MUSIC 265. Music in Elementary Education. (2-0) Cr. 2. F.S. Prereq: HD FS 102 or PSYCH 230Experiencing 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 2014: Section A: 2:10-3:00 p.m. Tues./Thurs. Section B: 3:10-4:00 Tues./Thurs. Section C 4:10-5:00 p.m.

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 10:30 a.m.-1:30 p.m.

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.

By the end of this course students will:
be able to lead different styles of songs for elementary students.
work with form in music by creating ABA nursery rhymes.
design visuals for cumulative songs with the emerging reader in mind.
design and plan sound painting with basic rhythm instruments using children’s literature stories and books.
write Piggyback songs changing words of familiar songs to help with directions and transitions.
play basic melodies on the recorder, using BAGED and some expanded pitches.
learn about music elements, i.e. rhythm, beat, pitch, melody etc.
design lesson plans using singing games and incorporating math and reading skills. Affirming Parallel Concept lessons.
attend a music education workshop or design their own project.
plan for integration of music into other subject areas.
attend a concert that will be a new experience for them.

REQUIREMENTS
1. ATTEND and actively PARTICIPATE in all classes and do assignments to the best of your ability.
2. Purchase the following:
   Yamaha Soprano Recorder
3. Attend 1 ISU or approved concert this semester.

Evaluation: 95-100% A 90-94% A-
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/

Assignments are listed in the syllabus and posted in Blackboard.

Accommodations http://www.dso.iastate.edu/dr/student/

Academic Dishonesty: http://www.dso.iastate.edu/ja/academic/misconduct

Class policies:

Attendance: Attendance is necessary to understand the topics and to complete assignments. I will allow 3 absences for illness and family emergencies. After three absences, absences will be considered unexcused unless you have a University excuse, doctor’s excuse, or obituary notice. Unexcused absences will result in a lowered grade. Two unexcused absences result in lowering of one grade level.

Assignments: All assignments are to be completed upon the due date and if the assignment is a written assignment it needs to be delivered to the classroom on paper. All written 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.

All paper and other assignments need to have this information and use this format:
Last Name, First Name
Section:
Assignment title:
Date:

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.

ATTEND a CONCERT Program due at the Final 15 points Write 1/2 page of your impressions. Describe instruments used, music performed and what you enjoyed and maybe didn’t enjoy about the performance.
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/
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/

Only WATER is allowed in this classroom. No food or other drinks are allowed in this classroom.

