Dr. Rebecca Birnie  
Credits: 3 credits (Music Section 1.5, MAT-E Program)  
Office Hours: TBA, Contact by email (Intersession)  
Schedule: January 6, 13, 20,  5:00 pm – 6:50 pm

Course Description
Examination of elements, forms and concepts in art and music. Interdisciplinary, team-taught approach to arts appreciation, criticism and creation utilizing a variety of cultural resources. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

Course Objectives (Knowledge, Skills, Dispositions)
Knowledge
Students will:
• Have a general understanding of the creative process and the importance of encouraging artistic creativity in the classroom (InTASC1,3)
• Understand the value and importance of the integration of music across the curriculum (InTASC 4)
• Gain knowledge of audio, video, print and online music resources available to the classroom teacher (InTASC 3,4,5)
• Develop a repertoire of children’s songs, folk songs and patriotic songs (In TASC 4,5)
• Have a basic knowledge of classroom instruments, orchestral and folk instruments (InTASC 4)
• Understand approaches to incorporate listening activities in the classroom (InTASC 4)
• Have an understanding of the Standards in music education: (InTASC 4,7)
  -National Core Arts Standards (NCAS) (2014)  
  http://www.nationalartsstandards.org/  
  -Maryland Fine Arts Standards (2017)  
  https://www.msdefinearts.org/maryland-fine-arts-standards

Skills
Students will:
• Have a novice ability to read musical notation (InTASC 4)
• Develop a performance ability and appropriate use of simple classroom instruments, both pitched and non-pitched (InTASC 7,8)
• Create appropriate objectives and lessons for students in a classroom utilizing musical concepts, elements and resources, as appropriate. (InTASC 6,7,8)
• Demonstrate an understanding of singing, moving, playing, creating, listening and reading - specific to the classroom (InTASC 1,5)
Dispositions
Students will:
• Develop the necessary confidence, attitudes and philosophical understandings for using music with teaching in a classroom (InTASC 9)
• Demonstrate professionalism and collaboration with peers, professors, colleagues and community members (InTASC 9,10)
• Value the importance of utilizing music in their teaching and the impact of music on children (InTASC 9,10)

Required Materials/Textbook
NOTE: This is the textbook which the power points and chapter materials reference. You will need to reference this book to complete quizzes and assignments. There is a copy of the textbook on reserve in the USMH Media Center if you choose not to purchase it.

Attendance
Since this class is a condensed format (Intersession), attendance each day is mandatory and required for completion of the course. Excused absences will not be permitted, as the course days are limited.
- Attendance and punctuality are an important part of being a professional educator.
- Prompt attendance is expected as a demonstration of professional commitment.
- Attendance is mandatory, as many activities are experiential and will be difficult to “make up” on your own.
  • Unexcused absences: Due to the condensed Intersession schedule, each day of missed class will lower your final grade by two letter grades.
  • Consistent incidences of tardiness or leaving class early will be noted and will result in an unexcused absence.
  • It is expected that students will not leave class before the end of each scheduled session.
  • The student is responsible for the content of a missed class, regardless of the reason for absence.
  • Make-up assignments/tests will not be given.

Assignments
- All assignments are due at the beginning of class on the specified date due in HARD COPY.
  (The only exception to this is the Professional Development Project – see Assignments)
- Assignments are NOT to be emailed, unless student has received permission from the instructor
- Assignments not submitted on the date due will be lowered one grade for each day late.
- Preparation for class is expected and required – the reading of assignments and participation in activities are also considered assignments.

Contact Information
The instructor will use FSU email and Canvas for announcements to contact students as needed. It is the responsibility of the student to check their FSU email and Canvas accounts throughout the semester. The instructor reserves the right to change, add or amend this syllabus as needed, with notification to students by email and/or announcement.
Canvas
Course syllabus, power points, grades, handouts, and resource information will be posted on Canvas.

Academic Dishonesty
Academic dishonesty is defined to include any form of cheating and/or plagiarism.
Cheating includes, but is not limited to:
- Stealing or altering testing instruments;
- Falsifying the identity of persons for any academic purpose;
- Offering, giving, or receiving unauthorized assistance on an examination, quiz, or other written or oral material in a course;
- Falsifying information on any type of academic record

Plagiarism is:
- The presentation of written or oral material in a manner which conceals the true source of documentary material; or
- The presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which s/he did not, in fact, do.

