MUSIC 265  Music Methods for Elementary Classroom Teachers
Spring Semester 2012: Wednesday 5:10-8:00 p.m.
Instructor: Cynthia Marten cmarten@AMES.K12.IA.US, martenthies@q.com
Phone: 239-3765  Home - please call before 9:00 p.m. (232-1502)

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
2. Purchase the following:
   a. *Musical Children: Engaging Children in Musical Experiences*
      Carolyn A. Lindeman
   b. Yamaha Soprano Recorder
   c. pitch pipe
3. Do all assigned readings/assignments to the best of your ability

Evaluation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<td>B+</td>
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<td>B</td>
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<td>F</td>
<td>59%</td>
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The class time will include many activities, small projects and 2 quizzes that will be graded so attendance is necessary to complete the work. I will allow one absence. 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.

*No cell phones should be visible in this class.*

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.

*Only water is allowed in this classroom. No food or other drinks are allowed in this classroom. Please finish items outside of the room.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>YOUR PREPARATION FOR CLASS</th>
<th>IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>What is it about music?</td>
<td>Welcoming Songs</td>
<td>In assigned groups, read and discuss article about music and music education and present three main ideas to the class.</td>
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<td></td>
<td></td>
<td>Elements beat/rhythm</td>
<td>In class: Complete interest and info sheet. Practice Call and Response songs with instructor.</td>
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<td></td>
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<td></td>
<td>Ms. Marten will teach a sample rhythm/beat lesson for 1st grade.</td>
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<td></td>
<td>Music elements: beat and rhythm.</td>
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<td>Vocal coaching sessions will occur during the reading and after class.</td>
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<td>(this will occur at the end of most class sessions)</td>
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<tr>
<td>1/18</td>
<td>Music Elements</td>
<td>Read Chapter 3</td>
<td>Discuss information from website assignments. Identify the information that supports music education in the schools.</td>
</tr>
<tr>
<td></td>
<td>Melody/Harmony</td>
<td>Recorder pg. 236</td>
<td>Music Element: Melody/Harmony.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website assignments (1/2 page summary for #1 and #2)</td>
<td>Ms. Marten will teach a sample lesson focusing on melody.</td>
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<td></td>
<td></td>
<td>Check later in Syllabus for web address</td>
<td>Recorder: BAG. Look at expository theme.</td>
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<td></td>
<td>1. Oliver Sacks</td>
<td>Practice Call and Response songs with instructor.</td>
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<td>2. Daniel Levetin</td>
<td>Practice finding starting pitch with instrument (recorder, Orff, pitch pipe)</td>
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<td></td>
<td>Vocal Coaching sessions will occur before and after class.</td>
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<td>Reflection journal. (this will occur at the end of most class sessions)</td>
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<tr>
<td>1/25</td>
<td>Music Elements</td>
<td>1. Expository Theme- First Draft Due. Bring Two Copies for Students to Evaluate</td>
<td>Examine classmates essays</td>
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<tr>
<td></td>
<td>Form/Expression and Movement</td>
<td>2. Be prepared to play assigned recorder songs. Pg. 227, 228</td>
<td>Musical Elements: Form and Expression. View videos of dances and learn some basic dances in a large group.</td>
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<td></td>
<td></td>
<td>3. Read Chapters 1 and 2</td>
<td>With a partner: In Class: Develop movement for an AB or ABA song given to you by the instructor, 2 different levels of difficulty.</td>
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<td>4. Website assignment #3</td>
<td>Recorder: low E. Vocal coaching will occur before and after class.</td>
