

MUSIC IN THE ELEMENTARY CLASSROOM

Education 217.2 A, Fall 2006
Tuesday – Thursday, 302 PPHAC

BEVERLY MORGAN

Contact information
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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, the arts in education.

REQUIRED READINGS ON RESERVE IN THE LIBRARY FROM THESE BOOKS

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

Rhythms of Learning, Creative Tools for Developing Lifelong Skills, Brewer and Campbell, 1991 Zephyr Press.

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.

Accommodation:

Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

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

Academic Honesty:

The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook.

TENTATIVE SCHEDULE

WEEK 1: August 29 & 31

Rhythmic Introductions
Review Materials

Assignment, August 29

Read *the arts with the brain in mind*
Preface and Chapter 1
Write assignment from Guiding Questions, due 8/31

Bell Song (s)
Discuss Reading

Assignment, August 31

Practice Bell Song(s)
Read *Rhythms of Learning*
Chapter 3. **Write Guiding Questions**, due 9/7

WEEK 2: September 5 & 7

Bell Song(s)
Music and Children's Literature
Sign up for Books to Music

Assignment, September 5,
practice bell song (s)

Bell Songs
Discuss Reading
Rhythmic Spelling, Chants/Raps, Songs

Assignment, September 7,

Read *Rhythms of Learning*
Chapter 6. **Write Guiding Questions**, due 9/12

WEEK 3: September 12 & 14

Music Enhances the Learning Environ.
Discuss Reading
Bell Songs

Assignment, September 12

Practice Bell Songs

Bell Songs

Assignment, September 14
Read *the arts with the brain in mind*
Chapter 2
Prepare for Final on Bells

WEEK 4: September 19-21

Assignment, September 19 & 21

Bell Final
Discuss Reading

Practice Book to Music

Books to Music

WEEK 5: September 26 & 28

Books to Music
Explanation and Modeling
of Student Projects and Sign ups
Drum Songs

Assignment, September 28,
Practice drumming

Drum Songs

WEEK 6: October 3 & 5

Assignment October 3 & 5

Choral Reading
Drum Songs

Practice Rhythm
Prepare Student Projects

Choral Reading
Drum Songs
Work on Student Project

FALL BREAK: October 7 - 11

WEEK 7: October 12, Thursday

Student Projects

WEEK 8: October 17, Tuesday

Student Projects