In cases involving academic dishonesty, a failing grade or a grade of zero (0) for an assignment and/or a course may be administered. “Students expelled or suspended for reasons of academic dishonesty...shall not be admissible to any other University of Maryland System institution if expelled, or during any period of suspension” (Bylaws, Policies & Procedures of the University System of Maryland, Section III).

Disruptive Behavior
The University will not tolerate disorderly conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. All students are expected to be reasonable and respectful to fellow students, guest speakers, and me. See FSU Student Code of Conduct for a description of disruptive student behavior and its consequences. Note: Your instructor has the right to require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.

Reporting of Child Abuse
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

Beacon Early Warning System
All students should have a network of people who will support them in their educational journey. For that reason, the University uses a system known as Beacon, whereby your instructors and coaches, if applicable, can post notices about observable behavior. For example, if you are absent repeatedly from a class or are not completing assignments, your instructor may post a notice on Beacon. That information may be shared with your other instructors and/or your athletic coach. Your instructor will be monitoring notices posted on Beacon for issues to be addressed before they become obstacles to your academic success.
Students with Learning or Physical Disabilities
If you have a documented disability, please contact the Director of Disability Support Services at 301-687-4483, Pullen Hall 150, to set up an appointment and discuss appropriate accommodations.

Confidentiality and Mandatory Reporting
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another student’s experience with gender-based harassment, sexual misconduct, relationship violence, or stalking, I have a duty to report the information to the incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project. My duty to report abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments. If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

Course Assignments

Chapter Power Point Readings Quiz Questions (3)
Chapter power points are posted on Canvas. You are responsible to review each power point before class, according to the course schedule. There will also be THREE QUIZES, each referencing different power point chapter information. The chapter power points are taken from the textbook, on reserve in the USMH Media Center, as a further reference.

Grading – 20 points each quiz. Points will be subtracted for incomplete answers.
Music Websites Review and Critique

Browse the websites listed below. Each website is designed for use by students, reinforcing musical concepts, skills, themes, etc. Choose three of the websites listed below to review and critique. Each of the 4 items below should be addressed with a minimum of a ONE paragraph explanation, for a total of a 4 paragraph minimum for EACH website (answering with one sentence statements is not acceptable - use a narrative writing style):
1. Purpose/Objective: What is the intent and/or objective(s) of the website? Does it achieve the goal(s)?
2. Musical Concept: What is the site attempting to teach “musically?” What musical content is being taught or practiced?
3. Audience: Who is the intended audience? What grade level of students?
4. Function/Technicality: Is the website “user-friendly?” Is it visually appealing? Is it easy or difficult to navigate? Does it perform as it should?

The San Francisco Symphony  www.sfskids.org
Dallas Symphony  www.dsokids.com
Daria Music  http://www.dariamusic.com/
Chrome Music Lab  https://musiclab.chromeexperiments.com/Experiments
Cincinnati Public Radio - Classics for Kids  www.classicsforkids.com
New York Philharmonic - www.nyphilkids.org
Creating Music  www.creatingmusic.com
Sphinx Kids  www.sphinxkids.org
BBC  www.bbc.co.uk/northernireland/schools/4_11/music/mm/index.shtml
Music Games  www.musicgames.net
Carnegie Hall  http://listeningadventures.carnegiehall.org/
Arts Alive  http://www.artsalive.ca/en/  (click on “music”)

Grading – 20 points 4 points for each requirement): correct websites, 1-2 pages each, summary, critique, shows critical thinking/interpretation; Points will be subtracted for incomplete or missing components of each requirement.

Compose a Piggyback Song

Create a Piggyback Song that could be taught and sung with students. A Piggyback Song is a song with a familiar melody, paired with new lyrics to teach a topic or concept. Choose a melody which students should already know, and compose lyrics that reflect a concept, topic or lesson. Examples will be given in class and can also be found online. Piggyback Songs are popular with teachers and all ages of students, as there will be many resources found online. Be sure this assignment is original and not taken from an existing source or website. The Piggyback Song should include a minimum of three verses and should be easily sung.
NOTE: Lyrics should correctly fit the rhythm syllables of the melody, with text easily sung by students.
Be prepared to TEACH and SING this song to the class, as you would in a classroom.