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<td></td>
<td>Reflection Journal.</td>
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<tr>
<td>2/1</td>
<td>Quiz</td>
<td>1. Final Edit of Essay Due</td>
<td>Quiz: Music Elements, Chapters 1, 2, and 3 Website info #1, #2, # 3 Websites listed in end of syllabus</td>
</tr>
<tr>
<td></td>
<td>Singing Games</td>
<td>2. Quiz #1</td>
<td>Essay Due.</td>
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<td></td>
<td></td>
<td>3. Recorder: PG. 227, 228, 229</td>
<td></td>
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<tr>
<td>2/8</td>
<td>Singing Games with APC™</td>
<td>1. Memorized Call and Response Song or Chant. RUBRIC….SEE SOURCES IN SYLLABUS</td>
<td>Teach Call and Response Song.</td>
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<tr>
<td></td>
<td></td>
<td>Recorder pg. 236</td>
<td>Recorder Low D.</td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>Description</td>
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</table>
| 2/15  | Singing games with APC™                                              | **1. Read APC Chapter**  
**2. Website assignment #4**  
Discuss APC chapter and website assignment  
Sing and look at cumulative songs together in class.  
Find a Cumulative song to teach and plan visuals.  
Recorder BAGED EVALUATION  
Plan APC™ lessons in class with a partner. 1 math and 1 reading. |
| 2/22  | Using music in the elementary classroom. APC™                       | **Cumulative Song plan and visual materials due**  
1 copy to teacher  
Nursery Rhyme due in class. Does not need to be typed.  
Read Chapter 5  
Share Cumulative song with visuals.  
Share lesson plans with the class you may do this with papers or by showing it on the screen.  
Assigned small group will develop and teach a plan for a musical experience using a Nursery Rhyme.  
Teach the rhyme by rote and teach instrumental parts or body percussion parts by rote or visually. |
| 2/29  | Using music with children’s books. Recorder: pages 230, APC™       | **Children’s Literature**  
Singing Games  
**1 reading and 1 math APC™ lesson due**  
Recorder BAGD D’ C”  
Methods of Teaching Music  
In a small group students will plan a music lesson using a book assigned by the instructor.  
In a small group plan for teaching a singing game. BABY STEPS |
| 3/6   | No class                                                             | **Record pg. 231**  
http://www.lifelongmusicmaking.org/home.html  
Heal Yourself  
Music Therapy sites listed under websites  
1 reading and 1 math APC™ lesson due  
Quiz over Chapter 5, APC Program and APC Research, and APC chapter.  
Recorder BAGD D’ C”  
Reaching all students through music  
Adapt Singing games for special learners |
| 3/21  | Music as Therapy                                                    | **Record pg. 231**  
http://www.lifelongmusicmaking.org/home.html  
Heal Yourself  
Music Therapy sites listed under websites  
1 reading and 1 math APC™ lesson due  
Quiz over Chapter 5, APC Program and APC Research, and APC chapter.  
Recorder BAGD D’ C”  
Reaching all students through music  
Adapt Singing games for special learners |
| 3/28  | Integrating music                                                   | **1 reading and 1 math APC™ lesson due**  
½ of class will teach Math APC™ lesson  
After lesson is taught, students will send lesson to instructor via email. |
| 4/4   | Multi-cultural                                                      | **½ of class will teach one of their Math APC™ lessons**  
After lesson is taught, students will send lesson to instructor via email. |
4/11 | Website http://www.teachervision.fen.com/music/behavior/6763.html#cm | ½ of class will teach one of their Reading APC™ lessons. After lesson is taught, students will send lesson to instructor via email. With a partner select some “musical” rewards that would motivate students. Setting up classroom rules. Projects Due

4/18 | Listening to music Pages 140-143 80-83 88-89 105-107 117-119 in textbook | ½ of class will teach one of their Reading APC™ lessons. After lesson is taught, students will send lesson to instructor via email. Tie Up Loose ends! Project Due unless attending last Kodaly workshop on April 21

4/25 | Concert Programs due | Recorder Final Essay Final

5/2 | No Class |

**Teaching or presenting songs, Call and Response, Cumulative Song**

One of the most useful skills I can teach you is to teach a song to others. We will basically follow the rote teaching method and discuss the value of rote teaching in music.

