

Midwestern State University
Music 4873 – Elementary Music Foundations
Spring 2023 Syllabus

Instructor	Dr. Susan Harvey
Time	MWF 9:00 am - 9:50 am
Location	Fain Fine Arts Center C117C
Email	susan.harvey@msutexas.edu
Office	C117O
Office Hours	Posted outside office MW 2:00 pm – 3:00 pm TR 10:00 am – 11:00 am F 10:00 am – 11:00 am Plus 5 hours for appointments
Phone	940-397-4916

Course Description

This course is designed to develop your knowledge, teaching skills, confidence, and interest to teach elementary music. Students learn age-appropriate activities that reflect both TEK's and the National Standards of Music. This includes singing, movement, listening, composition, playing instruments, and reading musical notation. Students learn to write lesson plans, design curriculum, and assess students.

Course Objectives

1. To develop a philosophy of music education
2. To organize both orally and written the ability to organize teaching episodes
3. To teach micro-episodes
4. To understand a child's music development (rhythmically, melodically, physically, and harmonically)
5. To understand Kodály, Dalcroze, Gordon, Orff, Suzuki, Weikert and Laban
6. To develop the ability to prepare and present lessons, assess your teaching, and assess student learning
7. To sequence, differentiate, and teach music elements, concepts, notation, movement, and listening activities
8. To understand classroom management in the general music classroom
9. To observe off campus teaching in a placement and reflect upon observations
10. To understand and develop task analysis and assessments

D2L

The course syllabus, handouts, and other information will be available in D2L. Students are expected to understand how to navigate D2L.

If you experience problems with D2L, please let me know as soon as possible. In addition, the D2L page has a "Report A Problem" function on the top navigation bar as well as a FAQ function in the middle of the page on the right.

Required Textbooks and Materials

- Sheehan Campbell, P. & Scott-Kassner, C. (2014). Music in Childhood: From Preschool through the Elementary Grades (4th edition) Enhanced Edition. Schirmer Cengage Learning
- Hammel, A.M. & Hourigan, R. M. (2017). Teaching Music to Students with Special Needs: A Label-Free Approach. Oxford University Press.
- Tuning Fork A=440 (to be used in all student teaching lessons)
- 1 pair Drum Sticks

Attendance

Students participate in daily activities that are designed for elementary music class instruction. Activities are cumulative in organization, building on previously learned concepts. Therefore, attendance is crucial to personal development. Students may miss class three times without a final grade reduction. Each absence above the one excused absence reduces the final grade one letter grade. Nonparticipation in class equals one absence for each occurrence. Class participation includes all classroom activities (movement, rhythmic, melodic, play parties, folk dancing, presentations, and discussions). Any tardy of 10 or more minutes counts as an absence.

Students will be dropped from the course after six absences.

If a student misses a Teach Day, there is no make-up day, and a grade of 0% will be earned. Be present on Teach Days.

If you have a fever and/or experience signs of Covid-19, do not come to class. Contact the Dr. Harvey immediately to let her know. She will work with you.

Students Expectations/Conduct

Students are required to participate in all class activities. Students are to read weekly assignments, prepare written responses, and discuss assigned material. All readings are reviewed in class for clarity and understanding. Students are to conduct themselves in a professional manner so that all students may learn without distraction and disruption. This includes cell phones turned off and no texting.

College students are adults and are expected to behave accordingly. Classroom behavior that interferes with either the instructor's ability to conduct class or the ability of the other students to benefit from instruction will result in the instructor's removing the disruptive student(s) from class.

Office Hours

Dr. Harvey has five scheduled office hours to meet with her. Requesting a meeting during office hours is preferred to ensure she is available. If you are unavailable during those times, she has five flexible hours to coordinate a meeting. Meetings can be in-person, via phone, zoom, or facetime. You may call her office during scheduled office hours. However, she may not answer if she is meeting with a student.

Grading Scale

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

Grading

%	Course Evaluation
10	In-Field Class Observation/Journal Complete 36 observation hours Complete 3 lessons and teach in WFISD placement Observation forms and journal to be uploaded into TK20
35	Teach 8 Lesson Plans in class
5	MLT Harmonic Sequences in major and minor May be submitted in-person or video
30	Weekly Written textbook Assignments/Discussion (due every Monday)
20	Final Exam – Unit Plan including teaching part of the MISL <ul style="list-style-type: none">• Pre and Post Test (Assessment)• Winding Sequence• 3 Lesson Plans (9 teaching strategies)• College of Education Lesson Format• Accommodations for each activity• Teaching Presentation 15 minutes• Upload into TK20

This class prepares students to pass the music education portion of the TEXES as well as prepare students to successfully teach in a classroom. Competency in these areas are a combination of weekly written textbook assignments and in-class teaching opportunities. Therefore, **students must pass both the written and teaching components with a minimum of 70% in each of areas to pass the class.**

All College of Education required components must be uploaded into TK20 to receive credit for assignments and to earn a grade for the semester. These are: observation journal; 3 lesson plans taught in observation placement; feedback form for 3 taught lesson plans in placement with supervisor, cooperating teacher, and student signatures; complete Unit Plan; and 36 observation hours uploaded and approved by cooperating teacher.

