Iowa State University
SYLLABUS
Music 265: Music in Elementary Education (2-0) Cr. 2. F.S.
Prerequisites: 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 2017 ♫ Section C: 5:10-6:00 p.m. ♫ Tuesday and Thursday ♫ Music Hall, Room 130

Instructor: Mrs. Kris VerSteegt
Office hours (Music Hall Room 148): Should you need to speak with me face to face, please plan to do so immediately following class. Otherwise, the best way to reach me is by email: krisv@iastate.edu. I will answer emails in a timely manner.

This course is designed to give you the skills and materials to use music in your classroom. General goals include:
1. learning to lead groups in singing songs and other musical activities (UTES 1)
2. gaining facility with various pitched and unpitched instruments (UTES 1, UTES 7)
3. singing, moving, playing, creating, listening, and reading/writing activities with music (UTES 2, UTES 3, UTES 4, UTES 6, UTES 7)
4. exploring the value of using singing games to practice skills in other curriculum areas (UTES 5, UTES 6)
5. demonstrating awareness of and sensitivity to multicultural music and music education for special learners (UTES 5, UTES 6)
6. applying understanding of musical elements to interdisciplinary lessons (UTES 5, UTES 6, UTES 10)

Please refer to University Teacher Education Standards at http://www.education.iastate.edu/edu-prep-resources/standards/isu-teacher-education-standards.html

This is a 2 credit-hour class. Typically, you will need to spend 1 hour to 1 ½ hours preparing for the next class period. For some assignments, you will need to allow more time. For others, much less time is required.

Important Calendar Items:
October 3: Take home test DUE
October 27: Last day to add/drop full-semester courses, withdraw without extenuating circumstances or change course from/to Pass/Not Pass
October 31: NO CLASS
November 16: Mini-portfolio DUE
November 20-24: NO CLASS (Fall Break)
November 28: Concert Artifact DUE
December 7: Final recorder solo (in class), final ukulele solo (in class)
REQUIREMENTS:
1. Attend class
2. Participate in class
3. Do assignments on time
4. Purchase a Yamaha Soprano Recorder
5. Consider the purchase of the following recommended materials:
   a. Rise Sally Rise by the New England Dancing Masters (includes a CD)
   b. 150 American Folk Songs to Sing, Read, and Play edited by Peter Erdei

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 this framework can be found at www.hs.iastate.edu/wp-content/uploads/2012/01/Conceptual-Framework-W-Cyclone-Final.pdf

Assignments are listed in the syllabus and posted on Blackboard.

Accommodations http://www.sdr.dso.iastate.edu/student
Academic Dishonesty http://www.studentconduct.dso.iastate.edu/academic/misconduct.html

POINT DISTRIBUTION FOR ASSIGNMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily attendance and participation</td>
<td>5 pts. ea.</td>
<td>130 pts.</td>
</tr>
<tr>
<td>Mini-Portfolio (see options on Blackboard)</td>
<td></td>
<td>40 pts.</td>
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<tr>
<td>Concert attendance (see directions on Blackboard)</td>
<td></td>
<td>15 pts.</td>
</tr>
<tr>
<td>Making music: singing self-assessment, recording your voice, leading echo</td>
<td>25 pts.</td>
<td></td>
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<tr>
<td>or call &amp; response song, playing the recorder (Old MacDonald), performing</td>
<td></td>
<td></td>
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<tr>
<td>Declaration Activity</td>
<td>5 pts. ea.</td>
<td></td>
</tr>
<tr>
<td>In-class creative work: Nursery rhyme arrangement, There Was an Old Lady...</td>
<td>50 pts.</td>
<td></td>
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<tr>
<td>Haiku poetry arrangement, game adaptions for special learners, Declaration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>10 pts. ea.</td>
<td></td>
</tr>
<tr>
<td>Out-of-class creative work: Cumulative song visuals, piggyback songs (see</td>
<td>20 pts.</td>
<td></td>
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<td>directions and rubrics on Blackboard)</td>
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<tr>
<td>Planning: partner APC lesson, solo APC lesson</td>
<td>20 pts.</td>
<td></td>
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<tr>
<td>Teaching: partner APC lesson, solo APC lesson</td>
<td>30 pts.</td>
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<tr>
<td>Website Worksheets</td>
<td>20 pts.</td>
<td></td>
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<tr>
<td>Take home test</td>
<td>30 pts.</td>
<td></td>
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<tr>
<td>Final solos (performed in class on or before last class meeting day—December 7)</td>
<td>20 pts.</td>
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<tr>
<td>TOTAL</td>
<td>400 pts.</td>
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</table>
CLASS POLICIES

