

**NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY**  
**Division of Church Music Ministries**

**Writing Music Materials for Children--MUED6304**  
**Spring Semester, 2018**

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Syllabus

**MISSION STATEMENT**

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**NOBTS COURSE PURPOSE**

The purpose of this course is to carry out the mission of NOBTS as is reflected through the following core values and core competencies:

**Core Values:**

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

**Core Competencies:**

*Servant Leadership* - Students will reflect on their role as servant leaders in facilitating worship in local congregations

*Interpersonal Skills* - Students will explore and more clearly define the role and tasks of the minister of music position, thus improving communication abilities with church staff, church musicians, and the congregation

*Worship Leadership* - Students will be challenged in learning to facilitate worship leadership more effectively through structure and organization within the local church

**Curriculum Competencies**

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership.

**COURSE DESCRIPTION**

This course of study is designed to enhance student awareness and to develop skills of writing music and literature materials for children. The class will include an evaluation of materials from Southern Baptist Convention children's choir curriculum, children's stories, and song materials from other sources. Sources from other song materials will include several public school music series and publications by other sacred music publisher. The course also will involve the students in writing children's stories, poems, musical activity teaching instructions, hymns, songs, and articles for leaders.

## **COURSE OBJECTIVES**

1. To become more knowledgeable about the basic three age-groups of children, preschool, younger, and older, and how music materials for these age-groups differ.
2. To begin developing the skill of writing songs for the three basic age groups of children (preschool, younger, and older children.)
3. To develop basic awareness of recognizing the ingredients of an effective story or song for children.
4. To develop the skill of writing poems and stories for children.
5. To discover resources of songs and other music materials that meet the "good" music requirements for children.
6. To begin developing the skill of writing worship songs for children.
7. To help each student develop the foundations necessary for writing teaching instructions for children's choir leadership.
8. To become aware of the process of publication of children's music materials.
9. To discover the joy of creating music materials that can help a child grow musically and spiritually.

## **METHODOLOGY**

Methods for teaching the contents of this course will include class discussions, mini-lectures, student presentations, and the review/critiques of student writings.

## **REQUIREMENTS**

1. Daily class assignments (poems, stories, activity directions, hymns, and anthems). (100)
2. \*Read and critique two collections of children's poems/writings. Due Week 3. (50)
3. \*Read and critique two short stories for children. Due Week 5. (50)
4. Share your short story Due Week 7. (100)
5. \*Critique three children's worship song books. Due Week 8. (50)
6. \*Write 2 hymns for children. One with original lyrics, melody and accompaniment/chord chart. For the 2<sup>nd</sup> hymn, write original lyrics, but use an existing melody and accompaniment. Due Week 9. (100)
7. \*Share 2 teaching segments based on musical element in your original songs and, if possible, share a video of you teaching that segment and of the children singing the song. Due Week 11. (50)
8. \*Collection of the "sayings of children." Due Week 13. (100)
9. \*\*Written report and oral presentation of composer interview. Due Week 13. (200)
10. \*\*\*Final project: cycle of several (minimum of four) "mini" songs, hymns, or a short (20 minute) children's musical. Due Dec. 4 (Week 15). (200)

## EVALUATIONS

The final grade will be determined by a combination of daily assignments, written and oral reports, and literary writings and musical projects.

Daily assignments (#1)	10%
*Weekly projects (#2-#7)	50%
**Composer interview (#8)	20%
***Final project (#9)	<u>20%</u>
	100 %

All assignments requiring music composition or notation will be done in Finale 2014 format.

## REQUIRED TEXTS

*Writing for Children and Teenagers*, 2<sup>nd</sup> ed. Wyndham, Lee. Writer's Digest Books,  
ISBN-10: 0898790131 ISBN-13: 9780898790139

## SUPPLEMENTARY TEXTS

*Creativity in the Music Classroom*, Hamann

*Understanding Today's Children*, Aldridge

*Understanding Today's Preschoolers*, Aldridge and Maynard

*Writing for Young Children*, Lewis

## GUIDELINES FOR CRITIQUES

1. Include bibliographic information (Turabian format).
2. Author information/bio (if available – check book fly-leaf and internet).
3. Age group for which material is written.
4. Short summary of the work and the “spiritual truth of the song or story.”
5. Evaluate the work in terms of appropriate phrases, range, terms, and length for a particular age group.
6. Evaluate or project the effectiveness of the work in your ministry.

