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Instructor emphasizes use of videotaping to help facilitators of learning observe their strengths, in addition to areas they might improve.
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	As above: video recordings reveal areas of strength and those perhaps needing strengthening.
X	5. Teachers use technology to enhance their productivity and professional practice.	Instructor requires all work handed in to be computer-generated; video recording assists in teaching-learning.
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Instructor states that parental or guardian permission will probably be required for video recording of children in public-school settings. The copyright laws are cited in the class.

**DISPOSITIONS**

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, and reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the following dispositions.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	Required and encouraged	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	Most students do this.	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	Students usually assist each other with the camcorder.	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	Students usually willingly help each other.	Shows initiative and motivation
X	Respects the privacy of students and their families	This applies to most students.	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
It is hoped that all students will confirm this belief.	Believe all children can learn	Instructor will observe these criteria in classes	Displays high and ethical professional standards
It is hoped that all students will confirm this understanding.	Understands the culture of students and their families	As above.	Is honest and dependable
Instructor will observe this in classes.	Values and respects diversity and individual differences	As above.	Is courteous and respectful
Will be observed by Instructor	Demonstrates flexibility and adaptability	It is hoped that all students will possess this attribute.	Has a positive professional attitude
As above.	Treats all students fairly and equitably	It is hoped that the Instructor's	Accepts and uses constructive criticism

		written comments will be taken seriously.	
Somewhat difficult to assess by interpretation of classroom behaviors.	Is sensitive to the feelings of others	There can be some "silliness" in class due to college-age students pretending to be children in grades K-6, but this is usually handled well by the person presenting.	Maintains emotional control and appropriate behavior
In class, yes.	Interacts appropriately and positively with others		

#### VI. Course Requirements and Evaluation Criteria:

a. Grading Scale: The class grading scale will be consistent with the university catalog. Please see changes following (pp.7, 8).

b. Attendance Requirements: Students will attend class regularly and be on time. Excessive absences--2--or tardies--2--will lower the earned grade. Students will attend class to create an audience for all other students presenting, as required. All students are required to rent the textbook: NO EXCEPTIONS! The required textbooks have been ordered for you at the Campus Bookstore. If lack of money is a factor, students are urged to try to purchase a used textbook from a prior student, or online. The required textbook is to be brought to the class every time the class meets. Students are to bring the required textbook NO LATER THAN THE SECOND CLASS MEETING. Failure to bring the required textbook to every class WILL REDUCE THE EARNED GRADE BY ONE LETTER GRADE! .

c. Graded Assignments: Students will fulfill all course requirements download of targeted-state and grade Music standards, and Lesson Plan Presentation. The Lesson Plan Presentation is to follow that demonstrated by the Instructor. A computer-generated Lesson Plan, and appropriate download, will be handed in to the Instructor at the time of the Lesson Plan Presentation.

d. Value of Each Assignment: Criteria followed will earn a grade of A. A rubric will be given for each assignment.

e. Policy on Missed or Late Assignments: Lesson Plan Presentations not given as scheduled will result in lowering the earned grade by at least one letter grade. Students who miss an assignment must perform the assignment AT THE NEXT CLASS MEETING AVAILABLE WITH OTHER SCHEDULED PRESENTATIONS to avoid a grade of "F" for the assignment.

f. Other: STUDENTS! Make sure you READ AND UNDERSTAND the Attendance Requirements given above--point b. These requirements WILL BE ENFORCED. We WANT you to be in class regularly and arrive in class in time to begin as scheduled.

It is my privilege to teach this class, and thus meet many interesting people who are seeking to obtain a public-school teaching license.

### **REVISION OF GRADES – STUDENT RESPONSIBILITIES** The following revisions become effective on August 16, 2007.

#### **WN GRADE DISCONTINUED:**

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

**STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. \*See warning below about class withdrawals.**

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

**STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. \*See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)**

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

**STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. \*See warning below about class withdrawals.**

#### **NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

**STUDENTS: You must attend (or withdraw\* from) all the classes for which you are enrolled. \*See warning below about class withdrawals.**

#### **WARNING ABOUT CLASS WITHDRAWALS:**

- **When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.**

- **If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.**
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

***Final Grades – This policy becomes effective on August 16, 2007***

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Meaning</b>
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

***The 2007-2008 FSU Student Handbook is available at <http://www.uncfsu.edu/handbook/index.htm>. The primary purpose of the Student Handbook is to provide students with information, guidelines, and policies that will enhance their adjustment as citizens of the Fayetteville State University community.***

- VII. Academic Support Resources:** Use of SI, Smarthinking, Criterion, University College Learning Center. Students are encouraged to use the Performing and Fine Arts/Digital Resource Lab in the Rosenthal Building, Room 145. Mr. Willie Lockett is the Director of the Performing and Fine Arts/Digital Resource Lab, and can advise students about music materials and resources.

**Course Outline and Assignment Schedule**

- VIII. Teaching Strategies:** This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, computer experiences, singing, and playing classroom instruments. (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.)

**IX. Bibliography:** (Suggested Readings, Internet and/or Multi-media Resources)

Hackett, Patricia. (1992, 2nd ed.). The Melody Book. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Hoffer, Charles R. (1993, 2nd ed.). Introduction to Music Education. Belmont, CA: Wadsworth Publishing Company.

Marzano, Robert J., et al. (1988). Dimensions of Thinking: A Framework for Curriculum and Instruction. Alexandria, VA: Association for Supervision and Curriculum Development.