

MUSIC IN THE ELEMENTARY CLASSROOM

Education 217.2Z, Spring 2006

Monday 6:30 - 10:00, 302 PPHAC

BEVERLY MORGAN

Contact information

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OFFICE HOURS:

5:30 to 6:30 Monday, 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 develop an appreciation for the value of music and the creative 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 12:00 PM 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 obtain 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.

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

COURSE EVALUATION

Daily Assignments	25%
Books To Music	25%
Musical Skills	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

Students' grades will be determined by their academic achievement and a qualitative judgment of their work by the instructor.

TENTATIVE COURSE SCHEDULE

WEEK 1: January 16

Rhythmic Introductions
 Review of Materials
 Guest Presentation by Roberta Meek in
 Celebration of the Birthday of
 Dr. Martin Luther King, Jr.

Assignment January 16

Read Preface, Chapter 1
 of *Arts with the Brain in Mind*

WEEK 2: January 23

Music Enhances the Learning Environment
 Music and Children's Literature
 Drumming
 Sign up for Book to Music

Assignment January 23

Read Chapter 4
Practice Drumming Skills

WEEK 3: January 30

Rhythmic Chant
 Math and Music
 Explanation of Student Project
 (Drumming and Song)
 Guest Presentation by Patti Carlis
 Creative Tools for the Art of Teaching

Assignment January 30

Read Chapter 2
Practice Drumming Skills

WEEK 4: February 6

Books to Music (10)
 Drumming and Song

Assignment February 6

Practice Drumming Skills

WEEK 5: February 13

Books to Music (9)
 Drumming Final

Assignment February 7

Prepare Student Projects

WEEK 6: February 20
Student Projects

WEEK 7: February 27
Student Projects