Attendance: Attendance and participation are necessary to learn musical skills and skills for teaching. **Thus, your attendance and participation will be rewarded with five points for each class period in which you attend and participate.** If you do not attend class, you will not receive the attendance points for that day unless on a university sanctioned activity (e.g. soccer, marching band, etc.). Please be courteous and inform me of your illness and absence.

I will take attendance in the following way:
Each class period, I will provide you with a sticker name tag. Please get your sticker upon entering class. Prior to class dismissal, I will review the remaining name tags and verbally call for those students. If you do not retrieve your name tag—and do not respond when called—I will consider you absent and you will not receive five points for attendance and participation on that day (unless at a university sanctioned activity).

<table>
<thead>
<tr>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Out-of-class Assignments</strong></td>
</tr>
<tr>
<td>All out-of-class, written assignments are to be completed on time and are due at the beginning of class in <strong>hard-copy</strong> form. Additionally, written work is to be typed; grammar, punctuation and spelling error-free; and stapled or paper clipped in the upper left corner.</td>
</tr>
</tbody>
</table>

**Put your name on your work!**
I will accept emailed versions of hard-copy assignments prior to a planned absence.
Late assignments will be docked 3 points.

<table>
<thead>
<tr>
<th>2. In-Class Assignments</th>
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<tbody>
<tr>
<td>In class assignments will be handwritten, and collected by the instructor on the day they are assigned. Please be neat and employ correct spelling, punctuation and grammar.</td>
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</tbody>
</table>

Professional expectations:

1. **NO CELL PHONES visible in class.** Keep all electronic devices in your pocket or bag at all times.
2. **NO FOOD in class.** Use of a water bottle is acceptable.
3. Avoid the first row of chairs. Sit only in the section opposite the projection screen (West side of room only)
4. Bring something with which to take notes and something hard on which to write.
5. For each class meeting, wear appropriate footwear for dancing and appropriate clothing for sitting on the floor.
6. Bring your soprano recorder to each class.
7. Be open-minded to learning new skills and give yourself and others time to do so.
FALL SCHEDULE 2017

Class #1 ~ Date: August 22
Movement: Sasha!
Song Materials: Hot Cross Buns
Notation: ♫ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩
Class #3 ~ Date: August 29
Movement: Zemer Atik (a.k.a. Nigun Atik)
Song materials: *Hop Old Squirrel*
Notation: ↓ ↓ ↑ and mi-re-do patterns
Topic in class: melody, recording your singing voice
Recorder: *Snail*
Listening: Beethoven, *Für Elise*

**Assignment to complete prior to next class:**
- Record yourself singing *Twinkle Twinkle Little Star* and email to Mrs. VerSteeg (5 points). Directions on Blackboard.
- Watch *How to Read Music* [https://youtu.be/ZN41d7Tx cq0](https://youtu.be/ZN41d7Tx cq0) Notice the error at 4:30; the notes do not match the music which is playing!
- Memorize from Song Set #1: *Charlie over the Ocean, Shanghai Chicken, Our Old Sow*

Class #4 ~ Date: August 31
Movement: Zemer Atik (a.k.a. Nigun Atik)
Song materials: *Closet Key*
Notation: ↓ ↓ ↑ and mi-re-do patterns
Topic in class: Children’s Literature
Recorder: *Hop Old Squirrel*
Listening: Old Black Fly (Aylesworth), Owl Moon (Yolen)

