MUSIC 265. Music in Elementary Education. (2-0) Cr. 2. F.S. Prereq: HD FS 102 or PSYCH 230 Experiencing and understanding the fundamentals of music through singing, playing classroom instruments, body movement, reading notation, listening, and creative activities. Developing lesson plan strategies and sequence, exploring multicultural musics, integrating music with other subjects in the elementary classroom, and evaluating aspects of musical learning.

Fall Semester 2013: Section A: 1:10-2:00 p.m. Tues/Thurs Section B: 2:10-3:00 Tues/Thurs

Instructor: Cynthia Marten cleighmarten@gmail or martenthies@q.com
Phone: Home -please call before 9:00 p.m. (232-1502) cell: 450-9893
Email hours 8 a.m.-noon

COURSE DESCRIPTION:
This course is designed to give you the skills to use music in your classroom.

General goals include:
1. learning to lead groups in singing songs
2. gaining facility with unpitched percussion, pitched percussion, and soprano recorder.
3. singing, moving, playing, creating, listening, and reading/writing activities with music
4. exploring the value of using singing songs to practice skills in curriculum areas.
5. locating and utilizing instructional materials from the music basil series and other sources.
6. demonstrating awareness of and sensitivity to multicultural music and music in special education.
7. identifying the goals and objectives of the general music program.

REQUIREMENTS
1. ATTEND and actively PARTICIPATE in all classes and do assignments to the best of your ability.
2. Purchase the following:
   a. Musical Children: Engaging Children in Musical Experiences
      Carolyn A. Lindeman
   b. Yamaha Soprano Recorder

Evaluation:
- 95-100% A
- 90-94% A-
- 88-89% B+
- 84-87% B
- 78-79% C+
- 74-77% C
- 70-73% C-
- 68-69% D+
- 64-67% D
- 60-63% D-
- 59% F

ISU Educator Preparation Program Conceptual Framework
Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today’s learners achieve to their full potential. Additional information about the framework can be found at: http://www.education.iastate.edu/accreditation/iowa-state-university-educator-preparation-program-conceptual-framework/
Class policies:
Attendance: Attendance is necessary to understand the topics and to complete assignments. I will allow 3 absences for illness, family emergencies. After one absence, absences will be considered unexcused unless you have a University excuse, doctor’s excuse, or obituary notice. Unexcused absences will not have any make-up available.

Assignments: All assignments are to be completed upon the due date and delivered to the classroom. All assignments completed outside of class should be typed. If other arrangements need to be made for delivery contact the instructor via email in advance. Late assignments will be docked points.

You will be playing an instrument this semester. Recorder will require practice almost daily to improve technique and become comfortable with music reading if this is a new skill for you.

Only water is allowed in this classroom. No food or other drinks are allowed in this classroom. Please finish items outside of the room.

FALL SCHEDULE

<table>
<thead>
<tr>
<th>Week of</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Topic:</td>
<td>Topic:Music Element: Rhythm</td>
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<tr>
<td>8/29</td>
<td>Music Element: Beat</td>
<td>Review songs and Movement from Tuesday</td>
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<tr>
<td></td>
<td>Singing (Hey There Neighbor, Jambo, Labadu)</td>
<td>Recorder BAG</td>
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<tr>
<td></td>
<td>APC lesson</td>
<td>Call and Response and Echo Songs</td>
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<td></td>
<td>Movement: Sasha</td>
<td>Assignment:</td>
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<td></td>
<td>Instructor Vocal training</td>
<td>Read Chapter 3</td>
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<td>Syllabus, Goals</td>
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<tr>
<td>9/3</td>
<td>Topic: Rhythm/Beat</td>
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<tr>
<td>9/5</td>
<td>Recorder BAG</td>
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<tr>
<td></td>
<td>Practice finding starting pitch</td>
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<tr>
<td></td>
<td>Assignments:Recorder pg. 226-227</td>
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<tr>
<td></td>
<td>Website reviews due: See specific sites after schedule of topics. Total 10 Points</td>
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</tbody>
</table>

