

MUSIC IN THE ELEMENTARY CLASSROOM

Education 217.2 B, Spring 2006
Tuesday – Thursday, 302 PPHAC

BEVERLY MORGAN

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OFFICE HOURS:

Tuesday 10:00-11:00 AM, Adjunct Office, Education Department

“Shared art making is, in and of itself, the expression of, the vehicle for, and the stimulus to human relationships”.
Stephen Nachmanovitch, from his book Free Play
IMPROVisATIOn in Life and Art

PURPOSE OF THE COURSE

This class is designed to teach students the value of integrating music into elementary education. It will provide students with musical skills, resources, and activities to do so.

COURSE OBJECTIVES

1. Students will learn strategies for integrating music in the elementary classroom through readings, class discussion, videos, whole group, small group and individual projects and performances.
2. Students will develop skills for teaching songs through listening, singing, and rote learning.
3. Students will demonstrate their ability to play rhythms individually and in ensembles by tapping, clapping, and playing rhythm instruments.
4. Students will demonstrate their ability to read simple melodic notation by playing melodic instruments and singing.
5. Students will learn rudimentary musical terminology.

6. Students will learn research on the effects of integrating music and the arts in education.

REQUIRED TEXT AND MATERIALS

Arts with the Brain in Mind, Eric Jenson, 2001, Association for Curriculum and Development.

Additional handouts and materials will be provided in class.

COURSE PROCEDURES

Punctual attendance and active participation is essential to your performance in this class. Each class will provide sequential components with which to increase your ability to integrate music into the curriculum. Much of the information in this class will not come from lectures but from individual and group presentations in class.

If you have to miss class for a valid reason, please call me in advance and no later than 6:30 AM on that day. An excuse from a healing practitioner will be required. **It will be your responsibility to find out from class members what you missed. It will also be your responsibility to attain copies of handouts from classmates.**

Assignments must be completed on time. You must come to each class fully prepared to engage in discussion and performance. If you need help in accomplishing any assignment, you will be expected to inform the instructor before the assignment is due.

All language requirements must be at college-level English. Students will be held to the tenets of the Academic Honesty Policy of the college.

COURSE EVALUATION

Reading & Daily Assignments	25%
Books To Music	25%
Resonator Bells and Drums	25%
Student Projects	25%

A	4	93-100	C+	2.33	77-79	D-	0.67	60-62
A-	3.67-	90-92	C	2.00	73-76	F	0.33	0-59

B+	3.33	87-89	C-	1.67	70-72
B	3.00	83-86	D+	1.33	67-69
B-	2.67	80-82	D	1.00	63-66

(0 absence or late assignment = A; 1 = A-; 2 = B; 3 = B-)

Students' grades will be determined by their academic achievement and a qualitative judgment of their work by the instructor. The areas of participation that will be assessed by the instructor will include the student's attitude, understanding, and cooperation. A positive attitude will enhance the student's work and contribute to the combined efforts of the group. Understanding means more than comprehension. It includes using the material and knowing how to demonstrate it. Cooperation will be evident when students participate in all exchanges graciously.

TENTATIVE SCHEDULE

WEEK 1: March 14 & 16

Rhythmic Introductions
Review Materials

Bell Song(s)
Discuss Preface and Handouts

Assignment, March 14

Read Preface and Chapter 1 of *Arts with the brain in Mind*
Write assignment from Guiding Questions. Due 3/16
Read over materials.
Practice Bell Song

WEEK 2: March 21 & 23

Music and Children's Literature
Bell Songs

Music Enhances the Learning Environ.
Bell Songs
Sign up for Books to Music

Assignment, March 21

Practice Bell Songs

WEEK 3: March 28 & 30

Review Notation of Treble Clef
Bell Final

Explanation of Student Project
and Sign Ups

Assignment, March 28

Due: Completed statements from Chapter 2.
Practice

WEEK 4: April 4 & 6

Books to Music

WEEK 5: April 11 & 13

Rhythmic chants/raps

Drum Song

What Does Research Tell Us About
the Effects of Music On...

Assignment, April 11

Due: Completed statements from
Chap. 4

WEEK 6: April 18 & 20

Drum Song

Choral Reading

Assignment, April 18

Practice Rhythm

Work on Student Project

Drum Song Final

WEEK 7: April 25 & 27

Student Projects