**DUE: Twinkle Recording (5 points)**

**Assignment to complete prior to next class:**
- Watch *How to Read Music – Simple Meter* [https://youtu.be/rMP2r8cAq0g v](https://youtu.be/rMP2r8cAq0g v) (you need only watch 0:00-6:50)
- Watch *How to Read Music – Compound Meter* [https://youtu.be/VQvpOp0GRtk](https://youtu.be/VQvpOp0GRtk) (you need only watch 0:00-1:45)
- Watch *Understanding 6/8 Time* [https://youtu.be/cmxbVeuylVc](https://youtu.be/cmxbVeuylVc) (you need only watch 0:00-7:25)
- Listen to Rossini, *Finale* from the William Tell Overture [https://youtu.be/YIbYCOiETx0](https://youtu.be/YIbYCOiETx0)
Class #5 ~ Date: September 5
Movement: Down the River
Song materials: Pig in the Parlor, Charlie Over the Ocean
Notation: $\frac{1}{2}$ $\overline{\text{1}}$ $\overline{\text{2}}$ $\overline{\text{3}}$ and mi-re-do-so, patterns
Topic in class: Piggyback Songs
Recorder: Closet Key
Listening: Rossini, William Tell Overture
Assignment to complete prior to next class:
- Read Website Set #1. Complete the worksheet (10 points) and bring it to class next time to facilitate small group discussion
- Listen to Brahms, Waltz in A Flat https://youtu.be/wlztxJ3kqi4?t=19m5s (you need only watch 19:05-20:56)
- Create two original piggyback songs and bring to class by September 12 (10 points). You may submit these using this google form: https://goo.gl/forms/SqnUCNRm3Gm0Y1M82. You may also turn in a typewritten copy. For each song: Be sure to cite the familiar tune for your piggyback song (1 point); These songs should rhyme, and follow a consistent meter (pattern of stressed and unstressed syllables) (up to 3 points); and must teach or reinforce a concept or behavior (1 point). This work must be original. Do not plagiarize! No points will be given for plagiarized material. If you need help getting started, review the following website for ideas: http://akcavitt.weebly.com/uploads/1/4/7/3/14736576/piggyback20song20book.pdf. These will be due in one week.

Class #6 ~ Date: September 7
Movement: Down the River
Song materials: Shanghai Chicken
Notation: $\frac{1}{2}$ $\overline{\text{1}}$ $\overline{\text{2}}$ and mi-re-do-so, patterns
Discussion: Website Set #1
Recorder: Charlie Over the Ocean (preceded by a review of $\frac{1}{2}$ $\overline{\text{1}}$ $\overline{\text{2}}$ $\overline{\text{3}}$)
Listening: Brahms, Waltz in A Flat
DUE: Website Set #1 worksheet (10 points) Be sure to keep this when I return it, so that you may refer to it when completing the take home test.
Assignment to complete prior to next class:
- Read the article Why Toddlers Need Nursery Rhymes on Blackboard
- Listen to Tchaikovsky, Russian Dance from the Nutcracker https://youtu.be/kH6kV9nDmT8
- Memorize from Song Set #1: Ice Cream Soda, Big Fat Biscuit, I See the Moon
- Continue to work on piggyback songs (see Class #5)
Class #7 ~ Date: September 12
Movement: *The Noble Duke of York*
Song materials: *Lucy Locket, Big Fat Biscuit*
Notation: ♬ ♩ ♪ mi-re-do-la, patterns
Discussion: *Why Toddlers Need Nursery Rhymes*
Recorder: *Shanghai Chicken*
Listening: Tchaikovsky, *Russian Dance* from the Nutcracker
DUE: Piggyback Songs (10 points) See description from Class #5
Assignment to complete prior to next class:
- Watch *Changing Education Paradigms* [https://youtu.be/zDZFcDGpL4U](https://youtu.be/zDZFcDGpL4U) and be prepared to discuss your support or opposition to Sir Ken’s arguments.
- Listen to Tchaikovsky, *March* from the Nutcracker [https://youtu.be/9t1AeJm7XF0](https://youtu.be/9t1AeJm7XF0)

