



Iowa State University

FALL 2021 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.

All sections of this course meet in Simon Estes Music Hall, in Room 130. This course is entirely face-to-face.

Instructor: Mrs. Kris VerSteegt

Student hours (Estes Hall Room 115): TR 1:10p – 2:00p. Virtual student hours are available at mutually agreeable times. Email me for a link.

The best way to reach me is by email at krisv@iastate.edu.

This course is designed to give you the skills and materials to use music in your future classroom. Learning outcomes include:

The students will

- MU265.LO.1 Lead groups in musical activities while in appropriate keys for the child's developing vocal range.
- MU256.LO.2 Create original musical ideas to accompany literary examples.
- MU265.LO.3 Exhibit facility with various pitched and unpitched instruments (ukuleles, idiophones).
- MU265.LO.4 Read, write, decode, and analyze standard music notation.
- MU265.LO.5 Convey expressivity and artistry through movement to masterworks.
- MU265.LO.6a Synthesize musical content knowledge with general education content.
- MU265.LO.6b Peer teach lessons that consciously affirm the overlaps between music and math/ELA standards.
- MU265.LO.6c Apply multiple methods of assessment/evaluation aligned to standards, objectives, and learning targets.
- MU265.LO.7 Develop accommodations for learners with accessibility needs.

Important Calendar Items:

9/16, 10/12, 12/2: Attendance required to be eligible for all possible points

October 5: Online MIDTERM exam opens

October 12: Online MIDTERM exam DUE by midnight

October 19: NO CLASS MEETING

10/28, 11/2, or 11/4: Attendance required on your *assigned peer-teaching day* to be eligible for all possible points see page 20

November 30: All late work due (each late assignment is docked 3 points)

November 30: Final ukulele performance video due

December 13: Online FINAL exam opens

December 16: Online FINAL exam DUE by 4:15 p.m.

You may complete the final exam during your scheduled final exam time or anytime between December 13 and December 16 at 4:15 p.m. No final exams will be accepted for grading after 4:15 p.m. on December 16.

CLASS POLICIES

REQUIREMENTS:

1. Attend class and participate in all class activities (see page 4)
2. Do assignments on time (*including professional reading, worksheets, memorizing songs, watching videos, etc.*)
3. Purchase or borrow a Makala MK-S Soprano Ukulele and **tune it daily.**
 - Download your choice of free tuning apps; PLEASE DO NOT TUNE YOUR UKULELE until after our class discussion!!
 - I recommend UKULELE TUNER FREE for iOS devices.
 - I recommend UKULELE TUNER POCKET – PITCH PERFECT UKE TUNER APP for Android devices.
 - If you do not have a smart device, visit <https://tuner-online.com/other-instruments/ukulele-tuning>



iOS



Android



Web-based

This is a 2-credit class. Expect 1-2 hours of homework to complete prior to each class meeting.

POINT DISTRIBUTION FOR ASSIGNMENTS AND GRADING:

In-class, group creative work: Nursery rhyme composition, Parody project, Haiku composition, Adaptations for special learners, Big Words composition	5 x 10 pts. ea.	50 pts.
Composition Project Performances (Nursery Rhyme, Haiku, Big Words)	3 x 5 pts. ea.	15 pts.
Formative Assessments/Canvas Media Recordings (non-evaluative)	9 x 5 pts. ea.	45 pts.
Out-of-class, individual creative work: piggyback songs, cumulative song visuals (see directions, examples, and success criteria on Canvas)	2 x 10 pts. ea.	20 pts.
Planning: APC lesson, Integrated Lesson	2 x 10 pts. ea.	20 pts.
Teaching: APC lesson	1 x 15 pts. ea.	15 pts.
Worksheets (Singing Self-Assessment, Website Set #1 and 2, APC Worksheet)	4 x 10 pts. ea.	40 pts.
Midterm Assessment (Canvas quiz)	1 x 40 pts. ea.	40 pts.
Summative Ukulele Assessment	1 x 10 pts. ea.	10 pts.
Final Assessment (Canvas quiz)	1 x 20 pts. ea.	20 pts.
	TOTAL	275 pts.
<i>You may be absent from six class meetings without an attendance penalty. See page 4.</i>		

EVALUATION:

95-100% A
90-94.9% A-
87-89.9% B+
84-86.9% B
80-83.9% B-
77-79.9% C+
74-76.9% C
70-73.9% C-
67-69.9% D+
64-66.9% D
60-63.9% D-
00-59.9% F
Extra credit is not available.