**Call and Response 5 points**

1. The teacher prefaced the song with an enthusiastic verbal introduction. (1 point)
2. The teacher applied appropriate gestures to indicate when students should sing. (1 point)
3. The teacher sang with a clear, tuneful voice that was easy to imitate. (1 point) or Teacher chanted rhythmically and expressively. (1 point)
4. Teacher used a quality resource. (1 point)
5. Teacher has song memorized. (1 point)


**Resource:** [http://www.lifelongmusicmaking.org/home.html](http://www.lifelongmusicmaking.org/home.html) SINGING GAMES

**Cumulative Song 10 points**

Teacher has chosen a cumulative song or chant and has included the song title in the visual. (1 point)
Lesson plan is detailed and sequenced for efficient teaching of the cumulative song (2 points)
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)

**APC lesson 15 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. (2 points)
Lesson plan is detailed and sequenced for efficient teaching of the singing game (2 points)
Teacher is melodically and rhythmically correct in the presentation of the singing game (2 points)
Teacher presents the game in a logical sequence with less talk more demonstration. (1 point)
Teacher has the song memorized. (2 points)
Teacher used a quality resource. (1 point)
Teacher applies APC™ in reading or Math with plan for assessment and extension (3 points)

**Resource:** [http://www.lifelongmusicmaking.org/home.html](http://www.lifelongmusicmaking.org/home.html) SINGING GAMES
ESSEY about the value of music in elementary school

Explain briefly the goals and objectives of the general music program in the elementary school and identify ways in which music can be integrated and reinforce concepts in other areas. Use references, these may be acknowledged in the body of the paper. See rubric. Write this in the style of an Expository Theme.

Introductory Paragraph: states what will you will discuss and defines them generally as 3 subtopics.

Transition attached to 2nd paragraph which is a generally a restate of subtopic one and offers supporting details or examples.

Transition attached to 3rd paragraph that restates subtopic two with supporting details or examples.

Transition attached to 4th Paragraph and restates subtopic three with supporting details or examples.

5th paragraph is a synthesis and conclusion of the thesis rephrasing main topic and subtopics. Connect to introduction.

Length: 1-2 pages. TYPEWRITTEN.

<table>
<thead>
<tr>
<th>Theme</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Points that will be discussed are clearly stated in the introduction.</td>
<td>There is some clarity in the introduction.</td>
<td>The introduction rambles and is in the writers view only.</td>
<td>Introduction is not clear</td>
</tr>
<tr>
<td>Content</td>
<td>Ideas supported clearly with well written transitions</td>
<td>Ideas somewhat supported clearly</td>
<td>Ideas are not clearly presented within the paragraph</td>
<td>Rambles ideas are not connected within the paper</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Ties in with introduction</td>
<td>Some connection to the introduction</td>
<td>No connection to the introduction</td>
<td></td>
</tr>
<tr>
<td>Writing mechanics/</td>
<td>Correct</td>
<td>Minimal errors</td>
<td>5-7 errors</td>
<td>8 or more errors</td>
</tr>
<tr>
<td>Article Resource</td>
<td>3 resources</td>
<td>2 different resources</td>
<td>1 resource</td>
<td>No resources listed</td>
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</tbody>
</table>

Vocal Coaching

You will sign up for a 5-minute vocal coaching session with the instructor. These sessions will primarily occur after class during the first three- four weeks.

WEBSITE ASSIGNMENTS 1/2 page summary that summarizes information and also identify the particular information in this site that supports music education in the schools.

1. Music Instinct Oliver Sachs

2. Music Instinct Daniel Levetin

3. Lifelong Music Making
   [http://www.lifelongmusicmaking.org/home.html](http://www.lifelongmusicmaking.org/home.html) sections 2 and 5

4. [http://www.lifelongmusicmaking.org/home.html](http://www.lifelongmusicmaking.org/home.html) (1/2 page summary

APC Program, and APC Research
Affirming Parallel Concepts™
Cross-training the brain by practicing reading and math skills through singing folk songs and playing singing games.