Class #8 ~ Date: September 14
Movement: *The Noble Duke of York*
Topic in class: Nursery Rhyme compositions
In-class work: In a group of 4, create an arrangement for a nursery rhyme using bordun/ostinati (10 points); present your work
Discussion: *Changing Education Paradigms* and your support or opposition for Sir Ken’s arguments, define divergent thinking
Recorder: *Lucy Locket*
Pitched/Unpitched percussion instruments: Nursery Rhyme arrangements
Listening: Tchaikovsky, *March* from the Nutcracker
Assignment to complete prior to next class:
- Read Website Set #2. Complete the worksheet and **bring it to class** next time to facilitate small group discussion (10 points)
- Watch parts of at least five videos from Flocabulary.com (There is no need to sign up for the free trial.)
- Watch *Ella Jenkins: Did You Feed My Cow* [https://www.youtube.com/watch?v=GjXJ1Q_VpfY](https://www.youtube.com/watch?v=GjXJ1Q_VpfY)
- Watch *Bill Grogan’s Goat* [https://www.youtube.com/watch?v=SxuPeD2zhKc](https://www.youtube.com/watch?v=SxuPeD2zhKc)
Class #9 ~ Date: September 19
Movement: Alabama Gal
Song materials: John Kanaka
Topic in class: Call and Response Songs
Notation: $q\ n\ Q\ y\ h$ and mi-re-do-la, patterns
Discussion: Website Set #2
Recorder: Big Fat Biscuit
Pitched/Unpitched percussion instruments: I See the Moon
Listening: I Took the Moon for a Walk (Curtis)
DUE: Website Set #2 worksheet (10 points) Be sure to keep this when I return it, so that you may refer to it when completing the take home test.
Assignment to complete prior to next class:
- Read the article Reading Literacy and Musical Literacy Instruction on Blackboard

Class #10 ~ Date: September 21
Movement: Alabama Gal
Song materials: Down by the Bay, My Aunt Came Back
Topic in class: Echo Songs
Notation: $q\ n\ Q\ y\ h$ and mi-re-do-la, patterns
Discussion: Reading Literacy and Music Literacy
Recorder: Skin and Bones, I See the Moon
Listening: Don Gato
Assignment to complete prior to next class:
- Memorize and prepare an Echo Song or Call & Response Song to teach to a small group in class. To get started, search YouTube/the web for “repeat after me songs” and/or “call and response songs for kids.” If you are uncomfortable singing, there are several camp “songs” that use the speaking voice only.
  - REMEMBER, ECHO SONGS must have an element in which many short phrases, sung or spoken by the leader, are repeated by others. My Aunt Came Back, Bill Grogan’s Goat, and Down by the Bay are ECHO SONGS. Conversely, CALL AND RESPONSE SONGS have one phrase—which is different from the leader’s phrase—that is performed repeatedly at various intervals by others (not the leader). Big Fat Biscuit, Did You Feed My Cow, and the Banana Boat Song are CALL AND RESPONSE SONGS.
- Memorize from Song Set #1: Let Us Chase the Squirrel
Class #11 ~ Date: September 26
Movement: Chee Chee Cha
Song materials: Let Us Chase the Squirrel
Notation: \( \begin{align*} & \text{quarter} \quad \text{half} \quad \text{whole} \quad \text{eighth} \\ & \text{and so-mi-re-do patterns} \end{align*} \)
Topic in class: Songtales
In-class work: Working in a small group, share your echo or call and response song (5 points). Determine which (of the songs shared by your small group) are echo songs and which are call and response.
Recorder: Review (Hot Cross Buns, Shanghai Chicken, Lucy Locket)
Listening: There’s a Hole in Bottom of the Sea
Assignment to complete prior to next class:
- Begin the TAKE HOME TEST (30 points) which was posted tonight on Blackboard. It needs to be completed by October 3. This test will assess your understanding of the readings and videos, recorder fingerings, rhythmic reading and staff notation. You may also complete this online, if you prefer at https://goo.gl/forms/dgzYLhogHW7ckUp42
- Review other books based on There Was an Old Lady on YouTube. To get started, type “There Was an Old Lady Who Swallowed” in the YouTube search bar.