Professional expectations:

1. NO PERSONAL CELL PHONE/SMART WATCH USE during class time. After I have provided your ukulele's initial tuning, please tune your ukulele when you arrive using your laptop or smart phone. Then, stow these devices in your pocket or bag. Always keep all electronic devices in your pocket or bag unless otherwise instructed. **If you must use your phone/smart watch for personal business, briefly step out of the room.**
2. Attend and participate unless you have symptoms of COVID-19 that are not typical for you. Do not attend if you suspect you have COVID-19.
3. NO FOOD or DRINK. If you must eat or drink during our class time, briefly step outside of the building. Please wash your hands prior to returning.
4. Bring paper, a writing utensil, and your laptop/device to each class meeting. If you do not have a laptop, there may still be some available for checkout by contacting the Tech Lending area of Parks Library.
5. Bring your [soprano ukulele](#) to each class meeting. If you lose your ukulele, let me know immediately so that I can give you more grace to complete work.
6. Be open-minded to learning new skills and give yourself and others time to do so. Each person in this class has a unique musical background; for each person, the learning will follow a unique learning curve.
7. For the benefit of those with environmental illnesses, please diminish your use of strong-smelling sprays (e.g., essential oils, fragrances, etc.) on music class days. These fragrances can always be problematic for some people; making music often exacerbates these issues due to more rapid air exchange.

Assignments:

1. Out-of-class Assignments--**Submitting work after the deadline will result in a three-point penalty for each assignment.**

- **Electronic submissions:** Electronic assignments are to be completed and submitted to Canvas. Please do your work electronically whenever possible; doing so diminishes your printing costs, reduces your carbon footprint, and is much easier for me to manage, grade, and archive as well. ALL written work—indeed all professional and academic writing—**needs to be typed and free of spelling, punctuation, capitalization, and grammatical errors. Here are a few common examples:**
 - Use a comma after an introductory element, in compound sentences, on either side of restrictive elements, and before AND or OR when there are *three or more* total items listed.
 - Do not use a comma splice; use a semicolon instead.
 - Avoid the use of personal pronouns unless certain of each person's preference. When in doubt, just use the person's name.
 - Do not use a preposition (e.g., at, of, on, etc.) at the end of a sentence. By definition, a PRE-position must come BEFORE something.
 - Be particularly aware of homophones (e.g., its/it's, their/there/they're, hear/here, affect/effect, than/then, accept/except, etc.).
- **Recording submissions:** Recording submissions must be recorded on Canvas via **Canvas Media Recordings**. If you are having trouble submitting things in this way, **call 294-4000 for help. Do not send your assignments to me in an email** as I have no way of archiving emailed work that ensures transparency to my superiors.
- **Hard copy submissions:** If your work cannot be submitted electronically, be sure your name is on the item(s). If you are submitting multiple pieces to be considered for the same assignment, staple, paperclip, or bag these items together.

2. In-Class Assignments

In-class assignments will be collected on the day they are assigned. Some of these assignments will be handwritten; **please be neat and employ correct spelling, punctuation, capitalization, and grammar. Make sure every contributor's name is on each in-class assignment.**

Attendance

Attendance and participation are necessary to learn musical skills and skills for teaching. **You may be absent from this class a total of six times (which is more than 20% of all class meetings) for any reason and without penalty.** Please use these six days for your appointments, mental health days, and your sick days due to COVID or other illnesses. **If you are absent more than six days, your overall grade in Music 265 will diminish by one level for each absence.** Thus, if you have a **B+** in Music 265 upon your seventh absence, your grade will diminish to a **B**. Upon your eighth absence, your grade will become a **B-**, etc. You cannot pass this class if you are absent more than 11 times as you are required to complete this course with a C or better before you are allowed to student teach (see page 5).

