Music in the Elementary Classroom  
MUE 3210  
Spring 2014

Professor: Wendy Offerle, BME, MM  
Email: wofferle@ufl.edu  
Office Hours: By appointment

Instructors:

<table>
<thead>
<tr>
<th>Section</th>
<th>Day/Periods</th>
<th>Instructor</th>
<th>Email</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>4750</td>
<td>M 7-8 (1:55-3:50)</td>
<td>Sangmi Kang</td>
<td><a href="mailto:skang312@ufl.edu">skang312@ufl.edu</a></td>
<td>145 MUB</td>
</tr>
<tr>
<td>8417</td>
<td>T 6-7 (12:50 – 2:45)</td>
<td>Robert Crane</td>
<td><a href="mailto:rcrane@ufl.edu">rcrane@ufl.edu</a></td>
<td>145 MUB</td>
</tr>
<tr>
<td>ALL</td>
<td>W 11 (6:15-7:05)</td>
<td>Wendy Offerle</td>
<td><a href="mailto:wofferle@ufl.edu">wofferle@ufl.edu</a></td>
<td>120 MUB</td>
</tr>
<tr>
<td>01A3</td>
<td>W 7-8 (1:55-3:50)</td>
<td>Hyesoo Yoo</td>
<td><a href="mailto:hsv70@ufl.edu">hsv70@ufl.edu</a></td>
<td>145 MUB</td>
</tr>
</tbody>
</table>

Course Description and Purpose:

2 credit hours. This course is designed to prepare the future classroom teacher to be able to integrate music into daily classroom instruction. Students are engaged in a series of projects that integrate music in the elementary classroom, prepare a notebook of teaching materials and resources for using music in the elementary classroom, sing and recognize a basic repertoire of songs for use in the elementary classroom, and develop basic skills with the guitar.

Required Books and Materials:


Course Objectives:

The student will:

- Become familiar with the Next Generation Sunshine State Standards, enduring understandings, and benchmarks, for Music and the other core subjects taught in the elementary school
- Select specific benchmarks for music and reading, language arts, science, math, and social studies, locate and select materials that address these objectives, and develop musical activities that integrate singing, moving, playing instruments, and creating that enhance children’s acquisition of these grade level expectations
- Develop sound educational rationales for the integration of music into the elementary curriculum
- Develop assessment strategies that address specific benchmarks in music and other subjects taught in the elementary school
- Predict limitations in a lesson for children with varying disabilities, and for whom English is a second language (ESOL)
- Demonstrate confident singing of songs used in elementary classroom teaching
- Review basic skills in reading rhythm and pitch notation
- Acquire basic skills for playing the guitar in educational settings
- Identify appropriate materials for integrating music in diverse settings, and know where to find quality materials

Attendance Policy – VERY IMPORTANT

- This is a highly participatory course, and attendance is mandatory.
- Attendance is taken in both the Lecture and the Lab portions of the class. Be sure that your instructor marks you present for group lectures.
- Class begins promptly. You will be counted tardy if you come in after class has started; three tardies will equal one absence.
- Your Total Semester Points* (see ‘Grading’ below) will be lowered four (4) points for each unexcused absence. Once your entire point total for the semester is determined, the 4 points for each unexcused absence will be removed, often lowering your semester grade.
- You will be given one “free” absence that you may use in case of an emergency or illness. This will be the only excused absence you will get this semester. If you know in advance that you

Grading:

Class Participation: 25%
Lab Participation: 25%
Homework: 25%
Performance: 25%

Total Semester Points: 100
will be unable to attend one of your Labs, and you have the approval of both Lab instructors, you may make arrangements to attend another Lab section. You will only be able to switch labs one time and this must be approved by Professor Offerle a week in advance.

**Grading**

**Grading Scale:**

- 93-100  =  A
- 91-92  =  A-
- 89-90  =  B+
- 85-88  =  B
- 83-84  =  B-
- 81-82  =  C+
- 77-80  =  C
- 75-76  =  C-
- 73-74  =  D+
- 69-72  =  D
- 67-68  =  D-
- 66^↓  =  E

**Grade Breakdown**

- Interdisciplinary Projects (3)  30%
- Test 1  15%
- Test 2  15%
- School Observation Report  5%
- Lab Quiz 1  5%
- Lab Quiz 2  5%
- Presentation  10%
- Materials Notebook  5%
- Annotated Bibliography  10%

*100% or 100 Total Semester Points

Class participation and discussion is expected in both the lecture and the lab.

