



# TEXAS A&M UNIVERSITY SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT DEPARTMENT  
OF CURRICULUM AND INSTRUCTION

## **EDCI 3104** **Music in Elementary Classrooms Spring 2024**

**Instructor:** Mrs. Jodi Ramos M.A.Ed.

**Class Time:** Thursday 3:30 pm - 4:20 pm  
or  
Thursday 7:00 pm - 7:50pm

**Class Location:** Madla 238

**Office Hours:** by appointment

**Phone:** (210) 247- 7127

**Email:** [jramos2@tamusa.edu](mailto:jramos2@tamusa.edu)

Please allow 24 hours for messages to be returned. Please do not email through Blackboard. I will check my email@tamusa daily. If you don't receive a response within 24 hours, please text me.

### **Required Readings/Materials:**

This is a hands-on course. Think of it as if you were going back to an elementary music classroom. We will sing, move, explore, and create. You will be creating a portfolio which can be digital, an accordion folder, a binder, ect. You may choose to purchase tabs, stickers, or other items to showcase this work.

There is no textbook for this course. There will be required reading, documents, and links for you to listen to as we explore the requirements of this course. These may be given in class or via blackboard as we determine what works best for our class.

### **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.

## **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
- M. smile and are passionate about whatever they are teaching. If you read this prior to class, write your name on the chart that says M as you come into class..

## Major Course Requirements:

**Attendance:** TAMUSA's policy states that students are expected to attend all scheduled activities for all of the classes for which they are registered. Attendance is a vital part of every student's education, and absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member. **Please text or email if an emergency arises. This is a one hour course with very little homework. Your homework is to be here each class and participate.**

**A Portfolio** ( showcase of your learning) with ideas and activities from each class period and the standards that we work on.

A process checklist for the portfolio will be given at our first class period.  
A rubric for the final project will be given as well.

### Grading Scale:

Final Grade	# of points
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	59 points or below

**This course is recursive meaning that all standards will be integrated throughout the course. Our first class will be as follows:**

<p><b>Jan. 18th</b></p>	<p><b>Introductions</b>  <b>Pre-assessment-turned in at end of class</b>  <b>(the pre-assessment will be returned to go</b>  <b>back into your portfolio)</b>  <b>Standards /Strands/ Teks to be kept in your</b>  <b>portfolio</b>  <b>Portfolio Process Checklist</b>  <b>Basic Rubric</b></p>
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**Throughout the rest of the course, we will participate in activities relating to the standards below. We will add to our portfolio and determine the standards used in each class and relate them to the TExES 391 Core Subjects assessment.**

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

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

## **Course Policies**

### **Submission of Assignments:**

Most of our assignments will be mini projects or quickwrites. You may decided to create a digital portfolio so please be aware of the following:

All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or [HelpDesk@tamusa.edu](mailto:HelpDesk@tamusa.edu) If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: [Submit Assignments](#))