Like K-8 school policies, tardiness is acceptable without notifying the instructor in advance. Leaving early must be pre-arranged.

Official ISU-related absences will be excused if proper documentation is submitted prior to absence.

I will take attendance each day; you DO NOT need to email me of your absence.

- I will provide each of you with a name tent that you will need to **keep and bring to every class**
 - Classroom seating will be assigned
 - Please hang the name tent on the back of the empty chair in front of you
 - A Plicker code will be on the inside of this tent; the code will be used routinely for formative assessments

****Please note that some class meetings include activities which are graded, involve specialized equipment and your peers, and cannot be completed on other days. Avoid planned absences on these days (9/16, 10/12, 12/2) to avoid forfeiting 5 points for each of these performances.**

***** You are also required to attend on your peer-teaching day (10/28, 11/2, OR 11/4). Failure to attend on your peer-teaching day will result in forfeiting 15 points. See page 20 for more details.**

What to do if you are absent:

1. Review the attendance policy (above).
2. This class is highly scaffolded, so you will need to **work through all the links in the syllabus table for the day(s) you are gone.** Be sure to do the white portion (the in-class learning) and the gray portion (the homework) of the table.
3. **Submit** what homework is due—also in the syllabus table and marked **DUE TODAY**
4. **Tune your ukulele every single day.** This last item is very important as **NO ONE** can start ukulele until **EVERYONE's** uke tuning has stabilized.
 - 1) Trace the string back to the correct tuning key (see photo at right)
 - 2) Pluck the G string
 - 3) Read the tuner; pay careful attention to its display
 - 4) Turn the G key a quarter turn (90 degrees); to avoid breaking strings, **never** turn more than a quarter turn at a time
 - 5) Pluck and read the tuner again.
 - If the tuner changed the wrong direction, turn the key the other way
 - If the tuner didn't change at all, make sure you are turning the correct key
 - 6) Repeat steps 1-5 until **G** is in tune at **392 Hz (or when the needle is centered if using an app without a Hz display)**
 - 7) Trace the next string back to the upper left key and repeat steps 1-6 for the next string, **C**, at **261.6 Hz**
 - 8) Trace the next string back to the upper right key and repeat steps 1-6 for the next string, **E**, at **329.6 Hz**
 - 9) Trace the next string back to the lower right key and repeat steps 1-6 for the last string, **A**, at **440**



SYLLABUS STATEMENTS

Non-Discrimination and Anti-Harassment

In accordance with federal and state law, Iowa State University (“ISU” or the “university”) does not discriminate on the basis of age, color, creed, disability, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, and protected U.S. veteran status (collectively referred to as “Protected Status”) in its programs, activities, or employment.

This policy prohibits all forms of unlawful discrimination and harassment based on Protected Status. In addition, this policy prohibits purposefully assisting in an act that violates this policy (i.e., complicity) and prohibits retaliation against any individual who in good faith participates in protected activity pursuant to this policy. This policy also provides for the prompt and equitable resolution of reports of discrimination, harassment, complicity, and retaliation. The university’s Office of Equal Opportunity (OEO) is responsible for administering this policy on behalf of the university.

Individuals can make a report and/or seek guidance from OEO in person, by telephone, or by email at:

Office of Equal Opportunity (OEO)

3410 Beardshear Hall

Telephone: 515-294-7612

Hotline: 515-294-1222

Email: eooffice@mail.iastate.edu

Website: <http://www.eoc.iastate.edu>

Minimum Grade Requirement

Candidates pursuing Educator Preparation are required to earn a minimum of a “C” in ALL Education (EDUC), Human Development and Family Studies (HD FS), Special Education (SP ED) courses, and all other program-specific pedagogy coursework. **This includes this course.** In addition, Educator Preparation candidates are expected to maintain a 2.5 cumulative GPA throughout the program to continue candidate eligibility for educator preparation courses.

Prep Week

This class follows the Iowa State University Prep Week Policy as noted in section 10.6.4 of the [Faculty Handbook](#).

Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Academic Dishonesty

Academic misconduct in any form is in violation of Iowa State University student disciplinary regulations and will not be tolerated. *“Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work, themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assist another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand.”*

(Iowa State University bulletin, 2013-2014)

Each student’s work must be original for this course. Academic dishonesty includes things like using information from books, journals, or the Internet without giving proper credit (citation and reference); unauthorized use of information in taking an examination; or handing in a project as your own that was based on another person’s project whether from current or previous semesters and even if the original project is substantially changed. Academic dishonesty also includes assisting another student in academic dishonesty (e.g., giving someone your project to use as a template). Please do your own work and be sure to give proper attribution when you use ideas and materials from other sources. See additional information about academic misconduct at <http://www.dso.iastate.edu/ja/academic/misconduct.html> for more details and a full explanation of the academic misconduct policies. This class will follow Iowa State university’s policy on academic dishonesty anyone suspected of academic dishonesty will be reported to the [Dean of Students office](#).

Religious Accommodation

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) at 515-294-1020 or the [Office of Equal Opportunity](#) at 515-294-7612.

Free Expression

Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Classroom Disruption

Disruptive conduct will not be tolerated. Disruptive conduct includes a single serious incident or persistent conduct that unreasonably interrupts, impedes, obstructs, and/or interferes with the educational process. Disruptive conduct may be physical and/or expressive in nature and may occur in person or in a virtual setting. Examples of disruptive conduct may include, but are not limited to, the following: speaking without being recognized, interrupting, or talking over others; arrival to class late or leaving early without instructor permission; the use of technology, such as cell phones, computers, or other devices, without instructor permission, particularly in uses unrelated to course content; creation of loud or distracting noises either carelessly or with intent to disrupt; eating, sleeping, or carrying out other personal activities in class that are unrelated to course content without instructor permission; non-protected malicious or harassing or bullying speech or actions directed at instructors or students, such as personal insults, *ad hominem* attacks, name-calling, other abusive or ridiculing comments, or threats; gratuitous use of cursing/expletives or other speech that is not relevant to class discussion; inappropriate physical contact or threats of inappropriate physical contact directed at instructors or students; refusal to comply with instructor’s request for appropriate conduct. Should a student engage in disruptive conduct, a series of interventions, up to and including termination of enrollment in the course in which the conduct occurred, will be undertaken.

Candidate's Name, Gender Identity, and/or Gender Expression

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

Misuse of Course Materials in the Educator Preparation Program

Ownership of Course Materials

According to Iowa State University, all course materials created by a course instructor are the intellectual property of the instructor. Candidates are allowed to use these materials and the notes they create from these materials for their personal educational and learning purposes. Candidates must receive written permission from the instructor to use these materials in any other way. Educator Preparation Candidates are also expected to adhere to the [Iowa Board of Educational Examiners' Code of Conduct and Ethics](#) and the [National Association of State Directors of Teacher Education and Certification Model Code of Ethics for Educators](#). Misuse of intellectual property is considered a professional violation.

Misuse of these materials would include, but is not limited to:

- Sharing materials for any form of compensation, including bartering.
- Sharing materials on social media.
- Sharing materials with other sources, including, but not limited to, friends, media outlets, and websites.
- Using materials for purposes other than class learnings and educational purposes.

Violation of the use of a course instructor's intellectual property will be reported to the Director of Educator Preparation and reported to the University through the Dean of Students. Disciplinary actions may be taken by the Educator Preparation Program and/or the University. Disciplinary actions by the Educator Preparation Program may include suspension or dismissal from the Educator Preparation Program.

The tasks (assignments, assessments, etc.) created by a course instructor are the intellectual property of the course instructor.

As future professional educators, Educator Preparation Candidates are held to a high standard of ethical and professional behavior. Posting assignments on "Homework Help" or "Course Help" sites such as Course Hero, Chegg, or similar sites, is considered, by the Educator Preparation Program, unacceptable and a form of [Academic Dishonesty](#).

Misuse of course assignments will be reported to the Director of Educator Preparation and the University as academic dishonest. Disciplinary actions may be taken by the Educator Preparation Program and/or the University. Disciplinary actions by the Educator Preparation Program may include suspension or dismissal from the Educator Preparation Program.