Grading – 20 points (5 points for each requirement): familiar melody, 3 verses-original, lyrics fit rhythm syllables, complete handout/sharing; Points will be subtracted for incomplete or missing parts of each requirement.
Professional Development Project

Music and Reading Lessons Unit
Create TWO teaching lessons which use a reading resource(s) as the foundation of the lesson yet teaches an element of music as the concept.

- Use FSU lesson plan format (Task Stream).
- Choose a reading resource(s), appropriate to elementary or middle school aged students such as children’s picture books, nursery rhymes, poems, stories, rhymes, chants, a short article, etc.
- Create lessons combining the teaching of the resource(s) and a music concept.
- Each lesson must include teaching ONLY ONE music element as the concept of the lesson: rhythm, melody, form, dynamics, tone color, texture, or tempo, as learned, read, discussed or experienced during the class (refer to class notes and the text).
- This unit should be reflective of what you have learned during class, showing how you would implement musical learning and activities in your future classroom as a teacher.
- The lessons should reinforce the connection between music and reading, yet focus on teaching a musical element through the use of text.
- The lessons should focus on a text, not the choice of a song (unless the song is in a book format).
- The lessons may have a related theme and be part of a unit or may be independent lessons.

The Project should include:
1. First Page - Introductory – Labeled with name, class, date and assignment title.
   - Describe the project (1-3 paragraphs), including the reading resources utilized (and why they were chosen), intended grade level of students, and the musical element(s) chosen.
2. Pages 2-? – Teaching lessons, each teaching only ONE element of music (Task Stream format)
3. Last Page: Summary and conclusions
   - Write a summary/reflection (1-3 paragraphs) reflecting on the unit, the musical elements used and the connection to reading.

Grading – 100 points for Music and Reading Lessons (20 points for each requirement):
3 lessons in correct format, reading resource cited, music concept, reflective of class content, organization.
(Points will be subtracted for incomplete or missing components of each requirement)

- Create PDFs of the Project pages and EMAIL them in ONE complete document
- Due to the instructor by the due date: Friday, January 22, 2020 at 12:00 midnight.

Email to: Dr. Rebecca Birnie rabirnie@frostburg.edu

Please note: if you do not receive an email reply that I have received your Project, please contact me to be sure it has been received.
Course Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>50%</th>
<th>100 points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 - Tuesday (Chapters 1, 2, 3,4)</td>
<td></td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Quiz #2 - Wednesday (Chapters 5, 6)</td>
<td></td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Quiz #3 - Thursday (Chapters 7, 8)</td>
<td></td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Music Websites Review and Critique</td>
<td></td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Compose a Piggyback Song</td>
<td></td>
<td>20 points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Project</th>
<th>50%</th>
<th>100 points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Reading Lessons Unit</td>
<td></td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

Grading

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

Course Schedule:

Class 1 – Wednesday, January 6, 2021

Assignments Due:

Quiz #1: Chapters 1,2,3,4 Power Points (on Canvas)
Introduction – Syllabus - Expectations
Chapter 1 – How Children Learn
Chapter 2 – Guidelines for Teaching Music
Chapter 3 – Fundamentals of Music
Chapter 4 – Teaching Music through Singing
Singing - Piggyback Songs
Class 2 – Wednesday, January 13, 2021
Assignments Due:
Quiz #2: Chapters 5, 6 Power Points (on Canvas)
Compose a Piggyback Song (and share with class)
Chapter 5 – Teaching Music through Playing Classroom Instruments
Chapter 6 – Teaching Music through Listening
Listening Maps

Class 3 - Wednesday, January 20, 2021
Assignments due:
Quiz #3: Chapter 7, 8 Power Points (on Canvas)
Music Websites Review and Critique (and share with class)
Chapter 7 – Teaching Music through Movement
Movement – singing games, dances
Chapter 8 – Creativity and Music
As time allows:
Chapter 9 – Integrating Music with the Study of Peoples, Places and Cultures
Chapter 10 – Experiences with Music and Other Arts
Chapter 11 – Thematic and Content Pedagogy (Integration with other subjects)

Reminder: Final Project
- Create PDFs of the Project pages and EMAIL them in ONE complete document
- Due to the instructor by the due date: Friday, January 22, 2020 at 12:00 midnight
- Email to: Dr. Rebecca Birnie rabirnie@frostburg.edu
Please note: if you do not receive an email reply that I have received your Project, please contact me to be sure it has been received.