**FALL SCHEDULE**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Class overview</td>
<td>Assignment due: Recording of you singing Twinkle Twinkle Little Star. This assignment may be emailed to me</td>
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<tr>
<td></td>
<td>More instructions in the syllabus and on Blackboard.</td>
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<tr>
<td></td>
<td>Also Read Website set #1</td>
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<tr>
<td></td>
<td>Recorder in class</td>
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<tr>
<td>9/2 Half Class</td>
<td>9/4 Half Class</td>
</tr>
<tr>
<td>Topic: Vocal Production, Recorder BAG</td>
<td>Topic: Vocal Production, Recorder BAG</td>
</tr>
<tr>
<td>Assignment#1 . Write concise definitions for the following terms. Beat, Rhythm, Melody, Harmony, Meter, Dynamics, Tempo, Form, Texture, Style  PAPER ONLY</td>
<td>Assignment#1 . Write concise definitions for the following terms. Beat, Rhythm, Melody, Harmony, Meter, Dynamics, Tempo, Form, Texture, Style  PAPER ONLY</td>
</tr>
<tr>
<td>Listen to and memorize: Blue Blue, One Jar of Apples, and Ice Cream Soda</td>
<td>Listen to and memorize: Blue Blue, One Jar of Apples, and Ice Cream Soda</td>
</tr>
<tr>
<td>9/9 Topic: Form, Meter</td>
<td>9/11 Topic: Nursery Rhyme</td>
</tr>
<tr>
<td>Assignment due: Reading Website set #2</td>
<td>Assignment: Reading Website #3 Discussion in class</td>
</tr>
<tr>
<td>Recorder BAGE</td>
<td>Nursery Rhyme assignment IN CLASS</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Thursday</td>
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</tbody>
</table>
| 9/16 Topic: Present Nursery Rhymes in class  
Singing: Call and Response and Echo songs  
 Recorder: BAG E | 9/18 Topic: Singing: Call and Response, Echo songs, and Cumulative Songs  
 Assignment: Reading Website set #4  
 Prepare Study Guide for Instructor PAPER ONLY  
 Recorder: BAG E |
| 9/23 Half Class  
Teach Call and Response or Echo song to group  
 Recorder BAGED  
 Listen to and learn to sing Today is Monday, There Was an Old Lady, and Fiddle I Fee | 9/25 Half Class  
Teach Call and Response or Echo song to group  
 Recorder BAGED  
 Listen to and learn to sing Today is Monday, There Was an Old Lady, and Fiddle I Fee |
| 9/30 Quiz 1  
 Cumulative Songs  
 Movement  
 Singing Games | 10/2 Recorder Evaluation BAGED  
 Assignment due: Cumulative Song  
 Share in small Groups Group members provide written feedback and share with instructor. |
| 10/7 Topic: Children’s Literature  
 Begin Children’s Literature: Stories illustrated with instruments or vocal sounds. 
 *Silly Sally, Hairy McClairy, Silly Jack, Greedy Cat, Chicken Little, The Camel, King Bidgood; s in the Bathtub.* | 10/9 Topic: Children’s Literature  
 Children’s Literature |
| 10/14 Topic: Children’s Literature  
 Children’s Literature Assignment due bring 5 paper copies.  
 Share stories in small groups. Group members provide written feedback and share with instructor. | 10/16 Topic: Singing Games, Piggyback Songs  
 Continue sharing stories in small groups. Groups provide written feedback.  
 Singing Games  
 Piggyback Songs |
| 10/21 Small Group  
 Singing Games: Adapt singing games for special learners  
 Recorder High D, High C, F#  
 Learn songs: Weevily Wheat, Mary Mack, Circle Round the Zero, Obo-shi-notten-totten | 10/23 Small Groups  
 Singing Games: Adapt singing games for special learners  
 Recorder High D, High C, F#  
 Learn songs: Weevily Wheat, Mary Mack, Circle Round the Zero, Obo-shi-notten-totten |
<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>10/28</strong>&lt;br&gt;Singing Games the tools for APC&lt;br&gt;Assignment: Read APC Chapter on Blackboard&lt;br&gt;Examine websites&lt;br&gt;a. <a href="http://www.lifelongmusicmaking.org/apcdescription.html">http://www.lifelongmusicmaking.org/apcdescription.html</a>&lt;br&gt;b. <a href="http://www.lifelongmusicmaking.org/APCresearch.html">http://www.lifelongmusicmaking.org/APCresearch.html</a>&lt;br&gt;Examine APC lessons on Blackboard&lt;br&gt;Write 1 APC lesson in class with small group send to instructor. (Yes, this can be an emailed assignment!)</td>
<td><strong>10/30</strong>&lt;br&gt;Singing Games&lt;br&gt;APC Lessons&lt;br&gt;Assignment: Piggyback Songs</td>
</tr>
<tr>
<td><strong>11/4</strong>&lt;br&gt;Topic: APC LESSONS&lt;br&gt;Assignment: 1 Math APC Lesson Due PAPER Recorder</td>
<td><strong>11/6</strong>&lt;br&gt;Piggyback songs DUE Bring copies to share, sing through in small groups and share with larger group Recorder</td>
</tr>
<tr>
<td><strong>11/11 Half Class</strong>&lt;br&gt;Assignment: Reading APC Lesson plan due PAPER Recorder&lt;br&gt;Teach Math APC</td>
<td><strong>11/13 Half Class</strong>&lt;br&gt;Assignment: Reading APC Lesson plan due PAPER Recorder&lt;br&gt;Teach Math APC</td>
</tr>
<tr>
<td><strong>11/18 Half Class</strong>&lt;br&gt;Topic: Using Recorder in the classroom&lt;br&gt;Small Group Recorder</td>
<td><strong>11/20 Topic:</strong>&lt;br&gt;INTEGRATED LESSONS/Interdisciplinary lessons...other ways to use music in the classroom. PROJECTS DUE</td>
</tr>
<tr>
<td><strong>12/2 Half Class</strong>&lt;br&gt;Recorder&lt;br&gt;Teach Reading APC</td>
<td><strong>12/4 Half Class</strong>&lt;br&gt;Recorder&lt;br&gt;Teach Reading APC</td>
</tr>
<tr>
<td><strong>12/9 Other than APC</strong>&lt;br&gt;Integrated Lessons and Final APC lessons</td>
<td><strong>12/11</strong>&lt;br&gt;Integrated Lessons and Final APC Lessons</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Thursday</td>
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| Finals 2:00 Dec. 15 12:00-2:00 p.m.  
3:00 Dec. 17 7:30-9:30 a.m.  
4:00 Dec. 18 2:15-4:15       | The Final questions will be given to you on 12/11. They need to completed and returned at your scheduled final time. Your scheduled final time will be approximately within the parameters given. You will be signing up for a 5 minute recorder and singing assessment. |

