



MOVEMENT FOR THE MUSIC EDUCATOR

MUS 531.01E
SUMMER 2023

Instructor Information

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| Instructor: | Darla Meek, Lecturer in Music Education |
| Webpage: | www.darlameek.com |
| Classroom Location: | Mesquite Metroplex Center, Room 215 |
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| University E-mail: | Darla.Meek@tamuc.edu |
| Preferred Form of Communication: | email |
| Communication Response Time: | 24 hours or please email again |
| Office Hours: | daily from 3:30-4:30 or by appointment |

Course Information

COURSE DESCRIPTION

This course is an introduction to the principles and practices of the kinesthetic learning of music. Students will develop personal artistry through movement and integrate principles of kinesthetic learning into the teaching of music by delving more deeply into the available resources, such as articles, trade books and videos.

COURSE OUTCOMES

At the conclusion of the course, the students will be able to:

- demonstrate and articulate a working understanding of Dalcroze Eurhythmics and Laban Movement Analysis.
- demonstrate acquisition of basic movement skills and understandings.
- have broadened movement experience and developed confidence in creating and communicating through movement.
- perform with increasing technical skills, with more rhythmic and locomotor precision, and knowledge of basic alignment, balance, and space.

- participate freely and knowledgeably in movement improvisation.
- facilitate an understanding of the place of movement in the music classroom.
- demonstrate ability to lead a classroom of students in movement activities.
- exhibit skills in the execution of effective teaching techniques, including the delivery of instruction, the elicitation of desired student responses, and the communication of appropriate feedback.
- create appropriate, meaningful, and artful choreography.
- conduct pieces with various moods, dynamics and tempi.

REQUIRED TEXTS

- Abramson, Robert M. (1998). *Feel It! Rhythm Games for All*. Alfred Publishing.
- Abramson, Robert M. (1997). *Rhythm Games for Perception and Cognition*. Warner Bros. Publications.

SUGGESTED TEXTS

- Mead, Virginia Hoge. (1994). *Dalcroze Eurhythmics in Today's Music Classroom*. New York: Schott Music Corp. Available from Hal Leonard. HL 49012158.
- Schnebly-Black, Julia and Moore, Stephen F. (1997). *The Rhythm Inside: Connecting Body, Mind, and Spirit through Music*. Alfred Publishing.
- Butke, Marla and Frego, David. (2016). *Meaningful Movement: A Music Educator's Guide to Dalcroze Eurhythmics*. Music Is Elementary.
- Butke, Marla and Frego, David. (2021). *Dalcroze Eurhythmics in the Choral Classroom*. Hal Leonard.
- Green Gilbert, Anne. (2006). *Brain-Compatible Dance Education*. National Dance Association.
- Jordan, James. (2009). *Evoking Sound: Fundamentals of Choral Conducting and Rehearsing*, second edition. (Chicago: GIA Publications).

SUGGESTED MATERIALS

- Three-ring notebook with dividers
- Materials for creating visuals and manipulatives, if needed for your Focus Lesson

VIDEOS SELECTED FROM:

- Dalcroze Eurhythmics: Robert Abramson
- Introduction to the Jacques Dalcroze Method: Hatt-Arnold
- Beginning Eurhythmics: Lisa Farber
- Teenage Eurhythmics Demo: Jeremy Dittmus
- Dalcroze, Orff, And Creativity: Mead
- Dalcroze Eurhythmics in the Choral Classroom: Frego/Butke
- Exploring Emotions in Music: Frego
- Enhancing Musicality through Movement
- Creating Artistry through Movement: Leck
- Organic Rhythm: The Music of Silence: Dawn Pratson

- Children's Dalcroze Eurhythmics: Dr. Jeremy Dittus
- Inner Awakenings: Gunther's Vision: Frego/Hepburn
- Introduction to Laban's Space Harmony
- Choral Music Education through Movement: Callaghan

Course Structure

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|--|--|
| NO CLASS | JUNE 20 2:00-2:10 WARM UP 2:10-2:45 SPLIT FOCUS ACTIVITIES 2:45-3:30 SYLLABUS/ STUDENTS CHOOSE SIX GAMES TO TEACH | JUNE 21 2:00-2:10 WARM UP 2:10-3:00 VIDEO 3:00-3:30 EXPLORING RESOURCES | JUNE 22 2:00-2:10 WARM UP 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: games of beat 2:45-3:30 EXPLORING RESOURCES | JUNE 23 2:00-2:10 WARM UP 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: games of measure 2:45-3:30 EXPLORING RESOURCES |
| JUNE 26 2:00-2:10 WARM UP: Student-led 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: legato/staccato 2:45-3:30 EXPLORING RESOURCES | JUNE 27 2:00-2:10 WARM UP: Student-led 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: dynamics 2:45-3:30 EXPLORING RESOURCES | JUNE 28 2:00-2:10 WARM UP: Student-led 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: games of tempo 2:45-3:30 EXPLORING RESOURCES | JUNE 29 2:00-2:10 WARM UP: Student-led 2:10-2:45 STUDENTS LEAD EURHYTHMICS GAMES: games of ensemble 2:45-3:30 EXPLORING RESOURCES | JUNE 30 2:00-2:10 WARM UP: Student-led 2:10-3:30 STUDENT PRESENT 10 MIN. FOCUS LESSONS |

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- LMS Requirements:
- <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
- LMS Browser Support:
- https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements:
- <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Attendance Policy

It is expected that, as working professionals, graduate music education students arrive to every class on time, with assignments completed.