Assignment: Recorder GAB Recorder pg. 226-227
Assignment: Recorder
1/2 class Teach C and R or Echo Song (5 points)
<table>
<thead>
<tr>
<th>Week of</th>
<th>Tuesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>9/10</td>
<td>Topic: Rhythm/Beat/Meter Recorder BAGE Assignment: 1/2 class Teach C and R or Echo Song</td>
<td>Topic: Rhythm/Beat/Meter Recorder BAGE Assignment: Recorder Who Has Seen the Wind? Website Review due 15 points</td>
</tr>
<tr>
<td>9/12</td>
<td>Topic: Melody Cumulative Songs and Books Recorder BAGED</td>
<td>Topic: Melody/Harmony Recorder BAGED Movement and Form Assignment: 1/2 Cumulative Song Due and will sing in class 10 points</td>
</tr>
<tr>
<td>9/19</td>
<td>Topic: Form Timbre/Style/Expression Nursery Rhymes in small groups Recorder Evaluation BAGED</td>
<td>Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
</tr>
<tr>
<td>9/24</td>
<td>Topic: Form Timbre/Style/Expression Nursery Rhymes in small groups Recorder Evaluation BAGED</td>
<td>Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
</tr>
<tr>
<td>9/26</td>
<td>Topic: Form Timbre/Style/Expression Nursery Rhymes in small groups Recorder Evaluation BAGED</td>
<td>Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
</tr>
<tr>
<td>10/1, 10/3</td>
<td>Quiz 1 (in class) Topic: Singing Games In small group plan how to teach a singing game in baby steps and adapt for special learners.</td>
<td>Topic: Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
</tr>
<tr>
<td>10/8</td>
<td>Topic: Form Timbre/Style/Expression Nursery Rhymes in small groups Recorder Evaluation BAGED</td>
<td>Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
</tr>
<tr>
<td>10/10</td>
<td>Topic: Singing Games In small group plan how to teach a singing game in baby steps and adapt for special learners.</td>
<td>Topic: Form/Timbre/Style/Expression Nursery Rhymes present in small groups 10 points Recorder High D’C”</td>
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<td>Week of</td>
<td>Tuesday</td>
<td>Thursday</td>
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<tr>
<td>10/15</td>
<td>Topic: Children’s Literature assignment in small group</td>
<td>Topic: Present stories in class  10 points</td>
</tr>
</tbody>
</table>
| 10/17   | Topic: Integrated lessons  
Assignment: Examine Lesson #1 pg. 54  
Lesson #18/19 pg. 105  
Lesson #22 pg. 114  
Lesson #27 pg. 129  
Lesson #30 pg. 140 | Topic: Integrated lessons  
Assignment: Integrated Lesson Plan. Use plan model in the textbook from lessons you have examined.  10 points |
| 10/22   | Topic: APC Lessons  
Assignment: Read APC chapter  
Examine websites  
Examine APC lessons on Blackboard | Topic: APC LESSONS  
Assignment: Read chapter 5  
IN CLASS: With a partner write a math and a reading APC lesson plan.  20 points |
| 10/29   | Topic: Methods of Teaching Music  
Assignment: 2 Reading APC lesson due  20 points | Topic: Quiz #2 In Class  25 points |
| 10/31   | Topic: APC lessons  
Piggyback Songs  
1/4 of class teaches Reading APC lesson  15 points | Topic: 1/4 of class teaches Reading APC lesson  
Assignment: Piggyback songs due  10 points |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Tuesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>11/19</td>
<td>Topic: APC lessons Using Garage Band 1/4 of class teaches Reading APC lesson</td>
<td>Topic: APC Lessons 1/4 of class teaches Reading APC lesson Assignment: Garage Band project 5 points</td>
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<tr>
<td>11/21</td>
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<tr>
<td>12/3</td>
<td>Topic: Using Recorder in the classroom Assignment: 2 Math APC lesson due 20 points</td>
<td>Topic: Singing in the Classroom 1/3 of class teaches Math APC lesson 15 points Assignment: PROJECTS DUE 50 points</td>
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<tr>
<td>12/5</td>
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<tr>
<td>12/10</td>
<td>Topic: Singing in the Classroom 1/3 of class teaches Math APC lesson</td>
<td>Topic: Singing in the Classroom 1/3 of class teaches Math APC lesson</td>
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<tr>
<td>12/12</td>
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<tr>
<td>Finals</td>
<td>Thursday Dec. 19 12:00-2:00 p.m. Concert programs due 15 points</td>
<td>Friday Dec. 20 9:45-11:45 a.m. Concert programs due 15 points</td>
</tr>
</tbody>
</table>

Website Review for 9/3/2013

**WRITE A ONE/HALF TO ONE PAGE SUMMARY FOR #1 AND #2**

1. Music Instinct Oliver Sacks

2. Music Instinct Daniel Levitin

**Website Review 9/9 2013**

1/2 page for each of these sites.

PROJECTS  50 points   DUE Dec. 5
1. Attend a music workshop.  These occur on Saturdays.
   Simpson College: September 14  http://simpson.edu/music/workshops-in-music-education/
   KEI (Kodaly Educators of Iowa)
   First Iowa Orff October 5, 2013 – Chris Judah-Lauder
2. 12 Additional APC lessons in lesson plan format
3. 6 additional Children’s Lit using these considerations;
   design with instrumental and possibly singing opportunities for students
   include text and text you will show to students for reading (identify sections that all students can speak or sing)
   lesson plan identifies how you will teach this efficiently.
4. 24 original piggyback songs
5. Identify 24 folk songs that you will use in your classroom. Include copy of song and text and explain how you will use the song in your classroom, grade level, and possible subjects for integration.
6. Read one of the following books.
   Identify the intent of the author and the support for this theory or belief.
   Design questions and answers for Book Club discussion.
   Identify why and how an educator can benefit from reading the book.
   5 typewritten pages. (may be double-spaced)
   *The World in Six Songs*  Daniel J. Levitin
   *Arts with the Brain in Mind* by Eric Jensen
   *This is Your Brain on Music*  Daniel Levitin
   *Musichophilia* by Oliver Sacks
7. Develop 6 integrated lesson plans. Identify connections with music plus either an art work or piece of literature. Use model lesson plans in book.
8. Attend 6 additional concerts. Attach a review to the program. This may be 1/2 to 1 page long. Write about your impressions of the music and the performance.
9. Memorize and sing for the instructor 18 songs appropriate for elementary age students. Sing these in the appropriate range for elementary students. You may videotape this assignment.
10. Design your own project. See the instructor for approval.