APC LESSON PLANNING

1. Come prepared to teach a 5-minute lesson to the class as if we are your students.
2. Use a folk song and/or game to teach a math or reading concept while affirming parallel concepts in music.
3. Create a lesson designed to activate your students physically, intellectually and emotionally.
4. Fill out the attached APC (Affirming Parallel Concept) Lesson Plan Form.
5. Bring the props or visuals you will need.
6. Use your pitch pipe to start the song on a comfortable starting pitch.
7. Email the lesson to Ms. Marten for distribution to class.

Use this form for your lesson plan.

Teacher’s Name_________________________Grade Level/Age/Description_________________________

Reading or Math Concept(s) (e.g. phonemic awareness; fluency):

Reading or Math Skill(s) (e.g. beginning letter sounds b, f, g; counting by two’s):

Affirming Music Concept(s) (e.g. keeping beat, singing in tune, rote singing, improvising):

Song(s) __________________________ Starting Pitch(es) __________________________

Procedure __________________________ Rationale for each activity __________________________

(Step-by-step activities) (e.g. building community; socializing; individual accountability; skill practice; preparing for a new concept; presenting a new concept; auditory, visual or kinesthetic practice; assessing; fun)

1. __________________________
2. __________________________

Later Lesson: Individual Assessment Activity

(to determine whether each student has mastery of the skill or concept.)

1. SHOULD BE 6-8 steps .
2. __________________________
3. __________________________

Checklist: (Have I included all of these?)

☐ Used pitch pipe and appropriate range of song (not too high or too low)
☐ Stated a rationale for each activity
☐ Used a folk song (rather than a composed song)
☐ Actively engaged students physically, intellectually, and emotionally
☐ Included a follow-up lesson activity to assess individual mastery
EXAMPLE LESSON PLAN.

Teacher’s Name: Ann Kay  Grade Level/Age/Description: 1st grade

Affirming Parallel Concepts Lesson

Reading or Math Concept(s): addition memorization

Reading or Math Skill(s): counting by twos to 20; adding by twos to 10

Affirming Music Concept(s): keeping steady beat; singing

Song(s)                      Starting Pitch(es)
One Jar of Apples           E

Procedure                       Rationale

1. Pat steady beat on lap until all are following together  Focus whole group
2. Start pat-clap-snap-snap pattern – wait until all are together  Focus
3. Sing One Jar of Apples (known song) to 10 while doing motions.  Multi-tasking
4. Sing from 10 to 1 with reversed motions.  Automaticity
5. Sing again, counting by two’s to 20 and back.  Extending knowledge
6. Hold up flash cards of addition by 2’s to 20:
   4+2=   2+4=   6+2=   2+6=   8+2=   2+8=  
   Students fill in the answers while singing and keeping the motions going.  Automaticity

Later lesson: Individual Assessment Activity  
(to determine whether each student has mastered the skill or concept)

1. Partners have set of flash cards for 2’s addition with answers on back.  Individual
   One person holds up card for partner to fill in the blank while singing.  Accountability
2. Individuals fill out worksheets with 2’s addition problems.  Individual assessment
Reflection Journal. 50 points. Due March 28. You will be asked to write after each class. You will want to discuss what we learned in class and also what you have learned in your reading that has influenced your thinking about using music in the classroom.

You might want to reflect on how you feel when you are singing. Is it fun to sing, is it relaxing? As the semester progresses you will want to identify the songs and games that you will want to use in your teaching.

You will use this journal to help you with your final essay.

Extra Credit website and podcast reviews One page summary= 5 points. For each numbered section.