**Musical Performance Expectations**

**Singing:** We will sing as a large group in our lecture classes. You will also sing in your lab classes. You will be expected to sing alone when you sing for the teacher and while demonstrating your project.

**Guitar:** You will learn to play several chords on the guitar in this course, and are required to perform at least one two chord song and sing the song as you play for your guitar exams. Your 2nd guitar exam will include a second selection at the instructor’s discretion. *We do not expect you to be an accomplished musician—but you must be able to strum at least two chords while singing a song.*

**School Observation**

Your signed Observation Form will be due in Lecture April 2nd. Please give your Form to your Lab instructor. Your Report is due online by 10 pm April 4th.

You will observe one period of an elementary music class taught by an elementary music specialist, preferably in a grade level that you plan to teach in the future, and write a report on this visit. You may choose any music teacher in any elementary school you wish. Most students choose to visit Mr. Michael Roberts, the elementary music teacher at P.K. Yonge Developmental Research School. You will need to contact Mr. Roberts at mroberts@pky.ufl.edu. A list of other music teachers to observe is available on e-learning.

**Interdisciplinary Projects and Presentations: General Requirements**

You will select one project to present to the class at the end of the semester (see the course calendar)

**Project Requirements:**

- Your projects will cover grade levels as follows:
  - Project 1 - Kindergarten or 1st grade - Due online by 10pm Feb. 14th. *(Strategies for Accommodations: Hearing/Visual Impaired and ESOL)*
  - Project 2 - 2nd or 3rd grade - Due online by 10pm Feb. 28th. *(Strategies for Accommodations: Learning Disabled/Mentally Challenged and ESOL)*
  - Project 3 - 4th, 5th, or 6th grade - Due online by 10pm March 21st. *(Strategies for Accommodations: Speech Impaired/Physically Challenged and ESOL)*

- You will be given a template for the project format – you must follow this closely.
Presentation Requirements: Presentations will be due in lab classes starting March 31st.

- Your presentation must involve teaching the class a song
- Your presentation must include student-made visual aids (we provide all of the necessary art materials for your visuals), and you may choose to include electronic formats as well

Additional specific information about your projects and presentations will be given in class.

Materials Notebook Requirement
You will also develop a materials notebook for integrating music in the classroom. You can find the template for organizing this at our e-learning course website. Bring your notebook to your lab class starting March 14th. All notebooks must be turned in by March 16th.

The notebook will include:
- Cover sheet
- Class handouts and notes (including syllabus)
- All class projects(corrected) – and copies of others’ projects.
- Any other materials that you wish to include in this notebook that relates to your development as a teacher (such as the materials you have developed for teaching elementary music, other collected materials, etc.)

Annotated Bibliography
You will develop an annotated bibliography of at least twenty sources for quality classroom music materials. These include (but are not limited to) activity, listening, assessment, recorded, and computer materials. There must be 5 print sources and 5 software sources. Your printed resources should not include children’s literature. If you do not know what an annotated bibliography is, ask your instructor, or view a sample, which will be posted on Sakai. The Annotated Bibliography is graded and is worth 10% of your final grade. This is due online by 10pm January 31st. PLACE A PRINT COPY OF THIS IN YOUR MATERIALS NOTEBOOK WHEN YOU TURN IT IN.

Makeup/Late Work
Because students are expected to turn in all work on time, no late work is accepted. If you fail to turn in an assignment, you will lose the points for that assignment. There will be no exceptions to this rule.
Students who miss a class when an assignment is due are expected to email the assignment in Word format as an attachment to an email to the instructor before the start of class on the due date.

Academic Honor Policy
It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.
As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.
Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students Requesting Accommodations due to Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

MUE 3210 Class Calendar – Spring 2014
This general calendar is provided to give a general overview of the course. Changes to this calendar may occur during the semester.
The first lecture takes place on Wednesday, January 8, 2014. Lab classes begin Monday, January 13th. Classes end Wednesday, April 24th.