Supporting Student Health and Wellness

Iowa State University is committed to proactively facilitating all students' well-being. We welcome and encourage students to contact the following on-campus services for their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

- Student Wellness call 515-294-1099 or via website (<http://studentwellness.iastate.edu>)
- Thielen Student Health Center call 515-294-5801 (24/7 Medical Advice) or via website (<http://www.cyclonehealth.org>)
- Student Counseling Services call 515-294-5056 or via website (<https://counseling.iastate.edu>)
- Recreation Services call 515-294-4980 or via website (<http://recservices.iastate.edu>)
- Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact ISU Police Department 515-294-4428.
- Basic needs. To learn effectively, you must have basic security: a roof over your head along with a reliable place to sleep and enough food to eat (see [Food Security at ISU Student Wellness](#)). If you're having trouble with any of those things, please talk with me or the [Dean of Students Office](#) (emailstudentassistance@iastate.edu, phone 515-294-1020). Together we can work to meet those needs.
- Responsible Employee: Iowa State University is committed to creating an educational, work, living, and campus environment that is free from all forms of sexual harassment, sexual assault, dating violence, domestic violence, stalking, and unlawful discrimination and harassment on the basis of protected class. **As a responsible employee, I am responsible for reporting all incidents of prohibited sexual harassment, including sexual assault, stalking, and dating and domestic violence, to the university's Title IX coordinator.** Students can choose to discuss their experiences **confidentially** with the following resources: ACCESS (Assault Care Center Extending Shelter and Support) at 515-292-0500; ISU Student Counseling Services at 515-294-5056; and Thielen Student Health Center at 515-294-5801.

COVID-19 health and safety requirements –

Face masks encouraged: Because of the continuing COVID-19 pandemic, all students are encouraged—but not required—to wear face masks, consistent with current recommendations from the Centers for Disease Control and Prevention. Further information on the proper use of face masks is available at: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html>.

Vaccinations encouraged: All students are encouraged to receive a vaccination against COVID-19. Multiple locations are available on campus for free, convenient vaccination. Further information is available at: <https://web.iastate.edu/safety/updates/covid19/vaccinations>.

Vaccinations may also be obtained from health care providers and pharmacies.

Physical distancing encouraged for unvaccinated individuals: Classrooms and other campus spaces are operating at normal capacities, and physical distancing by faculty, staff, students, and visitors to campus is not required. However, unvaccinated individuals are encouraged to continue to physically distance themselves from others when possible.

Iowa State Educator Preparation Professional Attributes

The Iowa State Educator Preparation has identified key professional attributes aligned to becoming a successful educator. You are expected to develop and demonstrate these attributes during educator preparation program.

Professionalism

- Attends regularly and with punctuality
- Completes assignments, projects, and other work in a timely manner
- Responds positively to constructive feedback
- Proactively communicates with instructor/supervisor to address concerns/problems
- Takes responsibility for own learning
- Accepts responsibility for errors or failures and seeks to rectify
- Demonstrates good time management skills
- Expresses an opportunity (vs problem) approach to challenges
- Focuses on quality of work produced not simply completing a requirement
- Embraces demanding work when purpose is relevant and/or important

Flexibility

- Adapts to change
- Deals appropriately with less-than-ideal situations when necessary

Interpersonal and Communication Skills

- Effectively expresses ideas in oral communication
- Effectively expresses ideas in written communication with appropriate attention to stylistic and compositional elements
- Encourages others to participate and share their thoughts
- Respectfully and actively listens to others
- Uses diplomacy and respectful language when addressing others
- Manages disagreements in positive and constructive ways
- Provides effective feedback to others

Collaboration and Teamwork

- Willingly contributes to group or team project work
- Demonstrates willingness to assume leadership roles
- Effectively communicates with team members
- Assumes personal responsibility for quality of final project product

Inclusiveness

- Demonstrates inclusive attitudes and behaviors
- Promotes the sharing of different perspectives and experiences
- Does not express or effect bias based on demographics such as gender, race, religion, ethnicity, or sexual orientation
- Demonstrates a belief that all students can learn

ISU Educator Preparation Program Conceptual Framework

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. 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

<http://www.education.iastate.edu/educator-preparation-resources/conceptual-framework/>