Class #12 ~ Date: September 28
Movement: Juanito
Notation: \( \begin{align*} & \text{quarter} \quad \text{half} \quad \text{whole} \quad \text{eighth} \\ & \text{and mi-re-do-la,-so, patterns} \end{align*} \)
Topic in class: Cumulative Songs
In-class work: in a group of five, write your own “There Was an Old Lady Who Swallowed...” song; share it with another group (10 points)
Recorder: Old MacDonald
Listening: The Green Grass Grew All Around, Had a Little Rooster
Assignment to complete prior to next class:
- Complete the TAKE HOME TEST (30 points) which was posted September 26 on Blackboard. This test will assess your understanding of the readings and videos, recorder fingerings, rhythmic reading and staff notation. You may print the test and hand in a paper copy, or you may complete the test online at https://goo.gl/forms/dgzYLhogHW7ckUp42
- Watch Pete Seeger, Bought Me a Cat https://www.youtube.com/watch?v=cXd2ebvwNss
- Watch The Transformative Power of Classical Music https://youtu.be/r9LCwI5iErE and be prepared to discuss the power of “shining eyes“ as it applies to teaching and learning.
Class #13 ~ Date: October 3
Movement: *One Green Jelly Bean*
Song materials: *Ice Cream Soda, Frog in the Meadow*
Notation: \( \text{\note{G} \text{\note{F}} \text{\note{D}} \text{\note{C}} \) \text{\note{E}} \text{\note{F}} \text{\note{G}} \) and \text{la-so-mi-re-do patterns}  
Topic in class: Cumulative Songs
Discussion: The Transformative Power of Classical Music and the power of “shining eyes” as it applies to teaching and learning
Recorder: *Let Us Chase the Squirrel, Old MacDonald*
Listening: *When I First Came to this Land*
DUE: Take Home Test (30 points)
Assignment to complete prior to next class:
- Illustrate a cumulative song (10 points). Make a minimum of five visuals with five text cues. See Blackboard.
- Prepare to play *Old MacDonald* as a recorder solo for next time (5 points).
- Memorize from Song Set #2: *Doggie Doggie*

Class #14 ~ Date: October 5
Movement: *Shake Your Sillies Out*
Song Materials: *Doggie, Doggie*
Notation: \( \text{\note{G} \text{\note{F}} \text{\note{D}} \text{\note{C}} \) \text{\note{E}} \text{\note{F}} \text{\note{G}} \) and \text{la-so-fa-mi-re-do patterns}  
In-class work: Working in a small group, share your cumulative song visuals/text cues while Mrs. VerSteegt listens to *Old MacDonald* solos
Recorder: *Jingle Bells*
DUE: Cumulative Song visuals (10 points)
Assignment to complete prior to next class:
- Watch Som Sabadell Flashmob [https://youtu.be/GBaHPND2QJg](https://youtu.be/GBaHPND2QJg)
Class #15 ~ Date: October 10
Movement: *The Chicken Dance*
Notation: ↓ ♩ ‾ ‾ and la-so-fa-mi-re-do patterns
Topic in class: Poetry
In-class work: In a small group, create a Haiku poem and plan to enact it with instrumentation (10 points)
Recorder: Beethoven, *Ode to Joy*
Pitched/Unpitched percussion instruments: Haiku
Listening: *We’re Going on a Bear Hunt* (Oxenbury/Rosen)

**Assignment to complete prior to next class:**
- Listen to Grieg, *In the Hall of the Mountain King* [https://youtu.be/kLp_Hh6DKWc](https://youtu.be/kLp_Hh6DKWc)
- Memorize from Song Set #2: *Deedle Deedle Dumpling, There are Wolves Among the Sheep, No One in the House but Dinah*

Class #16 ~ Date: October 12
Movement: *The Mexican Hat Dance*
Song materials: *Dinah, Deedle Deedle Dumpling*
Notation: ↓ ♩ ‾ ‾ and la-so-fa-mi-re-do patterns
Recorder: *Twinkle, Twinkle Little Star*
Listening: Grieg, *In the Hall of the Mountain King* from Peer Gynt

**Assignment to complete prior to next class:**
- Listen to Richard Strauss, Sunrise from Thus Spake Zarathustra [https://youtu.be/jeHu7omCC6w](https://youtu.be/jeHu7omCC6w)
- Read APC Chapter on Blackboard. Answer questions on page 15 and bring your answers next time to facilitate class discussion
- Examine [http://www.lifelongmusicmaking.org/apcdescription.html](http://www.lifelongmusicmaking.org/apcdescription.html)
- Examine [http://www.lifelongmusicmaking.org/APCresearch.html](http://www.lifelongmusicmaking.org/APCresearch.html)
Class #17 ~ Date: October 17
Movement: *I Love a Rainy Night*
Song materials: *There are Wolves among the Sheep*
Notation: ♪♩♩♩♩♩♩♩ and la-so-fa-mi-re-do patterns
Discussion: www.lifelongmusicmaking.org and APC chapter
In-class work: Begin writing an APC lesson with a partner that supports a math or reading objective. This assignment may be handwritten. Template will be provided and is also on Blackboard.
Ukulele: *Ice Cream Soda, Doggie Doggie, Lucy Locket, Snail*
Listening: R. Strauss, *Sunrise* from Also Sprach Zarathustra