**Turning in assignments:**

All Assignments must use the following format for grading.

**Last name, first name**  
**Section:**  
**Assignment title**  
**Date:**

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment title</th>
<th>These assignments are explained on Blackboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 28</td>
<td>Recording of Twinkle (5 points)</td>
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<td></td>
<td>Self-singing assessment (5 points)</td>
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<tr>
<td>Due date</td>
<td>Assignment title</td>
<td>Website #1</td>
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</table>
| 8/28     | Website #1       | **READ ALL OF THE SITES LISTED. FOR YOUR USE, THERE IS A STUDY GUIDE ON BLACKBOARD. INFORMATION FROM THESE SITES WILL APPEAR ON YOUR QUIZ.**  
1. Music Instinct Oliver Sacks  
http://www.pbs.org/wnet/musicinstinct/video/music-and-the-brain/are-humans-wired-for-music/54/  
2. Music Instinct Daniel Levitin  
http://www.pbs.org/wnet/musicinstinct/blog/interview-with-daniel-levitin/part-one/18/  
http://www.pbs.org/wnet/musicinstinct/blog/interview-with-daniel-levitin/part-two/27/  
http://www.pbs.org/wnet/musicinstinct/blog/interview-with-daniel-levitin/part-three/28/ |
<p>| 9/2      | Learning songs #1 | Learn the following songs from the recording. Be prepared to sing in small groups. Blue, Blue, One Jar of Apples, and Ice Cream Soda. |
| 9/4      | Definitions      | Write concise definitions for the following terms. Beat, Rhythm, Melody, Harmony, Meter, Dynamics, Tempo, Form, Texture, Style. Paper only |</p>
<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment title</th>
<th>Website #2 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/16</td>
<td>Nursery Rhyme</td>
<td>This assignment is completed in class. In assigned groups you will create and present a Nursery Rhyme. Instructor will grade this activity.</td>
</tr>
<tr>
<td>Due date</td>
<td>Assignment title</td>
<td>Description</td>
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</table>
| 9/18     | Website #4 and Read and prepare Study Guide on Blackboard. Paper only. | Website #4  Read the following sites and prepare Study Guide on Blackboard. Paper only. Instructor will evaluate.  
The Importance of Keeping the Beat  
http://www.northwestern.edu/newscenter/stories/2013/09/the-importance-of-keeping-the-beat.html  
Language Literacy and Music  
| 9/23     | Teach Echo or Call and Response song to small group | Rubric  Instructor will evaluate with input from classmates.  
**1. Call and Response 5 points**  
1. The teacher prefaced the song with an enthusiastic verbal introduction.  
2. The teacher applied appropriate gestures to indicate when students should sing.  
3. The teacher sang with a in a clear, tuneful voice that was easy to imitate.  
   or  
   Teacher  chanted rhythmically and expressively different melody at the beginning  
4. Teacher used a quality resource.  
5. Teacher has song memorized |
| 9/23     | Learning songs #2 (5 points) | Today is Monday, There Was an Old Lady, and Fiddle I Fee |
| 9/25     | Quiz (30 points) | Quiz will be over definitions, material on study guides and information in class regarding singing with children. |
| 10/2     | Cumulative Song visual. Bring Visual and lesson plan to class. Lesson plan is shared with classmates. | Rubric: Classmates will  
**Cumulative Song 10 points**  
Teacher has chosen a cumulative song or chant and has included the song title in the visual.  
Lesson plan is detailed and sequenced for efficient teaching of the cumulative song (2 points)  