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


6. Title: Making Music Changes Brains
   Speaker: Dr. Gottfried Schlaug
   Date: April 29, 2010
   Running Time: 18:46 minutes

   Listen to Podcast

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
8. 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

Music Therapy

Classroom Management
1. http://www.teachervision.fen.com/music/behavior/6763.html#cm

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
PROJECT 50 points DUE APRIL 18 unless attending the April 25 workshop
Numbers 1-4: Music teacher workshops.
You will attend for the entire day, 9-3 (40 points)
In addition to attending the workshop you will also:
   Turn in your organized notes from the workshop. (10 points)

A. Kodaly Educators of Iowa Workshops
1.January 28, 2012 Come join us at Grand Avenue Baptist Church in Ames on January 28 from 9am-3pm for two great sessions of sharing. Authentic Assessment will provide ideas using many types of assessments including games, performance, paper and pencil, etc for K-5. Singing Games from the 150s will showcase songs and games from “the orange book” 150 American Folk Songs by Peter Erdei. You do not need to bring the book or (even own it) to take part. As always, lunch is provided and cost is $10 for teachers, $5 for students. Plan now to attend and bring a friend. A surefire way to give yourself a shot in the arm to beat the winter classroom blues.

2. April 21 9-1:00 Sue Leithold will lead a workshop on Supporting Uncertain Singers and will lead us in some Multicultural Games and Dance. This workshop will take place in Ankeny...Venue to be announced later.

3. Simpson Workshop January 21, 2012 - Jay Broeker will present Sing, Play, Move: A Sequential Development of Enactive Musical Understanding. Both sessions promise to provide dynamic, active and engaging opportunities for college students and educators alike. For registration information, call the Music Office at 515-961-1637 or contact Dr. Michael Patterson, workshop coordinator, at 515-961-1582. Ask about graduate credit information! We look forward to seeing you there.

5. Identify 12 additional and different songs or singing games and write APC™ lesson plans for these songs.
6. Teach your APC lessons to students at Fellows School during Ms. Marten's music classes. This must be arranged in advance with Ms. Marten. Teach 6 5 – 10 minute lessons
7. 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. Levetin
   Arts with the Brain in Mind by Eric Jensen
   This is Your Brain on Music Daniel Levetin
   Musichophilia by Oliver Sacks

Attend a Concert
ISU concerts
   Concert list at http://www.music.iastate.edu/events/ ISU (METRH) is Martha-Ellen Tye Recital Hall

Community concerts
Town and Gown Chamber Concert series—these are free to ISU students
http://www.amestownandgown.org/

Des Moines Symphony
http://www.dmsymphony.org/ Sunday afternoon concerts have been $10.00 for University students.
<table>
<thead>
<tr>
<th>ASSIGNMENTS/ DATE DUE and POINTS</th>
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<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>2 APCTM Lesson plans, 1 math, 1 reading written with a partner</td>
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<tr>
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<td>2 APCTM Lesson plans, 1 math, 1 reading</td>
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<tr>
<td>2 APCTM Lesson plans, 1 math, 1 reading</td>
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<td>Attend a concert from websites listed. Other concerts will be considered but may not receive full credit</td>
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<tr>
<td>Children’s Literature Lesson plan with partner in class</td>
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<td>Essay</td>
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<td>Final Essay using notes from Reflective Journal</td>
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<td>Movement Lesson Plan with partner in class (2 levels)</td>
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<td>Nursery Rhyme with small group in class</td>
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<td>Present Cumulative Song with visuals</td>
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<td>Project</td>
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<tr>
<td>Quiz 1</td>
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<td>Quiz 2</td>
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<tr>
<td>Participate in Vocal Coaching</td>
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<td>Recorder BAGED</td>
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<td>Recorder Final</td>
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<td>Reflective Journal</td>
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<tr>
<td>Self Assessment</td>
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<tr>
<td>Teach Call and Response song</td>
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<tr>
<td>Teach APCTM lesson: math lesson</td>
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<tr>
<td>Teach APCTM lesson: reading lesson</td>
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<tr>
<td>Website Assignment Daniel Levitin</td>
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<tr>
<td>Website Assignment Oliver Sacks</td>
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<td>Website Assignment Lifelong Music Making</td>
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<tr>
<td>Website Assignment #4 APC program and APC Research</td>
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<td><strong>Total</strong></td>
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