Assignment to complete prior to next class:
- Listen to Orff, *O Fortuna* from Carmina Burana [http://youtu.be/GD3VsesSBsw](http://youtu.be/GD3VsesSBsw) (you need only listen to :00-3:39)
- Watch *Learning through Music and Art* [https://youtu.be/zKZafDcU6BQ](https://youtu.be/zKZafDcU6BQ) and be prepared to discuss Doug’s take on three products of music education: discipline, power, and belonging
- Continue to practice songs for the recorder final (your choice from *Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star*)

Class #18 ~ Date: October 19
Movement: *I Love a Rainy Night*
In-class work: Finish writing an APC lesson with a partner that supports a math or reading objective. This assignment may be handwritten. Template will be provided and is also on Blackboard.
Discussion: *Learning through Music and Art* and the three products of music education: discipline, power, and belonging
Ukulele: *Row Your Boat, Dinah, Wolves Among the Sheep*
Listening: Orff, *O Fortuna* from Carmina Burana

Assignment to complete prior to next WHOLE GROUP class (November 2):
- Listen to Copland, *Appalachian Spring* [https://youtu.be/w5EkDe0VH0s](https://youtu.be/w5EkDe0VH0s)
- Watch *Do Schools Kill Creativity?* [https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en#t-339108](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en#t-339108)
  Pay special attention to the story of Gillian Lynne. Be prepared to discuss how you can support students like Gillian in your classroom.
- Memorize from Song Set #2: *Black Snake*
- Continue to practice songs for the recorder final (your choice from *Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star*)
Class #19, 20 ~ Date: October 24 and 26
Topic in class: 1/2 Class teaches their APC lesson with their partner
“MAILBOX NUMBERS” 15-30 ATTEND AND TEACH on October 24. “MAILBOX NUMBERS” 1-14 ATTEND AND TEACH on October 26

Note: You need only attend on the day that you are assigned to teach. On the date you are assigned, you will teach your Reading or Math APC lesson to the others in the group. I will evaluate your teaching. Please see the rubric on blackboard.

DUE: APC lesson using template and including attached folk song (10 points). Note that you will also receive up to 15 points for your teaching according to your performance compared to the rubric, available on blackboard.

Assignment to complete prior to next class:
- Individual APC (math or reading) lesson (10 points). Hard-copy due at beginning of class November 2. Choose a different song than the one you chose for your partner APC lesson. Use the template, available on Blackboard. Note that you will be teaching this lesson to 1/3 of our class in the coming weeks.
- Continue to practice songs for the recorder final (your choice from Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star)

!!!!  NO CLASS OCTOBER 31  !!!!

Class #21 ~ Date: November 2
Movement: Fjäskern (double circle)
Song materials: Black Snake
Topic in class: Special Learners
In-class work: Adapted Singing Games
Discussion: Do Schools Kill Creativity? How can you support students with special needs?
Ukulele: Happy Birthday, If You’re Happy and You Know It
Listening: Copland, Appalachian Spring

DUE: Individual APC lesson using template and including attached folk song (10 points)

Assignment to complete prior to next WHOLE GROUP class:
- Listen to Khachaturian, Sabre Dance https://youtu.be/-Xp975jWot0
- Watch Young Persons Guide to the Orchestra https://www.youtube.com/watch?v=TjOiZReM7m4
- Continue to practice songs for the recorder final (your choice from Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star)
- Examine
  - San Francisco Symphony Kids http://www.sfskids.org
  - Dallas Symphony Orchestra Kids http://www.dsokids.com
Class #22, 23, 24 ~ Date: November 7, November 9, November 14
Topic in class: 1/3 Class teaches their APC lesson (10 points)
“MAILBOX NUMBERS” 1-10 attend and teach on November 7
“MAILBOX NUMBERS” 11-20 attend and teach on November 9
“MAILBOX NUMBERS” 21-30 attend and teach on November 14

Note: You need only attend on the day that you are assigned to teach. On the date you are assigned, you will teach your individual Reading or Math APC lesson to the others in the group. I will evaluate your teaching. Please see the rubric on blackboard. Please note you will have five minutes to teach!