<table>
<thead>
<tr>
<th>Lec dates</th>
<th>Lab Dates</th>
<th>Lecture and Lab Topics</th>
<th>Assignments and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>No lab 1/6, 7, 8</td>
<td>Lec: The World w/o Music; Intro. to course</td>
<td>Read chapters 1, 2, 4, 7 Lab: Get to Know You, p.1-5 guitar book</td>
</tr>
<tr>
<td>1/15</td>
<td>1/13, 14, 15</td>
<td>Lec: Music in our Schools; NGSSS Standards K-5; Music skills – beat/rhythm, quarter-note and eighth note, interval echos Lab: “Reflection” and “Getting to Know You” questions, Greeting songs and games; Intro to guitar p. 1-5, tuning your guitar</td>
<td>Read chapters 3, 14 Lab: Reflection questions.</td>
</tr>
<tr>
<td>1/22</td>
<td>1/20 (MLK day no lab) 1/21, 22</td>
<td>Lec: Teaching Music in the Classroom; Lesson planning/standards; Discuss projects, Mus. Skills Lab: Brainstorming assignment; K-3 actvs. reinforcing Music Skills; guitar p. 6-8 D-A7, cont. tuning</td>
<td>Read chapter 8 Lab: Brainstorming Assignments</td>
</tr>
<tr>
<td>1/29</td>
<td>1/27, 28, 29</td>
<td>Lec: How to teach a Song; Teacher’s Voice/Child Voice; Mus. Skills Lab: Practice teaching simple song; K-3 actvs. reinforcing Music Skills, guitar D-A7, D-G, G-A7</td>
<td>Read chapters 15-16 Lab: Practice teaching songs Annotated Bibliography due Online by 10 pm 1/31</td>
</tr>
<tr>
<td>2/5</td>
<td>2/3, 4, 5</td>
<td>Lec: Other Ways to Use Music ; Music and Special Learners; Mus. Skills; Rounds Lab: Question/Answer session on previous concepts; Project preparation</td>
<td>Review chapters 4, 7</td>
</tr>
<tr>
<td>2/12</td>
<td>2/10, 11, 12</td>
<td>Lec: Taking Rhythm to the Next Level; Mus. Skills – meter, dotted note values, major scale solfege. Lab: Quiz 1 –teach simple song; count, clap or play simple rhythms; guitar – sing and play D-A7 song</td>
<td>Project 1 due online by 10pm 2/14 Lab: QUIZ 1</td>
</tr>
<tr>
<td>2/19</td>
<td>2/17, 18, 19</td>
<td>Lec: Test 1 Lab: Continue guitar skills and singing</td>
<td></td>
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<tr>
<td>2/26</td>
<td>2/24, 25, 26</td>
<td>Lec: Examples of “Presentations” for 2nd and 3rd grade. (Instructors Crane, Yoo and Kang) Lab: To be determined by Lab Instructors</td>
<td>Project 2 due online by 10pm 2/28</td>
</tr>
<tr>
<td>3/5</td>
<td>No Lecture or Labs. Spring Break!!!!</td>
<td></td>
<td>Read chapter 9</td>
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### Cell Phone and Use of Laptop Policy
Absolutely no texting or use of cell phones during lectures or lab classes. Laptop use for taking notes or tests is acceptable.

<table>
<thead>
<tr>
<th>Date</th>
<th>Dates</th>
<th>Lec Content</th>
<th>Lab Content</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>3/10, 11, 12</td>
<td>Lec: Putting Notes on the Staff – Melody; Music Skills: mus. alpha., lines/spaces of treble clef</td>
<td>Lab: To be determined by lab instructor</td>
<td>Read chapter 11 and 12</td>
</tr>
</tbody>
</table>
| 3/19 | 3/17, 18, 19 | Lec: Tone Quality, Playing Instruments/Creating Music (Instructor Crane) | Lab: Creative/composing activities, guitar skills | Project 3 due online by 10 pm 3/21
Read chapter 13 |
| 3/26 | 3/24, 25, 26 | Lec: Music and Movement (Instructor Yoo) | Lab: Quiz 2 Prepare for presentations | Read Chapter 10
Lab: Quiz 2 |
| 4/2  | 3/31, 4/1, 2 | Lec: Music Listening | Lab: Presentations | Signed School Observation Form due in Lec. 4/2, Report due online by 10 pm 4/4 |
| 4/9  | 4/7, 8, 9 | Lec: Teaching World Music (Instructor Kang)– Review for Test 2 | Lab: Presentations; prepare for class performances | TEST 2 April 16
Hardcopy of Materials Notebook due in Lab this wk. Must be turned in by 4/16 |
| 4/16 | 4/14, 15, 16 | Lec: Test 2 | Lab: Prepare for class performances | |
| 4/23 | 4/21, 22, 23 | Lec: Class performances | | Last Day of Class! |
MUE 3210