a. List starting pitch  
b. Describe how you will teach the phrases in the song or story. List the phrases in your lesson plan.  
c. Decide and clearly explain, what parts of the song are the students responsible for singing or speaking  
d. Explain how you might change the visuals as you work on new reading skills throughout the year.  
Visuals are appropriate and are appealing and they work with the song.  
(5 points)  
Explain how you put the visuals together and what resources you used.  
(2 points) |
<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment title</th>
<th>Rubric/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>Recorder Evaluation BAGED (5 points)</td>
<td>Rubric on Blackboard</td>
</tr>
<tr>
<td>10/14</td>
<td>Children’s Literature Bring 5 Paper Copies of your plan to class (10 points)</td>
<td>Directions on Blackboard Classmates will evaluate this assignment.</td>
</tr>
<tr>
<td>10/21</td>
<td>Adapt singing games for learners (10 points)</td>
<td>Your group will choose one singing game and adapt the game for different learners. More information on Blackboard. This will be completed in class. May be handwritten.</td>
</tr>
<tr>
<td>10/21</td>
<td>Learnings songs #3 (5 points)</td>
<td>Weevily Wheat, Mary Mack, Circle Round the Zero, Obo-shi-notten-totten</td>
</tr>
<tr>
<td>10/28</td>
<td>APC lesson, group (10 points)</td>
<td>In small groups, create one APC lesson plan. Turn in at the end of class. May be handwritten. Template on Blackboard</td>
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<tr>
<td>11/4</td>
<td>Math APC Lesson Paper Copy (10 points)</td>
<td>Template on Blackboard.</td>
</tr>
<tr>
<td>11/6</td>
<td>Piggyback Songs Paper copy (10 points)</td>
<td>Create 5 of your own piggyback songs. These songs are for transitions, rules, classroom management. 10 points.</td>
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<tr>
<td>Due date</td>
<td>Assignment title</td>
<td>Details</td>
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<tr>
<td>11/11</td>
<td>Reading APC Lesson Paper Copy (10 points)</td>
<td>Lesson plan 10 points</td>
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</tbody>
</table>
| 11/13    | Teaching Math APC LP to small group (10 points) | **Instructor and Classmate evaluate this teaching. APC lesson 10 points APC™ application in reading or math**  
  - Teacher presents introduction to the game with enthusiasm (1 point)  
  - Teacher uses the rote method to present the song (1 point)  
  - Teacher gives starting pitch and sings in the correct key. (1 points)  
  - Teacher is melodically and rhythmically correct in the presentation of the singing game (1 points)  
  - Teacher presents the game in a logical sequence with less talk more demonstration. (2 points)  
  - Teacher has the song memorized (1 points)  
  - Teacher emails the lesson to Ms. Marten within 48 hours after teaching the lesson. (3 points) |
<p>| 11/20   | PROJECT DUE (50 points) | See Syllabus for Project options...also Blackboard. |
| 12/2    | Teaching Reading APC lesson to small group (10 points) | Same Rubric as Math APC teaching |
| 12/4    | Integrated lesson plan in class work..... (10 points) | Information on Blackboard. This can be done in small groups. This may be handwritten. |</p>
<table>
<thead>
<tr>
<th>Due date</th>
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<tbody>
<tr>
<td>12/15</td>
<td>Concert program and review Paper (15 points)</td>
</tr>
<tr>
<td>12/17</td>
<td>FINAL Questions (15 points) Recorder Evaluation (15 points)</td>
</tr>
<tr>
<td>12/18</td>
<td>Singing Assessment (10 points)</td>
</tr>
</tbody>
</table>