Assignment to complete prior to next class:
• Memorize from Song Set #2: Dance Josey, Paw Paw Patch
• Continue to practice songs for the recorder final (your choice from Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star)

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Class #25 ~ Date: November 16
Movement: Fjäskern (sticks)
Song materials: Dance Josey, Paw Paw Patch
Notation: ♩ ♩ and la-so-fa-mi-re-do patterns
Topic in class: Kids and Classical Music
Ukulele: If You’re Happy and You Know It, Jingle Bells, Twinkle Twinkle Little Star
Listening: Khachaturian, Sabre Dance
DUE: Mini-Portfolio (40 points)

Assignment to complete prior to next class:
• Listen to Anderson, The Syncopated Clock https://youtu.be/XculUOVU3sw
• Be sure to bring your concert artifact for next time!
• Continue to practice songs for the recorder final (your choice from Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star)

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November 16 is the LAST DAY to turn in your mini-portfolio.

NO EXCEPTIONS!

40 POINTS
Class #26 ~ Date: November 28
Movement: *Simple Square*
Topic in class: Interdisciplinary Lessons
Notation: ↓ ♩ ♩ ♩ ♩ and la-so-fa-mi-re-do patterns
In-class work: A Declaration of Independence
Recorder: *Jingle Bells*
Ukulele: *If You’re Happy and You Know It*
Pitched/Unpitched percussion instruments: A Declaration of Independence
Listening: Anderson, *Syncopated Clock*

Note that the Declaration activity, which is completed in class, is worth 15 points; 10 points for completing the creative processes on the graphic organizer and 5 points for your group’s performance of your composition.

**DUE: Concert Artifact (15 points)**

**Assignment to complete prior to next class:**
- Review lesson plans on [https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration](https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration)
- Read the article Interdisciplinary Work and Musical Integrity on Blackboard
- Continue to practice songs for the recorder final (your choice from *Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star*).

Class #27 ~ Date: November 30
Movement: *Simple Square*
Song materials: *Double Double This That*
Notation: ↓ ♩ ♩ ♩ ♩ and la-so-fa-mi-re-do patterns
Discussion: In a small group, determine 6 topics on which you could create Interdisciplinary Lessons using materials from this class
Recorder: *Twinkle, Twinkle Little Star*
Ukulele: *Jingle Bells*
Listening: Mahler, *Symphony no. I/III*

**Assignment to complete prior to next class:**
- Continue to practice songs for the recorder final (your choice from *Jingle Bells, Ode to Joy, or Twinkle, Twinkle Little Star*).
Class #28 ~ Date: December 5
Movement: *Jingle Bells*
Song materials: *Our Old Sow, Ye Toop Doram*
Discussion: Final reflections
Recorder: *Ode to Joy, Jingle Bells, Twinkle*
Ukulele: *If You’re Happy and You Know It, Jingle Bells, Twinkle*

**Assignment to complete prior to next class:**
- Practice for your final performance

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Class #29 ~ Date: December 7
Topic in class: FINAL RECORDER/UKULELE PERFORMANCES
Final performance will include:
- Ukulele piece of your choice, played **and sung** for instructor
  - Jingle Bells, the refrain (chords you will need: C, F, and G)
  - If You’re Happy and You Know It (chords you will need: C, F, and G)
  - Twinkle, Twinkle Little Star (chords you will need: C, F, and G)
- Recorder piece of your choice, played as a solo for instructor
  - Jingle Bells, the refrain (notes you will need: DCBAG)
  - Ode to Joy (notes you will need: DCBAG and low D)
  - Twinkle, Twinkle Little Star (notes you will need: BAGEF#E and low D)

**Please note:** There is no need to report to our scheduled “final’s week” time. There is no written final in this class.