Each class period, an attendance count will be taken. Absent students will, by default, earn a grade of zero for that day's work. Due to its performance nature, CLASS WORK CANNOT BE MADE UP. The instructor reserves the right to drop any student who misses more than one class. Tardiness or leaving early will affect the daily classwork grade.

Students who miss a class when an assignment is due are expected to upload the homework assignment to D2L by 11:59 p.m. **on the due date**. No late assignments will be accepted. If you miss a teaching assignment, you may teach the following class meeting IF the absence was excused (jury duty, death in the immediate family, or illness with a doctor's note). If you are absent, it is your responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class.

Classroom Expectations

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

- Attend every class and perform to the best of your ability with a positive attitude.
- Take careful notes.

- Maintain an orderly notebook.
- Prepare all assignments and readings thoroughly and completely. Plan on spending 3-5 hours to complete each assignment.
- Practice skills daily outside of class.
- Refer to MyLeo Online/D2L Brightspace for assignment instructions. Contact the instructor with any questions.

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

The tenets also apply to all communication to me outside the classroom.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

A student demonstrates commitment to his or her course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting peers and instructor, and accepting critiques graciously.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting peers and instructor, and accepting critiques graciously. Be open-minded about other's opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Cell phones should be turned off before class begins and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before coming to class so that we may proceed without interruption. Bring water in a bottle or container with a lid so that you can remain hydrated throughout class. Dispose of all food and chewing gum before class begins.

Failure to arrive to class with all necessary materials will result in a lowered classwork grade.

In this course, you will be very active - singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students are expected to be. Please wear comfortable but modest clothing in which you can move around easily. Though bare feet are preferred, feel free to bring socks or dance shoes if you prefer that to going barefoot. No flip flops, sandals, heels, etc. should be worn during movement class.

Let me know if you need any accommodations due to pain or physical disability. In the event you have a condition that limits your range of motion, participate to the fullest extent of your ability. Be creative!

This may mean performing a movement with your hands instead of your feet or sitting instead of standing. In any case, refrain from simply observing others and taking notes.

When you enter the room for class, remove your shoes, come to the dance space, and begin to prepare yourself mentally and physically for class.

Feel free to bring a yoga mat for our warm-ups, if you like.

Failure to conform to these expectations of behavior will result in a lowered classwork grade. Daily grades will be given according to the instructor's discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and acts as a leader and role model to others.
- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation, or participation. This student will be instructed to leave the classroom and/or drop the course.

Borrowing Materials

You have free access to all my personal books, CDs, and teaching materials. Several of these items will be placed under reserve in the library. These items are for use in the library only. Simply present your student ID card at the front desk.

If you would like to borrow a resource overnight, sign the **Resource Checkout** book. Since so many students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to do so before the end of the semester, you will receive an Incomplete for this course.

Please take care that you observe the copyright laws, and the limits of fair use.

Assignments

1. Research and prepare a paper on the importance/use of movement in the music classroom, based on knowledge learned from this course. Use at least three excellent sources, cited in APA

format. A reasonable length would be at least two pages, single spaced, 12-point type, 1" margins.

2. Prepare and teach short **movement games** from the Abramson books that introduce or reinforce music concepts. The sign-up sheet is in the class Google folder.
3. Prepare and teach a ten-minute **Focus Lesson** highlighting the ideas and techniques of Dalcroze Eurhythmics and/or Laban Analysis, using at least two sources. Include a teaching plan on the given template and a PowerPoint to guide through the lesson.
4. Prepare and lead the class in a 10-minute **warm-up**. Include a teaching plan on the template provided.
5. **Observe** a 45-minute movement class and complete an Observation and Reflection Form. (Two shorter classes may be combined to substitute for one 45-minute class, if necessary.)

The movement games and Focus Lesson will be taught to the class and instructor as if you were teaching students in a public-school setting.

You will upload the teaching plans for the Focus Lesson and Warm Up to D2L **before class** on the day they are due. After you receive your comments from me, perfect your teaching plans and upload them to our Google folder the following day so that your classmates can place them in their resource notebooks.

Assignments should be thoroughly and neatly prepared. Please use notation software, such as Finale or Sibelius, for assignments that require music notation. Use graduate-level spelling, punctuation, and grammar, and head your papers appropriately. All written work must be typewritten.

Since some class members will begin this course with more experience than others, the ability to move well or conduct gracefully is not alone a necessity for, or an assurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received.

University and Department Information

UNIVERSITY MISSION STATEMENT

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

MUSIC DEPARTMENT MISSION STATEMENT

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

STUDENTS REQUESTING ACCOMMODATIONS DUE TO DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation

requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. Please let me know what pronouns you would prefer I use for you in class and in conversation.

MUSICIAN HEALTH AND SAFETY

Valuable information and resources are provided on the Music Education website to assist the musician in the prevention of injury and to provide a resource for discovering information about injury assessment and injury recovery. For more information, go here:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/musicianHealthSafety.aspx>

CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Academic Honesty

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.

It is not appropriate to use one assignment for two courses.

For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grading System

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|--|------------------------|
| In-Class Performance and Discussion: | 40% of total grade |
| Teaching Assignments (Warm Up and Movement Games): | 30% of the total grade |
| Focus Lesson Preparation and Teaching: | 30% of the total grade |

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|---------------------|------------|
| 90 - 100 | = A |
| 80 - 89 | = B |
| 70 - 79 | = C |
| 60 - 69 | = D |
| 59 and below | = F |