Iowa State University Teaching Standards

The Learner and Learning

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

FALL SCHEDULE 2021

NOTE: [Hyperlinks are live in this document. Just click anything underlined to open the link.](#)

*Items in **green boldface** will be omitted or modified in the event of virtual learning.*

*For my benefit, I have included **Important dates, information, and assignments due in red.***

IMPORTANT

Class #1 ~ Date: **August 24**

Movement	InTASC #1, 2, 4, 5, 8, 9	Sasha!	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>Purchase or borrow a Makala MK-S ukulele prior to our first class on August 24</p> </div>	<p>All items in the white portion of each syllabus table will be completed during class. If you are absent from class, please use the links in the white portion of the table to connect you with missed content.</p>
Notation		None		
Application		None		
Discussion		Instructor Introduction		
Instruments	InTASC #4, 5, 6, 8	Ukulele: Tuning/Stickers		
Due TODAY		NONE		<p>All items in the gray portion of each table will be completed as homework.</p> <p>All students should complete and submit all assignments <i>on or before the due date</i> regardless of presence or absence in class meetings.</p> <p>Each late assignment is docked by three points.</p>
Homework to Complete before Next Time	InTASC #1, 2, 6, 9 InTASC #1, 2, 4, 5, 9	<ol style="list-style-type: none"> 1. Singing Self-Assessment: Download, complete, and submit to Canvas (10 pts.). This is due at midnight August 24. 2. Watch What if Every Child had Access to Music Education from Birth? and complete the EdPuzzle in preparation for a Padlet and a Plicker Quiz. You do not need to save your work on the EdPuzzle. Should you require captions, please use this link instead of completing the EdPuzzle. 3. Either read pages 1-10 of the syllabus, or watch Syllabus Overview 		

Class #2 ~ Date: **August 26**

Movement	InTASC #1, 2, 4, 5, 8, 9	Haydn, Symphony no. 94 in G Major
Notation	InTASC #4, 5, 6, 7	Simple meter: beat, equally divided beat, rest mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (pitch): Hot Cross Buns Music Lesson (ta tadi rest): Hop Old Squirrel
Discussion	InTASC #1-10	What If Every Child Had Access to a Music Education from Birth? Padlet and Plicker Quiz
Instruments	InTASC #4, 5, 6, 8	Ukulele: Tuning/Stickers
Connection	InTASC #4, 5, 8	Over in the Meadow (sing aloud)
Due TODAY	InTASC #1, 2, 6, 9	Canvas Submission: Singing Self-Assessment (10 pts.)
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4	<ol style="list-style-type: none"> 1. Read aloud Rhythm Patterns set #1 and submit using Canvas media recording (5 pts.) 2. Watch Reading Pitches on the Treble Clef Staff and be prepared for a Gimkit quiz. Should you require captioning for YouTube videos, please click the ellipsis (. . .) at the lower right of the video pane and select "open transcript."

Class #3 ~ Date: August 31

Movement	InTASC #1, 2, 4, 5, 8, 9	Beethoven, Für Elise
Notation	InTASC #4, 5, 6, 7	Simple meter: beat, equally divided beat, rest mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (mrd): Closet Key
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Pitch Names of the Treble Clef and Gimkit Quiz The Elementary Music Experience
Instruments	InTASC #4, 5, 6, 8	Ukulele: Tuning
Connection	InTASC #3, 4, 5, 8, 10	Aylesworth/Gammell, Old Black Fly (sing aloud)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: Read Rhythm Patterns set #1 (5 pts.)
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4	<ol style="list-style-type: none"> 1. Sing <i>Twinkle Little Star</i> or <i>The ABC Song</i> and submit using Canvas media recording. 2. Watch How to Read Music. Notice that at 4:30; the notes do not match the music you hear! Should you require captioning for YouTube videos, please click the ellipsis (. . .) at the lower right of the video pane and select “open transcript.”