The course is NOT offered as an independent study and will not be offered again until Spring 2024.

Academic Changes

The instructor reserves the right to cancel or adjust assignments as the course progresses. Students will be informed how this may affect grading. That means deadlines, projects, even

weighted percentages for each component of the course could change. If this happens, students will be notified ASAP.

Required Musicianship for Class

Students are required to sing on pitch to teach in any music classroom. Students who do not sing melodies, ostinato, harmonic sequences, children's book, etc. on pitch will not pass the class. Any lesson sung incorrectly will earn 0% for that lesson.

Project Due Dates

Projects, including teaching lessons, are due on designated dates. All projects are to be submitted in hard format, not in electronic format. Late assignments and emailed assignments are not accepted.

Lesson plans are to be submitted on teach day, even if there is not time for your presentation. Students teach only when a plan is submitted. If a lesson plan is not submitted, then a grade of 0% is earned. The plan is to be written as modeled in class and be practiced. If a lesson presentation is not practiced, a grade of a zero is earned.

In-Field Class Observation Journal

Students are required to observe 36 hours in a WFISD elementary school placement prior to student teaching. This is required by the Texas Education Agency. Students must register as a volunteer with the Wichita Falls Independent School District, requesting an elementary placement. This will be submitted the first day of class.

Students answer weekly questions for their observation journal. Students also will teach three times in their placement. This includes: preparing a lesson; videotaping the teaching; receiving teaching feedback from Dr. Harvey and the cooperating teacher with signatures from each; and placing observation feedback forms into TK20.

Observation hours must be completed by Friday, May 5, 2023.

Completing observation to earn a grade is a College of Education requirement.

Students will receive an F if observation hours are not completed this semester. No incompletes will be given for this class.

Requesting Field Observations

It is an electronic request from the WFISD website.

- Go to: Start at the District home page (www.wfisd.net).
- Click on "Curriculum & Instruction" (at the top)
- Click on "Clinical Observations" (on the side).
- Step 1: **Online Application (for Background Check)**
- Complete WFISD's online application to be a [Volunteer / Clinical Observer](#).
- Step 2: **Clinical Observation Survey**
- Provide information about your program requirements by completing an [online survey](#).
- Step 3. **Wait to hear** from WFISD regarding your placement

Weekly Written Assignments

The instructor will assign a grade that represents your ability to satisfactorily complete weekly reading assignments and textbook review questions, and classroom participation. Weekly written assignments from the textbooks may be submitted in outline form when appropriate. Clarity and understanding of material will be assessed through writing and discussion. Written responses are to be typed. Late assignments are not accepted.

Final Exam Presentations (Unit Plan)

The final exam is the completed Unit Plan and teaching of the plan. Attendance on the final exam date is required for the final project. Missing the final exam results in no credit earned for the final project in addition to counting as an absence.

- Monday, May 8, 2023 8:00 am - 10:00 am

Students who are late to the Final exam will lose points for the final exam. Missing half of the final exam class time will result in the maximum points earned to be 50 out of 100.

The Unit Plan is a College of Education Requirement and must be loaded into TK20 before a grade can be earned for the class. Unit Plan must be completed to earn a grade for this class. If not submitted, student will not pass the class.

Special Needs

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940)397-4140 and make an appointment with the professor as soon as possible.

Cell Phones and Other Recording Devices

The use of cell phones and other recording or electronic devices is strictly prohibited during class. The instructor may direct students, from time to time, to use cell phones for legitimate class reasons. Recording the class is prohibited, unless it is part of a reasonable accommodation under ADA, or by obtaining written consent by the instructor.

Covid-19

For Covid-19 information, visit <https://msutexas.edu/coronavirus/index.php>

If you have a fever and/or experience signs of Covid-19, do not come to class. Contact your professors to let them know. I will work with you.

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Classroom Cleaning Protocols

Each classroom on campus has cleaning supplies. Students in the music department will be expected to follow cleaning protocol before and after class. Students will be taught cleaning protocols and will have time allotted to clean their area at the end of class.