ATTEND a CONCERT  Program due at the Final  15 points  Write 1/2 page of your impressions.
This is an opportunity to attend and hear something new to you. I encourage you to go to performances at Iowa State. Many of them are free to attend.
   http://www.music.iastate.edu/calendar/F13eventsE.pdf
Other options:
   Ames Town and Gown presents quality concerts free to ISU students. http://www.amestownandgown.org/
   The Des Moines Symphony has student priced tickets and also student rush tickets. http://dmsymphony.org/
   There are a lot of community groups in Ames that do concerts, you can check the ACAC calendar  http://www.amesart.org/
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>320 Points</th>
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<tbody>
<tr>
<td>9/3</td>
<td>Website reviews</td>
<td>10</td>
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<tr>
<td>9/5</td>
<td>Teach Call and Response or Echo Song in class</td>
<td>5</td>
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<tr>
<td>9/11</td>
<td>Website reviews</td>
<td>15</td>
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<tr>
<td>9/16,9/23</td>
<td>Cumulative Song with visuals</td>
<td>10</td>
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<tr>
<td>9/26</td>
<td>Movement lesson plan adapting for different grade levels</td>
<td>5</td>
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<tr>
<td>10/3</td>
<td>Nursery Rhyme with small group</td>
<td>10</td>
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<tr>
<td>10/10</td>
<td>Singing Game lesson plan adaptation for special learners</td>
<td>5</td>
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<tr>
<td>10/17</td>
<td>Children’s Literature in small groups</td>
<td>10</td>
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<tr>
<td>10/24</td>
<td>Integrated Lesson Plan</td>
<td>10</td>
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<tr>
<td>10/31</td>
<td>APC Math lesson plan with partner</td>
<td>10</td>
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<tr>
<td>10/31</td>
<td>APC Reading lesson plan with partner</td>
<td>10</td>
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<tr>
<td>11/5</td>
<td>2 APC Reading Lesson plans</td>
<td>20</td>
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<tr>
<td>11/14</td>
<td>Piggyback Songs</td>
<td>10</td>
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<tr>
<td>11/21</td>
<td>Garageband Assignment</td>
<td>5</td>
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<tr>
<td>12/3</td>
<td>2 APC Math Lesson Plans</td>
<td>20</td>
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<tr>
<td>12/5</td>
<td>PROJECT</td>
<td>50</td>
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<tr>
<td>at final</td>
<td>Concert program</td>
<td>15</td>
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Recorder evaluations  BAGED Oct. 1 (5 points)  
Recorder final Dec.19/20 (10 points)  
**Quiz 1 OCT. 8 (25 points)  Quiz 2 NOV. 7 (25 points)**  
**Final  DEC 19/20 (50 points)**
Extra Credit website and podcast reviews  One page summary= 5 points. For each numbered section.

1. World Science Festival
   http://worldsciencefestival.com/videos/the_universal_language
   http://worldsciencefestival.com/videos/notes_neurons_in_search_of_the_common_chorus


3. Title: The Music of Language and the Language of Music.
   Speaker: Dr. Aniruddh D. Patel, Esther J. Burnham Fellow, Neurosciences Institute, San Diego, California
   Date: November 7, 2008
   Running Time: 18:53 minutes

   Speaker: Dr. Daniel Levitin
   Date: November 18, 2008
   Running Time: 21:51 minutes

5. Extra credit websites continued.
   Bobby McFerrin
   http://being.publicradio.org/programs/2011/catching-song
   http://www.pbs.org/wnet/musicinstinct/blog/science/performance-stage-science-lab/127/
   http://www.youtube.com/watch?v=ne6tB2KiZuk
   http://bobbymcferrin.com/
SITES to help you as you work with music. These may not be used for extra credit.

Music learning
http://www.8notes.com/theory/
http://www.musictechteacher.com/musicquizzes.htm

Music Style /World Music
http://www.playingforchange.com

Websites for Recorder help
http://artsalive.ca/en/mus/activitiesgames/
http://www.ninenote.com/learn-to-play_recorder.html
http://www.mymusicclass.com/
http://ge-music.com/Recor.htm