Class #4 ~ Date: September 2

Movement	InTASC #1, 2, 4, 5, 8, 9	Beethoven, Für Elise
Notation	InTASC #4, 5, 6, 7	Simple meter: beat, equally divided beat, rest mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	ELA Lesson (long vowels): Hop Old Squirrel Math Lesson (skip counting): Closet Key
Discussion	InTASC #1-10	Consciously Affirming Music/Math/ELA
Instruments	InTASC #4, 5, 6, 8	Ukulele: Tuning
Connection	InTASC #3, 4, 5, 8, 10	Rossini, William Tell Overture Finale (listening activity)
Due TODAY	InTASC #1, 2, 8A	Canvas Media Recording/Formative Assessment: Sing Twinkle Little Star or the ABC Song (5 pts.)
Homework to Complete before Next Time	InTASC #4, 5, 6, 8	<ol style="list-style-type: none"> 1. Over the weekend, be sure to tune your ukulele each day. If all instruments have achieved stable tuning, we will begin learning to play the ukulele next time! 2. Read How Children Benefit from Music Education in Schools and The Benefits of Studying Music

As the semester progresses, please remember that if you require captioning of YouTube videos, you will need to click on the ellipsis (. . .) at the lower right of the video pane and select “open transcript.”

Class #5 ~ Date: September 7

Movement	InTASC #1, 2, 4, 5, 8, 9	Brahms, Waltz in A Flat
Notation	InTASC #4, 5, 6, 7	Compound meter: beat, equally divided beat, unequally divided beat mi-re-do-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (ta takida): <i>Charlie over the Ocean</i>
Discussion	InTASC #1, 2, 4, 5, 7, 8, 9	Piggyback Songs
Instruments	InTASC #4, 5, 6, 8	Ukulele: C and C7 chords
Connection	InTASC #4, 5, 8	Crisp, The Ants Go Marching (sing aloud)
Due TODAY		NONE
Homework to Complete before Next Time	InTASC #1, 4, 6, 8A InTASC #1, 2, 4, 5, 7, 8, 9 InTASC #4, 5, 8	<ol style="list-style-type: none"> 1. Download and complete—BUT DON'T SUBMIT—Website Set #1 Worksheet. BRING TO CLASS Sept. 9. 2. Begin creating TWO original piggyback songs and submit to Canvas by Sept. 14. Be sure to create wholly original text—that teaches or reinforces a concept or procedure—to a familiar tune. Rhyme your text and try to closely match the number of syllables in each line of the original tune's text. Be sure to cite the original tune, so that I may compare your song to the original when I am grading. If you were absent from class #5, this video will be useful. More information and examples are on Canvas. 3. Ukulele: practice tuning, strumming, and transitioning from C (red) to C7 (purple). Remember to use your ring finger for C (red) and use your pointer finger for C7 (purple).

Class #6 ~ Date: September 9

Movement	InTASC #1, 2, 4, 5, 8, 9	The Noble Duke of York
Notation	InTASC #4, 5, 6, 7	Simple meter: beat, divided beat, subdivided beat, rest mi-re-do-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (low so): <i>Crack On!</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Website Set #1
Instruments	InTASC #4, 5, 6, 8	Ukulele: F and C7 chords; downward strumming
Connection	InTASC #4, 5, 8	Zelinsky, Wheels on the Bus (sing aloud)
Due TODAY	InTASC #1, 3, 4, 6, 8A, 10	Complete Website Set #1 Worksheet and bring it to class (paper copy or electronic copy) for discussion BEFORE you submit Canvas (10 pts.). DO NOT SUBMIT PRIOR TO CLASS DISCUSSION unless you have a planned absence from class #6.
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 7, 8, 9 InTASC #1, 2, 4, 5, 9 InTASC #4, 5, 8	<ol style="list-style-type: none"> 1. Finish creating TWO original piggyback songs and submit to Canvas by Sept 14. For more information, please see Canvas and/or the homework box in the table for class #5. 2. Read the article Why Toddlers Need Nursery Rhymes on Canvas. 3. Ukulele: practice tuning, downward strumming, and transitioning from C7 (purple) to F (blue). You may find this video useful, particularly from 3:20-end. Remember to use your pointer finger for C7 (purple) and use your pointer and middle fingers to play the F chord (pointer finger on light blue and middle finger on dark blue).

