



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3104
Music in Elementary Classrooms

COURSE DESCRIPTION:

The purpose of the course is to provide future educators with a comprehensive understanding of the role of music in elementary education. Exploring the EC-6 music standards, the four strands of music and the (TEKS) within each grade level, will empower teacher candidates to be able to address the developmental needs of elementary students while creating engaging and inclusive musical experiences for their future students.

MAJOR COURSE COMPONENTS:

Course Objectives/ Competencies:

The Teacher candidate will:

- A. know how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).
- B. apply knowledge of standard terminology for describing and analyzing musical sound (e.g., rhythm, melody, form, timbre, tempo, pitch, meter, dynamics, intonation, intervals) and has a basic understanding of how to read, write, recognize aurally and interpret standard music notation.
- C. know how to arrange vocal and instrumental music for specific purposes and settings (e.g., guides students in creating simple song arrangements and accompaniments using voices, classroom percussion, and melody instruments).
- D. know and understand music of diverse genres, styles and cultures.
- E. demonstrate an understanding of the purposes and roles of music in society and how music can reflect elements of a specific society or culture.
- F. explain a variety of music and music-related career options.
- G. identify and describe how music reflects the heritage of the United States and Texas.

- H. apply knowledge of criteria for evaluating and critiquing musical performances and experiences, including using standard terminology in communicating about students' musical skills and performance abilities.
- I. Integrate instruction in music with instruction in other subject areas.
- J. know how to teach students to sing and/or play an instrument with expression, both independently and in small groups.
- K. apply knowledge of music content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate instruction, including instruction that promotes students' creativity and performance skills as well as students' ability to use critical-thinking and problem-solving skills in music contexts (e.g., sequential instruction, music composition, improvisation, concert etiquette).
- L. manage time, instructional resources and physical space effectively for music education

STANDARDS:

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
Standard II. The music teacher sings and plays a musical instrument
Standard III. The music teacher has a comprehensive knowledge of music notation.
Standard IV. The music teacher creates and arranges music.
Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.
Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.
Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning
Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.
Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.