CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Course Title: MU 402/402A Music Literatures for Children
Date of Preparation: 8/25/98
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COURSE OUTLINE

I. Catalogue Description

MU 402/402A Music Literatures for Children (1,1)

Music methods, texts, songs, recordings, and instruments used in the elementary classroom, their application to problem solving. Presentation of music activities for all elementary school grade levels. Application of music to connect across the curriculum. 1 hour lecture/discussion/problem-solving. 2 hours activity. Corequisites: MU 402/402A.

II. Required Background or Experience

Prerequisite: MU 122

III. Expected Outcomes

The students will be able to:
1. Evaluate and utilize different sources of children's music in the teaching of elementary school children.
2. Select children's musical repertoire for the elementary multicultural classroom
3. Teach simple to intermediate children's songs through a variety of teaching methods
4. Play and teach simple to intermediate children's songs on the recorder.
5. Play, teach, and integrate the various Orff instruments in the teaching of musical skills
6. Create, incorporate, and teach movement in children's music.
7. Formulate and implement music objectives, both cognitive and motor.
8. Make connections across the curriculum through the medium of music.
9. Apply the California Content Standards in Music to sample school situations

IV. Text and Readings

Anderson, William M. and Campbell, Patricia Shehan. Multicultural Perspectives in Music Education Rowman & Littlefield Education, 2011

Anderson, William, M. Lawrence, Joy. Integrating Music into the Elementary Classroom, 4th edition, Belmont, CA: Wadsworth Publishing Company, 2009.

Campbell, Patricia Shehan, Songs in their Heads: Music and Its Meaning in Children's Lives Oxford University Press, 1998

Campbell, Patricia Shehan, Scott-Kassner, Carol. Music in Childhood. NY: Schirmer Books, 2009.

Carder, Polly, ed. The Eclectic Curriculum in American Music Education. Rowman & Littlefield Publishers, 1991.

Merrion, Margaret ed. What Works: Instructional Strategies for Music Education. Reston, VA: Music Educators National Conference, 1989.

Richards, Mary Helen. Aesthetic Foundations for Thinking - Rethought: Part 1 Experience. Portola Valley, CA: Richards Institute, 1977.

Richards, Mary Helen. Let's Do It Again! The Songs of ETM. Portola Valley, CA: Richards Institute, 1985

Selected readings from Music Educators National Conference monthly journals.

V. Minimum Student Materials

Recorder, music and regular notebook, pencil.

VI. Minimum College Facilities

Large room, removable chairs, audiovisual equipment, auto harps, Orff instrumentarium.

VII. Course Outline

1. How Children Learn - Types of Learning
2. Methods of Teaching Music to Children
3. Rhythm and the Child - rhythm in speech, movement, durations
4. Pitch and the Child - discrimination and contour, pitch relations
5. Movement based musical experiences
6. Creating in music - composition, creative thinking, improvisation
7. Singing and the Child - the child's voice/range, children's songs, selecting and teaching songs
8. Playing and the Child - playing instruments including recorder, Orff instruments, pitched and non-pitched percussion instruments, autoharp
9. Curriculum - children's repertoire and resources; lesson planning, music and the integrated curriculum; the content standards.
10. Technology in the elementary music classroom and use of the internet for elementary music education

VIII. Instructional Methods

1. Lecture with student discussion
2. Student performance
3. Student organization and presentation with the class taking the role of elementary class students.

IX. Evaluation of Outcomes

1. Class attendance and participation
2. Performance on recorder
3. The organization and presentation of children's songs
4. Performance of movement skills
5. Lesson plans
6. Final test
7. Written reports.