

**MUSIC 319**  
**Music Methods for Elementary Classroom Teachers**  
**Spring 2009 — University of Wisconsin Oshkosh — Dr. Liske**  
*Section 003: Mon 6:00-9:00 pm, AC N211*

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**Office Hours:**  
 Mon, Thu—1:50 - 2:50 pm  
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**Course Description:** An interdisciplinary music methods course for elementary education majors, this course is meant to provide enhanced understanding of the basic skills of music, the importance of music and the arts in the curriculum, and the materials and methods appropriate for musical learning in the elementary, early childhood, and special education classroom.

**Required Texts and Course Materials:**

- Anderson, W. M., & Lawrence, J. E. (2007). Integrating Music into the Elementary Classroom, 7th Ed. Belmont, CA: Thomson/Schirmer.
- Burakoff, G., & Burakoff, S. (1994). Playing Soprano Recorder, Level 1. Fort Worth, TX: Sweet Pipes.
- A Soprano Recorder with Baroque Fingering.  
 Course Packet available at "University Books and More."  
 One blank VHS video cassette tape for teaching assignments.

**Goals:**

1. To provide students with an appreciation for music as an instructional discipline, an understanding of musical development as it relates to children, and an informed perspective on its importance in the elementary curriculum.
2. To prepare students with resources and competencies necessary to teach music to children, including musical skills, planning, presentation, and evaluation skills.

**Objectives:**

1. Musical Skills — The student will:
  - a. Play the melody of an elementary level song on classroom instruments, including the recorder, melodic percussion, and keyboard, with pitch and rhythmic accuracy.
  - b. Demonstrate the ability to explain, define, demonstrate, find, and/or recognize visual and/or aural examples of musical concepts relating to rhythm, melody, harmony, dynamics, form, timbre, texture, and style.
  - c. Demonstrate the ability to identify visual and aural examples of orchestral, band, and classroom instruments; aurally identify child and adult voice types.

- d. Demonstrate the ability to sing a simple diatonic melody, including rhythms through sixteenth notes/rests, with correct pitches, rhythms, and syllables.
  - e. Demonstrate progress in the appropriate, effective, and healthful use of the singing voice.
2. Teaching Skills in Music — The student will:
- a. Plan and task analyze appropriate steps and instructional sequences for teaching.
  - b. Lead group singing, indicating appropriate and correct starting pitches and tempi.
  - c. Teach songs to a group using rote teaching techniques.
  - d. Plan (in writing according to specified format), organize, and teach from memory, two short lessons based on musical concepts. Songs and activities selected should demonstrate awareness of appropriate materials for children at the specified level, and should be musically accurate. Within the lessons, incorporate appropriate feedback by calling on students by name.
  - e. Use as curricular models, the National Standards for Arts Education in Dance, Music, Theater, and Art. Integrate music, the other arts disciplines, and disciplines outside the arts.
3. Become familiar with a variety of music resources, texts, and methods in elementary music education. Implement lessons using the common basal series music texts, print, and multiple media resources for all arts disciplines.
4. Engage in and use the activities, sequences, and adaptive tools for music and movement experiences with children from birth to age five. Become familiar with adaptive music tools for students with exceptional needs.
5. Broaden musical observation skills by attending one concert performance sponsored by the UWO Department of Music or another approved concert and describing the music in context.
6. Develop good teaching habits including completing assigned work competently and on time; attending class regularly; participating in class activities and discussions; identifying personal strengths and weaknesses in teaching through video recorded observation, and making progress in remediating areas of concern.

**Academic Integrity:** The free and open expression of ideas related to course content will be encouraged. An atmosphere of mutual respect among students will, therefore, be expected. While collaboration and productive exchange will be encouraged when appropriate, students are expected to produce their own work, and will be held accountable in accordance with the procedures set forth in the UW-Oshkosh Student Discipline Code.

**Grading:** Grades will be assigned according to the scale below. Late assignments will affect assignment grade. No incompletes will be given. Final grades are not negotiable.

A 186-200 points  
AB 176-185

B 166-175  
BC 156-165

C 146-155  
CD 136-145

D 126-135  
F 0-125

**Assignments:** Detailed descriptions of all assignments will be given in class when each formal assignment is made. All assignments are due in class on the assigned date. Additional points will be deducted from teaching assignments for missed presentation days. Completion of competency-based (CB) assignments may affect the final course grade.

Assignments to be typed are indicated. Others must be either typed or neatly handwritten in ink on lined paper.

<b>Points:</b>	<b>Assignments:</b>
CB	1. Participate in class discussion and activities.
5	2. Student Info Email Assignment
10	3. Music Skills Worksheet(s)
40	4. Music Skills Exam (Final)
	5. Recorder Proficiency
10	a. Recorder Quiz #1
10	b. Recorder Quiz #2
	6. Four task analyses/lesson plans - handouts provided
5	a. Poem
5	b. Original Piggyback Song
5	c. Unfamiliar Song
10	d. Music Concept Lesson (lesson plans typed)
	7. One practice presentation (including peer evaluation exercise)
CB	a. Teach a children's poem by rote using cuing techniques
	8. Three large group presentations
10	a. Teach an original piggyback song by rote
15	b. Learn and teach an unfamiliar song by rote
25	c. Music concept lesson (with typed lesson plan copies for class)
	9. Two videotaped teaching self-analyses
5	a. original piggyback song teaching self-analysis
5	b. unfamiliar song teaching self-analysis
10	10. One original piggyback song—words to a familiar song rewritten to teach an academic concept.
10	11. Complete library assignment according to criteria. Handouts provided. (Need not be typed.)
10	12. Attend one concert sponsored by the UWO Dept. of Music (or other if approved in advance by instructor) and write a 2 to 3 page, typed, concert review. Handout provided.
10	13. Attendance
	0/1 absences for any reason—10 points
	2 absences for any reason—5 points
	3 or more absences for any reason—0 points

Additional points will be deducted from teaching assignments for missed class presentation days.