Student Privacy

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individuals' to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [MSU Campus Carry Rules](#).

Weekly Topics

Week 1 January 18 – 20

Register for Observation hours with WFISD

Early Childhood (EC) Activities for ages birth thru preschool

Week 2 January 23 – 27

Comparatives (speaking vs. singing, whisper)

Begin Harmonic MLT Patterns

Magic Buttons

Learn s-m-l songs

Practice rhythm and tonal echoes

Week 3 January 30 – February 3

Writing Lesson Plans

Teach: vocal exploration lesson

Movement sequencing (Yo-Yo Ma)

Learn more songs adding d-r-m

Prepare, Present, Practice – will go over prepare

Discuss homework previous week

Week 4 February 6 – 10

Prepare Lesson Plans for rhythm and tonal echoes

Prepare, Present, Practice – will go over present

Learn more songs adding d-r-m

Teach: Marching vs. Swinging Lesson plan (duple and triple)

Discuss homework previous week

Week 5 February 13 – 17

Teach: Rote Song

Prepare, Present, Practice – will go over practice

Discuss homework previous week

Week 6 February 20 – 24

Teach: Rhythm and Tonal echoes

Differentiating Music: Size Color Pacing and Modality: Bee Bee Bumblebee

Discuss homework previous week

Week 7 February 27 – March 3

Submit major harmonic patterns

Teach Children's Book Lesson

Discuss homework previous week

Week 8 March 6 – 10

Start minor MLT harmonic patterns

Icons

Staff Reading

Discuss homework previous week

Teach: lesson decoding rhythm or melody

March 13 – 17 Spring Break

Week 10 March 20 – 24

Size, color, pacing, and modality in teaching

Discuss homework previous week

Week 11 March 27 – 31

Creating bass lines

Teach: Bass Line Lesson plan

Discuss homework previous week

Week 12 April 3 – 5

Part-work for rhythm and melodic

Teach: a round

Discuss homework previous week

Week 13 April 10 – 14

Submit minor MLT harmonic patterns

Vocal Improvisation

Barred Instruments

Bucket Drumming

Boom Whackers

Week 14 April 17 – 21

Recorders

Ukulele

Unit Plan

Week 15 April 24 – 28

Submit MLT minor harmonic patterns

Unit Plan

Monday, May 8, 2023 8:00 am - 10:00 am

Final Exam

Week 16 May 1 – 5

Develop Unit Plan: pre/post assessment, winding sequence, three lesson plans with 6 strategies to teach assigned concept, and prepare 15-minute teaching

Final Exam

Monday, May 8, 2023 8:00 pm – 10:00 pm

Submit entire Unit Plan to Dr. Harvey

Upload into TK20

Teach 6 of 9 strategies from Unit Plan (no more than 15 minutes)

Unit Plan must be completed to earn a grade for this class. If not submitted, student will not pass the class.

Researched Based Pedagogy:

- Sheehan Campbell, P. & Scott-Kassner, C. (2014). Music in Childhood: From Preschool through the Elementary Grades (4th edition) Enhanced Edition. Schirmer Cengage Learning
- Hammel, A.M. & Hourigan, R. M. (2017). Teaching Music to Students with Special Needs: A Label-Free Approach. Oxford University Press
- Winding it Back: Teaching to Individual Differences in Music Classroom and Ensemble Settings by Alice Hammel, Roberta Hickox and Ryan Hourigan. Oxford University Press
- Houlahan, M. & Tacka, P. (2015). Kodály Today: A Cognitive Approach to elementary Music Education (2nd ed.). Oxford University Press

TAC Code for Alignment:

MUSC 4873 Elementary Music Foundations	(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	candidates receive practical experience with teaching three lessons reflecting a gradual release of responsibility in a classroom aligned with the specific certification area, lessons are aligned to TEKS and educator standards, lessons are evaluated based upon T-TESS and require reflection on student growth.
MUSC 4873 Elementary Music Foundations	(5) the importance of building strong classroom management skills;	The key to effective classroom management is the creation and implementation of high quality engaging lessons, lesson plans are evaluated on the capacity to meet this objective while candidates are also evaluated as part of the T-TESS on effective classroom management techniques
MUSC 4873 Elementary Music Foundations	(7) appropriate relationships, boundaries, and communications between educators and students;	Candidates complete 3 observed lessons which include a pre conference, observation and post conference along with a written reflection after evaluation utilizing the T-TESS tool adopted by WCOE for all clinical observations

TEA Approved Teacher Standards Alignment with MUSC 4873 Elementary Music Foundations

