Iowa State University

Classes: Tuesdays 5-8:00 p.m.
Music 265-Spring 2009
Music Hall-Rm. 2

Instructor: Lois Downs
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Phone: Daytime-515-433-0860
Home-515-432-0358

COURSE DESCRIPTION:
This course is designed to encourage the integration of music into the classroom curriculum and to acquaint elementary education majors with materials and techniques for teaching music to grades K-6. MY MAIN GOAL: Gain an appreciation for what music can do for the elementary classroom.

General goals include:
1. learning to lead and accompany groups in singing songs
2. gaining facility with unpitched percussion, pitched percussion and soprano recorder
3. improving musical sensitivity and understanding through singing, moving, playing, creating, listening and reading/writing activities
4. exploring the value of music integration into the classroom curriculum to increase and enhance learning
5. locating and utilizing instructional materials from a 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 and its value for children’s present and future lives
8. develop activities and objectives that are age/developmentally appropriate

REQUIREMENTS:
1. ATTEND and actively PARTICIPATE in all classes
2. Purchase the following:
   b. Yamaha Soprano Recorder
   c. Do all assigned readings/assignments to the best of your ability
   d. Type all written assignments
   e. MANDATORY: Attend Mrs. Downs’ concert on Tuesday, April 14 in Boone, (see below)
   f. In exchange for 1 Tuesday night class, attend either Thursday, February 19, ICDA Elementary concert at Boone High Auditorium or Friday, April 17 MCCF concert at CY Stephens

ATTENDANCE:
Attendance is required as in real teaching. This is an interactive learning class and experiences cannot be replicated at another time. One absence is excused. Thereafter, each absence will result in one grade lower than the earned grade (A will become A-, etc.) for the semester.
If an emergency or illness occur, please be courteous and notify me @515-433-0860 or loisdowns@boone.k12.ia.us before 3:30 the day of class.

EVALUATION:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93%</td>
<td>A-</td>
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<td>88-89%</td>
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<td>64-67%</td>
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PROFESSIONAL BEHAVIOR:
The following are my expectations for professional behavior.
1. Cell phones are off and put away during class.
2. Read assigned materials. There will be a written reflection each week on the assigned reading.
3. You are working towards a teaching degree. You will need to be competent in communication skills, ie. grammar, spelling, content.
4. Talking in class needs to be limited to discussion about the topic. Please do not eat while your peers are teaching.
5. Please remember, I do not give you a grade, you earn a grade.
6. Complete assignments on time. If you have been absent or are going to be absent, you need to email me your assignment by Thursday noon. After Thursday noon you will be docked points. Please send them to my school email. Points will be taken off late assignments. It is your responsibility to find out what you missed in class.

ASSIGNMENTS:
Teaching songs: Call and Response, Singing Game, Familiar song-new words, take day-to-day activities and show how you could put music to it so students could remember; example-days of the week
Musical instruments
Recorder-weekly playing, plus final
Weekly reflections on reading
Create 1 music game with partner using a musical concept
Create listening map

FIELD TRIP-REQUIRED ATTENDANCE: April 14, 2009, 7:00 p.m. (this is a Tuesday, regular class night) field trip to Franklin Elementary in Boone to attend concert
**Observations: (Thursday) February 19th Boone High School Auditorium, OR (Friday)April 17th MCCF concert CY Stephens, in place of one other Tuesday night class.
Essay: About the value of integrating music into the elementary school and the value of music in education
Computer Lab: Appropriate websites for music instruction
Music with children’s literature
Moving to music-create movement to go with a musical selection, with partner

FINAL PROJECT:
Due: April 21
Each of the following projects involves learning about a piece/s of music or musical work. You will be asked to present information about composers, performers, etc. Most students will want to do their projects as hard copy. I will also allow you to present the project in Power Point. These projects are geared towards an elementary student audience. You may choose one of the following projects. Each project must have a title page and a bibliography. Must be typewritten. If presented as power point, please forward copy to me in an email.

