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.

Spring Semester 2015: Tuesday and Thursday Section B: 2:10-3:00 p.m. Section A: 3:10-4:00 p.m. 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 day of class. 11:00 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.

REQUIREMENTS
1. ATTEND and actively PARTICIPATE in all classes and do assignments.
2. Purchase the following:
   - Yamaha Soprano Recorder
   - 150 American Folk Songs: To Sing, Read and Play by Peter Erdei
3. Attend 1 ISU or approved concert this semester.

Evaluation:

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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.
Academics: http://www.dso.iastate.edu/dr/student/
Academic Dishonesty: http://www.dso.iastate.edu/ja/academic/misconduct
Class policies:

Attendance: Attendance is necessary to learn musical skills taught in this class. 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.

Assignments: All assignments are to be completed upon the due date and delivered to the classroom typed and on paper. Assignments completed in class may either be hand written or emailed to the instructor on the same day. If you are unable to attend class when the assignment is due, email it the date it is due and bring a paper copy to the next class session. It will not be considered late if it has been emailed because of an absence. Late assignments will be docked 3 points.

All paper and other assignments need to have this information and use this format as a left header. You will be docked points if you do not follow this format.

- Last Name, First Name
- Section:
- Assignment title:

Assignments due towards the end of the semester but can be done at anytime during the semester.

1. ATTEND a CONCERT  Program due at the Final. 15 points. Write 1 page of your impressions. Describe instruments used, music performed and what you enjoyed and maybe didn’t enjoy about the performance. Attach the program to your narrative. Last name, first name etc. 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/
2. PROJECT 50 points  Due 4/16

You will do a “project” for this class. You can choose from the following ideas or design your own project.

1. Attend a music workshop. These occur on Saturdays. Turn in notes and handouts of the workshop. Briefly discuss what you learned at the workshop that you might be able to use eventually in your own classroom.
   b. KEI (Kodaly Educators of Iowa)  Jan. 31 register by Jan. 29  http://kodalyeducatorsiowa.weebly.com/upcoming-kei-events.html
   c. First Iowa Orff, April 11  http://firstiowaorff.org/workshops/

2. 15 Additional APC lessons in lesson plan format. These may be either math or reading lessons.

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).

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. These should be electronic submissions.

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. 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.
     - (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

8. 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.

9. Memorize and sing for the instructor 25 songs appropriate for elementary age students.
A majority of them should be from 150 American Folk Songs. Sing these in the appropriate range for elementary students. You may videotape this assignment.

10. Teach music to preschool children at ACPC, arrange with instructor. 4-6 visits.

11. Work with ISU music student on singing skills.

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

13. Design your own project. See the instructor for approval.

SPRING Schedule Bring 150 American Songs to every class and bring your recorder to every class.

1/13 Topics: Making music, class overview and explain first assignment.

1/15 Assignments for 1/15
1. Singing Self-Assessment due bring the completed assessment to class. (5 points) On Blackboard.
2. Watch https://www.youtube.com/watch?v=ueqgenARzlE What if Every Child had Access to Music Education from Birth? Identify three pieces of information from this video that are relevant to you as a teacher and three areas that you would like to learn more about. Be prepared to discuss this in class.

1/20, 1/22 Half of the class will attend on Tuesday and the other half on Thursday. You will be assigned the day you attend during class on 1/15 and via email. This will occur other times this semester.

Assignment for your day:
1. Listen to and memorize Song Set #1 - Blue Blue, One Jar of Apples, and Ice Cream Soda. (5 points)
2. Definitions of 10 musical terms. Directions on Blackboard. (10 points)
3. Recording of you singing Twinkle Twinkle Little Star emailed to instructor the day you come to half class. (5 points) Directions on Blackboard.

1/27 Assignment: Read Website Set #1. Use study guide on Blackboard for your own use. Topic in class, Form and Meter

2/3 2/5 Assignment: Read Website Set. #3 Use study guide on Blackboard for your own use. In class: **Present Nursery Rhymes** (10 points)
Topic: Call and Response and Echo Songs

2/10 and 2/12 Come to your assigned day for half classes.
Assignment: Teach a Call and Response or an Echo song from memory. (5 points)
Assignment: Listen to and learn Song Set #2 - *Today is Monday, There Was an Old Lady,* and *Fiddle I Fee* (5 points)

2/17 Quiz over music definitions, website readings and notes we have taken in class.
   (25 points)
   Topic: Cumulative songs Recorder BAGED

2/19 Topic: Reading and Cumulative songs Recorder BAGED

2/24 Assignment due: Cumulative song with visuals. (10 points) These will be shared in small groups while teacher evaluates individual recorder performance on the notes BAGED. (5 points) On Blackboard

2/26 Topic: Children’s Literature and music Silly Sally, Hairy McClairy, King Bidgood’s, Silly Jack etc.

3/3 Assignment: Bring a children’s book that would be easily illustrated with music, work with a partner in class, complete in class or turn in assignment on line or by paper in class by 3/5 (10 points)

3/5 Topic: Singing Games Recorder High D, High C and F#

3/10 and 3/12 Half Classes
Assignment: Listen and memorize Song Set #3-*Weevily Wheat, Mary Mack, Circle Round the Zero, Obo-shi-notten-totten* (5 points)
Assignment in class, with a partner adapt a Singing Game for special learners. (10 points)
Topic: Recorder High D, High C, F#

**SPRING BREAK**


3/26 Assignment: Read APC Chapter on Blackboard Answer questions on page 17 for discussion.
Examine websites

In class: Write 1 APC lesson with a partner and send to instructor. Handwritten or emailed assignment. (10 points) Template on Blackboard.

3/31 Assignment: Piggyback Songs. Directions on Blackboard. We will share our favorites in class. (10 points)

4/2 Assignment: Individual Math APC lesson is due on paper. Topics: Recorder and APC discussion. (10 points)

4/7 and 4/9 and 4/14 THIS TIME THE group is divided into THIRDS.
   You will teach your math APC lesson to your small group. (10 points)
   Assignment: Reading APC LESSON plan due, paper only. (10 points)

4/16 PROJECTS DUE. Topic..integrated lessons and lessons to guide reading. (50 points)

4/21 and 4/23 and 4/28 Teach Reading APC lessons to small group

4/30 More Integrated lessons and tie up loose ends. Possible final date.

Finals  TUESDAY and THURSDAY May 5 and May 7 1-4 p.m.
You will be able to sign up for a time through the website Sign Up Genius to turn in your Final Questions, (10 points) sing three songs from the semester, (10 points) and play your recorder final (10 points)

Information that supports APC

Getting in rhythm helps children grasp fractions, study finds

Music and Literacy....A Perfect Match!
http://www.literacyconnections.com/blog/music-and-literacy

Music and Language are Processed by the Same Brain Systems
Does Singing Make You Happy?

Singing Changes Your Brain

Why Music Makes Our Brain Sing

Singing to children may help development of language skills

Read/Talk/Sing--To Build Strong Brains in Very Young Children

Tips for Helping Students Improve Reading Fluency and Flow

Teaching Reading Fluency to Struggling Readers – Method, Materials, and Evidence

Timothy Rasinski
Music training helps children to read

Fractions Curriculum Strikes Right Note In California

Audio Neuroscience Library
Nina Krause Northwestern University