

Music in the Elementary Classroom
EDUC 217.2 ♦ Spring 2011
PPHAC 302 ♦ 8:00-10:00
Hours ♦ Tuesday 10:00-12:00 by appointment
Beverly Morgan
Bevm55@ptd.net
610-390-9339



PURPOSE OF COURSE:

The course provides students with a comprehensive music and movement curriculum. Students will experience methods to teach the elements of music such as rhythm and melody. They will also develop their personal musical skills through singing, playing, listening and movement. A focus on integration with other subject areas will be part of the experience.

EXPECTED STUDENT LEARNING OUTCOMES:

1. Students will develop the skills and strategies necessary to incorporate musical elements in their classrooms.
2. Students will develop the skills to teach and write songs/raps through listening, singing, dancing, and rote memorization.
3. Students will demonstrate their abilities to play rhythms individually and in ensembles by tapping, clapping and playing rhythm instruments.
4. Students will apply their abilities to read simple melodic notation by playing melodic instruments and singing.
5. Students will compile a journal of listening activities.
6. Students will begin to develop a rudimentary musical lexicon.
7. Student will develop an appreciation for the value of a wide variety of culturally diverse music.
8. Students will develop a knowledge of research on integrating music throughout the curriculum.

TENTATIVE SCHEDULE:

WEEK 1: March 15-17

In Class:

Overview

Rhythmic Introductions

Research/Concept Maps

Dalcroze Activities

Assignment: Prepare Research/Concept Map

WEEK 2: MARCH 22-24

In Class:

Dance/Movement

Books to Music

Music Enriches the Learning Environment

Presentations: Research/Concept Maps

Assignment: Prepare Book to Music

WEEK 3: March 29-31

In Class:

**Dance/Movement
Melodic Notation
Drumming Patterns
Final Project Materials**

Assignment: Practice for Ensembles, Prepare Books

WEEK 4: April 5-7

In Class:

**Dance/Movement
Chants, Raps
Choral Reading
Ensemble Practice
*Presentations: Books to Music***

Assignment: Prepare Final Projects, Practice Ensembles

WEEK 5: April 12-14

In Class:

**Dance/Movement
Ensemble Presentations
*Presentations: Final Integrated Project***

Assignment: Prepare Final Projects, Practice Ensembles

WEEK 6: April 19-21

In Class:

Presentations: Final Integrated Project

COURSE ACTIVITIES:

Participation in class. Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. There is a difference between active participation and passive participation. Passive participation is showing up for class, taking notes, and even looking interested in what's going on in class. Yes it will be early, but remember teachers start their day early! Active participation is the expectation – that is you are expected to contribute in class by being alert, interested, engaged, and cooperative. Expect to both answer and ask questions. Be eager to share your thoughts, research, and activities. Show that you are prepared. Talk about your developing musicianship and the challenges you encounter. **DANCING, SINGING, RAPPING IS EXPECTED OF EVERYONE.**

Listening Log. Twice a week you are going to listen to music as specified in the attachment entitled "Listening Log". You'll keep an ongoing electronic log and forward it to me in an email by Friday 6:00 PM of each week. In it you will indicate how you were affected by the music. You will be graded by how well you complete the assignment as noted in the attachment.

Research on the Effects of Music. Find research that is of interest to you on the effects of music on the brain and their implications on learning. It must be approved by the instructor before you begin the assignment. You will need to have complete understanding of the research so that you can give an oral presentation. Create a visual concept map to illustrate the research. Prepare a copy of you concept map for each class member. Or, if you send it to me in an attachment, I will provide the copies. I will not make copies before class. You will be graded on content, preparedness, and additional criteria on the rubric that is attached.

Books to Music. Choose a favorite children's book to read to the class. You will choose music to be played as you read. The music will compliment the mood or theme of the story. It will play softly in the background. You will be graded on your preparation and your performance and additional criteria on the rubric that is attached.

Ensembles. You will choose to join one of two performing ensembles, the Melody Mavens or the Rhythm Rookies! The Melody Mavens will learn to read simple melodic notation by playing the bells. The Rhythm Rookies will learn to play rhythmic patterns using hand drums and percussive instruments. You will be given group instruction in class. Each group will be assigned 2 to 3 pieces to prepare. Each person in the group will be required to practice their part. The quality of the group performance will depend on the individual practice of each person and on the practice of the whole group. This is definitely a team effort. It is intended to be an enjoyable musical learning experience. You will also experience challenges similar to those your future students will encounter. You will be graded by the musical objectives to be learned in class.

Final Integrated Project. This project will integrate music and movement into another subject, i.e. social studies, math, language arts, science. It will be chosen from the Making Music Series K-4, Teacher's Edition by Silver Burdett. There are accompanying CD's available for all the sound tracks. You must get approval before making a final choice. You will have one half hour for your presentation. You will teach us a dance, a song and create a chant/rap. Document the flow of the lesson on a modified lesson plan format that you will be given. Hand this to me before you teach your lesson. Attach any handouts you will use. Your copying will be done free of charge if you email it to me 2 days in advance. This is your opportunity to present a subject through the arts. You will be graded on your presentation, performance and additional criteria on the rubric that is attached.

COURSE EVALUATION:

Your performance in the following areas will determine your final grade.

Books to Music	20 points
Research/Concept Map	10 points
Ensemble Performance	20 points
Listening Log	10 points
Final Integrated Project	40 points

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

The following grade conversions will be used in determining your recored letter grade for the course.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+
74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

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

ATTENDANCE POLICY:

You are expected to attend every class. Absence for illness will be excused with written verification from a healing practitioner. You need to email or call the instructor prior to any class that you will be missing. Your final grade in the course will be lowered by one partial letter grade (i.e.: A to A- or B+ to B) for every cut class. Lateness will be noted and count towards cuts – two latenesses equals one absence. Anyone missing more than three classes should seriously consider dropping the class.

ACADEMIC HONESTY POLICY:

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

SPECIAL NEEDS:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510).

Accommodations cannot be provided until authorization is received from the office of Learning Services.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization.

CELL PHONES:

Make sure all cell phones, pagers, etc. are turned off prior to the beginning of class. Cell phones may not be visible during class – no texting, surfing, ect. If I see a cell phone in class, I will take it.

This syllabus is subject to change.