1. Symphony work-Choose one of the following pieces and do the following:
   Create a series of lessons on listening and understanding the music
   Write at least a two paragraph biography of the composer. (4pts.)
   Create a listening map, using pictures, lines, etc. to show how the music is put together. (10pts.)
   Describe the orchestration of the piece. (2pts.)
   Describe the historical background of the piece. (6pts.)
   Identify the musical style by the musical period. (2pts.)
   Outline and identify the form. (2pts.)
   Write a lesson about orchestra instruments. (10pts.)
   Write an assessment tool that could be used for this project. It may be a game. (10pts.)
   Attach a complete bibliography. (2pts.)
   Neatness of the presentation. (2pts.)

   Beethoven’s Fifth or Beethoven’s Ninth Symphony, fourth movement
   Aaron Coplands-Fanfare For The Common Man or Appalachian Spring, song-(Simple Gifts)
   John Williams-Theme from Star Wars
2. Develop a series of lessons designed to interest students in The Nutcracker Story” and its music. The focus must be on the musical pieces and musical elements and how that relates to telling the story. Don’t forget to include the composer of this great work and short historical info. Identify a list of terms that students will be responsible to learn.(10pts) Select 3 (10pts.each) of the musical selections and develop lesson plans for their presentation to students. These lessons should revolve around the musical elements of form, tempo, meter and orchestra instruments used to help tell the story of the specific dances. (10pts.)

3. Study of American Musical
   Pick one musical appropriate for elementary age students. Form a list of vocabulary that students should recognize.(10pts.) List the main characteristics of American Musical Theater. (10pts.) Be prepared to show ‘clips’ of the film version (10 pts.) Information about the composers, directors, etc. should be included. (10) Show how this relates to the history of America and time period. (10)

4. Instruments-
   Create two musical instruments that could be used in your classroom. These would be used with a science unit. How does sound relate to science? One must be from the string family and one from the percussion family.
   Include list of vocab. that students would be responsible for knowing.
   Include the rationale for the comparison between music and science.
   The instrument will be evaluated on its success as a good sound source, as an aesthetically pleasing product, and one that can be easily and safely used by children. The following may stimulate your thinking:
   Shakers, wood sounds, sounds from nature, pipes, tubes, bottles, water

5. Collect 25 folk songs or musical examples that you will want to use with integrated lessons. Guidelines are below:
   1. Identify the source for each song. These must be credible folk song sources, credible sources include:
      a. Erdie, Peter and Katalin Komlost, 150 American Folk Song to Sing, Read and Play, Pub. Boosey/Hawkes
      b. Langstaff, John, Hi!Ho! The Rattlin’ Bog and Other Folk Songs for Group Singing, Pub. Harcourt, Brace and World
      c. Lomax, Alan, Folk Songs of North America, Pub. Doubleday
      d. Seeger, Ruth, American Folk Songs for Children, Pub. Doubleday
      e. Collections by Woody Guthrie
   2. A copy of the song must be included. If there is a recording, include information as to where it can be located.
   3. Identify and explain how the song/s would be used, with which grade level and what subject would it be integrated with and concept.
6. Explore the development of Jazz and Blues in American history.
   Create a timeline showing how this music came to America (25pts.) using a picture board
   Include key performers and recordings (10pts.)
   Written at least 2 paragraphs dialogue explaining the timeline (15pts.) (Could be used as a play?)

7. Develop a complete listening lesson on one of the following pieces:
   a. Grofe’s Grand Canyon Suite
   b. Camille Saint-Saens, Carnival of the Animals
   List activities that students could do as a result of listening to this music; ie. Game, listening map
   for others to follow, art, drawing of interpretation of the music (20pts.)
   Integrate art, story writing, instruments, tempo, dynamics, answer the question; how do these
   musical concepts help us understand what the composer is trying to tell us about the music
   (10pts.)
   List instruments used in the different movements and what families they belong to. (10pts.)
   Present information about the composer. (10pts.)