Black represents the standard

Red Represents how students meet the standard in MUSC 4873

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. **Students design and teach lessons in class and in observation hours in a school placement to meet all competencies listed below for Standard 1. (see addendum to the syllabus)**

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Students are taught Social Emotional Learning (SEL) strategies that can be applied in their observation placement. Using textbooks to differentiate instruction, research-based resources, and preparing a Unit Plan, students meet competencies listed below for Standard 2. (see addendum to the syllabus)

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Students develop lesson plans and teach them in both the classroom setting and in their observation placement. In class, students learn how to develop a spiral music curriculum EC-6. Differentiated instruction is required in all lesson plans. Students are required to teach the same concept multiple ways, a minimum of six strategies for each concept, to include size, pacing, color, and modality(visual, aural, and kinesthetic) to meet all competencies below in Standard 3. (see addendum to the syllabus)

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Students learn the importance of creating safe spaces, both physically and emotionally, in classrooms. Through discussions, modeling, and observations in a school, students meet all competencies below for Standard 4. Communication and routines are stressed in all experiences.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Students learn to formally and informally assess student progress. This includes maintaining records. Students self-assess lessons, use assessment in planning, and assess according to the lesson objectives. This includes multiple means of assessing students. Through discussions, modeling, observations in a school, and constructing a Unit Plan, students meet all competencies below for Standard 5.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Competencies	Activities
SBEC EC-12 Music Domain II Music Theory and Composition	
<i>Competency 004: The teacher knows how to read, write, and interpret standard music notation.</i>	
A. Knows standard music terminology and identifies and interprets music symbols and terms from notation (e.g., dynamics, embellishments, articulation markings, tempo markings).	Students teach lessons in class. To explain concepts, students must understand music terminology.
B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters.	Students classify music based on harmonic intervals for teaching to elementary students
C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters.	Students sing, read, write lesson plans, and teach melodies in class and in observation hours.
D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	Students sing, read, write lesson plans, and teach ostinato and rounds in class. Melodies are pentatonic, major, and minor.
E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and	Students sing rounds in major and minor tonality. Student sing bass lines in major and create bass lines from provided song repertoire.

harmonic textures (e.g., polyphonic, homophonic, monophonic)	
<i>Competency 005- The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.</i>	
A. Knows how to compose and arrange simple vocal and instrumental music for specific purposes and settings (e.g., scoring techniques, transpositions, ranges).	Students create and perform an Orffistration in class.
B. Analyzes compositional devices (e.g., repetition/contrast, delayed resolution, augmentation/diminution, fugue, tone row, ostinato) and applies knowledge of music forms (e.g., binary, ternary, rondo, concerto, opera, twelve-bar blues).	Students create an ostinato for a song.
C. Knows how to improvise melodically, rhythmically and harmonically (e.g., question and answer, variation, twelve-bar blues).	Students vocally imrpovise in pentatonic. Students create rhythms in simple meter during rhythmic reading activities.
D. Applies criteria for evaluating and critiquing musical compositions, evaluates specific musical works and styles using appropriate music terminology and knows how to offer constructive suggestions for the improvement of a musical composition.	Students assess classroom performances.
SBEC EC-12 Music Domain III Music History and Culture	
<i>Competency 007- The teacher understands music of diverse genres, styles and cultures and knows how music can reflect elements of a specific society or culture.</i>	
B. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	Class discussions include incorporating music from cultures representative of student population in classrooms. Students also learn songs of different cultures to use in teaching.
SBEC EC-12 Music Domain IV Music Classroom Performance	
<i>Competency 008: The teacher demonstrates knowledge of methods and techniques for singing.</i>	
A. Understands performance skills and appropriate playing techniques for singing (e.g., tone production, sight-singing methods).	Students experience vocal exploration exercises, teach vocal exploration exercises, and learn how teach open voice (no tension). Students are assigned readings with questions to learn vocal range ages birth through 5th grade.
B. Understands proper health techniques to use during vocal rehearsals and	Students learn proper singing vocal technique through experience and

performances (e.g., maintaining good posture, protecting the changing voice).	assigned readings with questions to answer.
C. Selects appropriate vocal literature to enhance technical skills and provide musical challenges.	Students learn proper singing vocal technique through experience and assigned readings with questions to answer.
D. Understands standard terminology used in communicating about students' musical skills and performances.	Students learn age appropriate language for EC-6 and demonstrate through teaching lessons in class.
E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., diction, tone production, intonation, phrasing) and understands the constructive use of criticism when evaluating musical skills or performances.	Students learn to listen, analyze, and provide responses when teaching lessons. The relates to objectives for the lesson plan.