GETTING TO KNOW YOUR INSTRUCTORS

Wendy Offerle – Wednesday Lecture
Wendy Offerle received her Bachelor of Music Education from the University of Missouri, St. Louis, and a Masters of Music in Vocal Performance from New Mexico State University. She has taught general music and directed choirs in Missouri, South Carolina, New Mexico and Florida since 1991. A much sought-after performer and conductor in north central Florida, her credits include performances with such professional choral groups as the highly acclaimed Carolina Chamber Chorale, the renowned St. Louis Chamber Chorale and the Cornerstone Brass Chorale. Her solo repertoire includes starring roles in Tartuffe, Hansel and Gretel, Don Giovanni, The Mikado and La Traviata. Recently, she has been active with numerous concert and solo oratorio performances including Bach’s Christmas Oratorio, St. John Passion with the Charleston Symphony Orchestra, and in Howard Goodall’s Eternal Light: A Requiem with the Holy Trinity Choir and Festival Orchestra in Gainesville, Florida. She has performed on numerous concerts with the Hilton Head Choral Society as the soprano soloist in John Rutter’s Mass of the Children, the world premiere of Z. Randall Stroope’s Illuminaciones and Mozart’s Requiem to name a few. She is currently an Adjunct Assistant Professor of Music at the University of Florida and teaches at Oak Hall School in Gainesville, Florida.

Hyesoo Yoo – Lab Instructor (Wednesday Lab, Per. 7-8)
I graduated from Catholic University in South Korea, my native country, as a voice performance major. I then went on to earn a master’s degree in voice performance at Syracuse University. In 2001, I moved to Tallahassee to complete another master’s degree in Choral Conducting at Florida State University. I then returned to South Korea in 2003 to work at high schools and the Catholic University until 2009. The high school choir I instructed was selected to perform at The Cultural Exchange Festival in Laos, Cambodia, and Thailand for five years. In 2011, I moved to Gainesville to complete a doctoral degree in Music Education at the University of Florida. I participated in the Summer Choral Festival in Atlanta, Georgia, and in the Spoleto Festival---one of the largest music festivals in the United States---in Charleston, South Carolina, as a guest conductor in 2011. As a teaching assistant at SU, FSU, and UF, I gained experience in assisting Women’s/Men’s Chorale, choral conducting, choral methods, Korean ensemble, and teaching music in the elementary classroom for both majors and non-majors. I have also taken on many professional roles, including those of music teacher, choral conductor, voice teacher, and theater music director. Through these teaching experiences, I have been fortunate to educate diverse groups of students at the elementary, high school, and adult learning levels.

Sangmi Kang – Lab Instructor (Monday, Per. 7-8)
Sangmi Kang is a doctoral student and a professional Gayageum player. She received her bachelor’s degree in music, with a focus on the performance of the Korean instrument Gayageum, and a master’s degree in music education, both from Seoul National University. She had spent three years as a high school music teacher in Korea and after moving to the U.S., shared her experience and music in various conferences and institutions including the North Carolina Teaching Asia Network, Duke University, UNC at Chapel Hill, UNC at Greensboro and University of Florida.

Robert Crane – Lab Instructor (Tuesday, Per. 6-7)
After graduating high school in 2007, Bobby Crane attended Tallahassee Community College in Tallahassee, Florida. While attending classes he continued to write marching band drills/shows for his alma mater, Chiefland High school in Chiefland, Florida. Deciding he wanted a change, Bobby, move to Orlando, Florida in 2008 where he attended Valencia Community College. After earning his Associates of Arts degree he continued his education at the University of Central Florida to pursue a Bachelors of Arts in Music degree with an Education minor. While attending UCF, Bobby studied trumpet under John Almeida and euphonium under Gail Roberts and Robin Sisk. He has also performed in the University Band, Concert Band Jammin’ Knights Pep Band, Trumpet Ensemble, and Tuba/Euphonium Ensemble. During his two years at UCF Bobby accepted visual and brass instructor positions while writing marching drills/show for Eustis High School in Eustis, Florida. He also accepted the opportunity to write marching drills/shows for Suwannee High School in Suwannee, Florida. Bobby is currently attending the University of Florida and earning his Masters of Music in Education while receiving an assistantship teaching MUE 3210 and writing drill for high school bands on the side. Upon graduating Bobby hopes to become a middle or high school band director.