Concert program and review due. 

ATTEND a CONCERT Program due at the Final 15 points Write 1/2 page of your impressions. Describe instruments used, music performed and what you enjoyed and maybe didn’t enjoy about the performance.

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/

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/

Final Questions 15 pts.
Recorder Evaluation 15 pts
Singing Assessment 10 pts.

IDEAS FOR PROJECTS 50 points DUE 11/20

1. Attend a music workshop. These occur on Saturdays.
   b. KEI (Kodaly Educators of Iowa) Oct. 4 http://kodalyeducatorsiowa.weebly.com/

   c. Greater Des Moines Orff presents Andrew Ellingsen on Saturday, September 6, from 9 am - 1 pm, Drake University Fine Arts Center, in Des Moines. He will help kick start your year with engaging activities and strategies. No experience necessary! So grab a friend and join us for a morning of joyful music making! Workshop Fee for non-AOSA members: $45. Fee for National AOSA members: $40. Students: $20. There is a $5 discount if you pre-register by emailing patricia.trump@dmschools.org. http://firstiowaorff.org/files/2013/08/FIO-brochure-2013-14.pdf
13
d. First Iowa Orff, Oct. 4

2. 10 Additional APC lessons in lesson plan format

3. 5 additional Children’s Lit plans 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. Illustrate 5 different songs. Develop these books with the intention of providing additional practice in reading. Contact the instructor in advance.
   - The books should look as if published professionally.

5. Create visuals for 5 cumulative songs with the purpose of reading improvement.

6. Identify 25 folk songs that you will use in your classroom. Include copy of song with musical notation and text and explain how you will use the song in your classroom, grade level, and possible subjects for integration.

7. Write and collect 25 Piggyback songs that you will use in your classroom. Organize them by their usage.

8. 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.
   - 2 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

9. Attend 5 additional concerts. Attach a “review” to the program. This may be 1/2 to 1 page long. Write about your impressions of the music, instrumentation and the performance.

10. Memorize and sing for the instructor 25 songs appropriate for elementary age students. Sing these in the appropriate range for elementary students. You may videotape this assignment.

11. Document the use of SINGING COACH http://www.singingcoach.com or other vocal lessons to improve your singing skills.

12. Design your own project. See the instructor for approval.
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: Making Music Changes Brains  
   Speaker: Dr. Gottfried Schlaug  
   Date: April 29, 2010  
   Running Time: 18:46 minutes
   Listen to Podcast

4. 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
   Listen to Podcast

   Speaker: Dr. Daniel Levitin  
   Date: November 18, 2008  
   Running Time: 21:51 minutes
   Listen to Podcast
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://gc-music.com/Recor.htm
http://www.squeakysrecorderplayhouse.com/songbookmaster.htm
http://www.youtube.com/watch?v=e3VpGKSntaE

articulation http://www.youtube.com/watch?v=R13fVnPmcb4
breathing, posture, http://www.youtube.com/watch?v=fq2RJpuPzUQ
tone production http://www.youtube.com/watch?v=ourT4en_VlU
Tue Tue http://www.youtube.com/watch?v=GFLIHri7DNA
Who Has Seen the Wind http://www.youtube.com/watch?v=oK9ONeUSG8w