SBEC EC-12 Music Domain IV Music Classroom Performance

Competency 009: The teacher demonstrates knowledge of methods and techniques for playing musical instruments.

B. Demonstrates knowledge of appropriate vocal and instrumental performance techniques for small and large ensembles.	Students learn ukulele and barred instruments through experience in class (playing instruments).
C. Knows how to interpret music through performance and demonstrates knowledge of musical performance styles.	Students learn different strumming patterns for ukulele.
D. Demonstrates knowledge of a varied musical repertoire for vocal and instrumental performance.	Students apply songs learned in class to barred instruments to be applied to songs.
E. Understands legal and ethical issues related to the use or performance of music in an educational setting, applies knowledge of copyright laws to make appropriate decisions about the use of music in an educational setting and knows federal and state policies and regulations concerning the use and performance of music.	Students learn how to find appropriate music for elementary schools. Students summarize developmental charts for rhythms, singing range, physchomotor development (movement for dancing), and harmonic development.

SBEC EC-12 Music Domain V Music Education

Competency 011: The teacher knows how to plan and implement effective music instruction.

B. Knows how to use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding, applies knowledge of techniques and criteria for ongoing	Students learn assessment techniques for rhythm, singing, tonal patterns, pitch recognition. Student wind back and wind forward skills to meet learners at their development level (differentiation).
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assessment of students' musical knowledge and skills and knows how to use assessment results to help develop instructional plans.	
C. Demonstrates an understanding of appropriate sequencing of music instruction and knows how to deliver developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful.	Students learn how to find appropriate music for elementary schools. Students summarize developmental charts for rhythms, singing range, psychomotor development (movement for dancing), and harmonic development. Students sequence provided repertoire based on rhythm, range,
D. Knows how to adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities and levels of development and musical experience.	Students learn how to teach music concepts using visual, aural, and kinesthetic modality. Students also apply size, color, and pacing for each lesson plan they teach. Students read and answer chapter questions from the book - Teaching Music to Students with Special Needs.
E. Knows how to provide instruction that promotes students' understanding and application of fundamental principles of music and that offers students varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres and to evaluate music of various types.	Students learn varied repertoire from different cultures. They sing and play instruments using this repertoire.
G. Knows how to use varied materials, resources and technologies to promote students' creativity, learning and performance and understands the use of technology as a tool in the music class.	Students learn about different resources to use in the classroom in observation placements.
H. Instructs students to apply skills for forming and communicating critical judgments about music and music performance; knows strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music; and knows how to provide students with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating and responding to music.	Students are introduced to asking critical thinking questions when teaching. This happens when they receive feedback on teaching three lessons in the schools. This is modelled and discussed in class teaching.
<i>Competency 012: The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills, and appreciation.</i>	

<p>A. Demonstrates knowledge of the content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and recognizes the significance of the TEKS in developing a music curriculum.</p>	<p>Students align all lesson plans with TEKS. Students design curriculum (unit plan) based on the TEKS.</p>
<p>B. Knows how to provide students with opportunities to contribute to the music class by drawing on their personal experiences and by encouraging students to pursue musical knowledge independently.</p>	<p>Students encourage elementary students to pursue musical knowledge independently in observation placements. When students write the Unit Plan, they include gifted students who and opportuhsiies that they may have or need to further music skills.</p>
<p>C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation.</p>	<p>We discuss career opportunities in class. Students learn possible opportunities they may suggest to parents to further music skills</p>
<p>D. Knows how to help students develop an understanding and appreciation of various cultures through music instruction and discussion of current events related to music and knows how to incorporate a diverse musical repertoire into instruction, including music from both Western and nonWestern traditions.</p>	<p>In class we learn cultural differences in music, include music of other cultures, and discuss opportunities to include music in the elementary music classroom.</p>
<p>E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.</p>	<p>We discuss music and its correlation with other subjects. EX. science in relation to music partials.</p>
<p>F. Applies strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); knows how to manage time, instructional resources and physical space effectively for the music class; and knows how to teach students concert etiquette.</p>	<p>Through dicsussion, placement in WFISSD for observation hours, and modelling in class, students learn set up elementary classrooms with instruments, choirs, movement activities, and instruction.</p>
<p>G. Demonstrates knowledge of techniques for effectively and efficiently managing varied resources for the music education program and applies strategies for managing and documenting the use and condition of musical</p>	<p>Students learn proper storage for school instruments in class and demonstrate when accessing instruments.</p>

instruments and other materials in the music program.	
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