## INTERVIEW GUIDELINES

1. Please share about your interest in children and music that relates and ministers to them.
2. Share your philosophy of music and children (music education).
3. What is your background as related to children and music?
4. Would you mind sharing your family status?
5. Motivation: how to begin the writing process?
6. Are there any special happenings/events in their lives that influence(d) your writing?
7. Comment on, and ask about some writings they have done.
8. What still needs to be written?
9. What is your procedure/inspiration of arriving at song topics and ideas?
10. When do you write? What time of day or times of the week?
11. What is the sequence of your thoughts as you begin writing a text?

12. How are text and music wed or when do they come together?
13. What age group do you think about? How do you decide upon the appropriateness of material for a specific age group?
14. How do you begin refining a text--writing and rewriting?
15. Any guidelines on deciding upon melody, harmony, accompaniment, etc.
16. Do you "field test" the music? How?
17. Which of your compositions are you fondest of?
18. What are your basic suggestions for a writer/composer-to-be?
19. Thank the composer for sharing their time, wisdom, and inspiration.

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## TENTATIVE SCHEDULE

Work is due on the day specified. **Weekly projects are in bold print.**

### WEEK 1 Jan. 18-22

#### *POEMS/WRITINGS*

Introduction (DF)

Review of a child's characteristics (DF)

Begin collecting and keep a notebook on the "sayings of children" for use at the end of the semester.

### WEEK 2 Jan. 25-28

Read and copy or take notes on online articles by Apel, James, Popova, and Shepherd from bibliography

Look at the Klems web page from bibliography (book you should be aware of)

Collect 3 poems from Christian materials.

**Write 2 poems**

### WEEK 3 Feb. 1-5

Read "Administration: *Quick Tips on Dev. Your Characters*" from bibliography

Read and copy or take notes on online articles by Corbett, Edwards, Simms, Strawser from bibliography

**Critique two books of children's poems**

**Write 2 more poems**

Continue collecting "sayings of children"

### WEEK 4 Feb. 8-12

#### *STORIES*

Read and copy or take notes on online articles by Borade, Coban, and Elkins

Read and collect two short stories from trustworthy Christian sources

**Write child-appropriate melodies** to your four poems.

Read Wyndham, pp. 1-25. (Gen. Survey, Work habits, Ideas)

### WEEK 5 Feb. 15-19

Read Wyndham pp. 26-55. (Characteristics, Hero/Villain, Dialogue)

**Write critiques of your two short stories** by the standards of the reading assignments.

Read Wyndham, pp. 56-80. (problem, emotion, sensory conflict, suspense)

Read *Hope for the Flowers, Tale of Three Trees, I Like Music, The Giving Tree, Cumbayah, I Love You Forever* (or similar books approved by prof.)

### WEEK 6 Feb. 22-26

Read Wyndham pp. 81-105. (Plot org., writing, beginning a story)

**Write an idea for a short story** by deciding upon the following elements:

hero and description

plot

problem

setting

conflict

ending

theme

viewpoint

villain

### WEEK 7 Feb. 29-March 4

Read Wyndham, pp. 106-127. (Middle, endings, climax, revisions/polish)

**Write the short story.**

- WEEK 8 March 7-11 *HYMNS*  
Guidelines on hymns for children - DF  
**Critique three children's worship song books.**  
Critique 3 hymn/chorus **texts** for children.  
Write two hymn texts.
- WEEK 9 **SPRING BREAK** **March 14-18**
- WEEK 10 March 21-25  
Write melodies for the two hymns texts. Use one original melody and one existing melody.  
Write simple keyboard accompaniment or chord chart for your original song.
- WEEK 11 March 28-April 1  
Guidelines for writing children's choir curriculum materials. (DF)  
Half of Term Project (song cycle or musical) due for Review.
- WEEK 12 April 4-8  
Write two teaching segment lessons based on two musical aspects of one of your songs.  
Telephone interview with composer for Week 13 Presentation
- WEEK 13 April 11-15  
Write a one-page article for music lay leaders suitable for publishing by LifeWay. It can be practical, philosophical or creative.  
Read Writing Repertoire for Children. (Butler-Creator 5/86 pg. 5)
- WEEK 14 April 18-21  
Present collection of "**Sayings of Children.**"  
**Composer interview presentation**
- WEEK 15 April 25-29  
Final Project  
Turn in Final Project: Cycle of four songs, hymns, or a short children's musical, or cantata with a video recording of the children singing your work.