Class #7 ~ Date: September 14

Movement	InTASC #1, 2, 4, 5, 8, 9	Tchaikovsky, Nutcracker March
Notation	InTASC #4, 5, 6, 7	Simple meter: beat, divided beat, subdivided beat, rest mi-re-do-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Math Lesson (shapes/colors): <i>Charlie over the Ocean</i> Math Lesson (area/perimeter): <i>Crack On!</i>
Discussion	InTASC #1, 2, 4, 5, 6, 9	The Importance of Nursery Rhymes
Instruments	InTASC #4, 5, 6, 8	Ukulele: <i>Are You Sleeping/Row Your Boat</i> (F and C7); downward strumming
Connection	InTASC #4, 5, 8	Muller/Duranceau, <i>Hickory Dickory Dock</i> (read aloud)
Due TODAY	InTASC #1, 2, 4, 5, 7, 8, 9	Canvas Submission: Two original Piggyback Songs (10 pts.)
Homework to Complete before Next Time	InTASC #1, 2, 9 InTASC #4, 5, 8	<ol style="list-style-type: none"> 1. Watch Changing Education Paradigms and complete the EdPuzzle to prepare for a quiz. You do not need to save your work on the EdPuzzle. Should you require captioning, please use this link instead of completing the EdPuzzle. 2. Ukulele: practice tuning, strumming, transitioning from C7 (purple) to F (blue), and singing and playing <i>Are You Sleeping</i> and <i>Row Your Boat</i>. You may find this video useful. Remember to use your pointer finger for C7 (purple) and use your pointer and middle fingers to play the F chord (pointer finger on light blue and middle finger on dark blue).

Class #8 ~ Date: September 16**

Movement	InTASC #1, 2, 4, 5, 8, 9	Tchaikovsky, Nutcracker March
Notation	InTASC #4, 5, 6, 7	Simple meter review + half note mi-re-do-low la
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (half note): <i>Pierrot</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Changing Education Paradigms and Quiz
Instruments	InTASC #1-10	Ukulele: <i>Are You Sleeping/ Row Your Boat</i>; downward strumming (F and C7 chords) Unpitched/Pitched Percussion: Nursey Rhyme Composition
Connection	InTASC #1-10	Curtis/Jay, <i>I Took the Moon for a Walk</i> (read aloud with accompaniment)
Due TODAY	InTASC #1-10	In-class composition (to be completed, performed, and submitted in class) (15 pts.)
Homework to Complete before Next Time	InTASC #1, 4, 6, 8A InTASC #4 InTASC #4 InTASC #3, 4, 5, 8	<ol style="list-style-type: none"> 1. Download and complete—BUT DON'T SUBMIT—Website Set #2 Worksheet. Bring to class next time. 2. Watch Day-O: The Banana Boat Song 3. Watch Ella Jenkins: Did You Feed My Cow 4. Ukulele: practice tuning, downward strumming, transitioning from C7 (purple) to F (blue), and singing and playing <i>Are You Sleeping</i> and <i>Row Your Boat</i>. You may find this video useful. Remember to use your pointer finger for C7 (purple) and use your pointer and middle fingers to play the F chord (pointer finger on light blue and middle finger on dark blue).

Class #9 ~ Date: September 21

Movement	InTASC #1, 2, 4, 5, 8, 9	Tchaikovsky, <i>Chinese Dance from Nutcracker</i>
Notation	InTASC #4, 5, 6, 7	Compound meter review mi-re-do-low la
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (low la): Big Fat Biscuit Math Lesson (time): Big Fat Biscuit
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Website Set #2
Instruments	InTASC #4, 5, 6, 8	Ukulele: G/G6 and C chords; Strumming bi-directionally
Connection	InTASC #4, 5, 8	Call and Response Songs
Due TODAY	InTASC #1, 3, 4, 5, 6, 8A, 10	Complete Website Set #2 Worksheet and bring it to class (paper copy or electronic copy) for discussion BEFORE you submit Canvas (10 pts.). DO NOT SUBMIT PRIOR TO CLASS DISCUSSION unless you have a planned absence from class #9.
Homework to Complete before Next Time	InTASC #6, 8A InTASC #1, 2, 4 InTASC #1, 2, 4 InTASC #4, 5, 8	<ol style="list-style-type: none"> 1. Play Ukulele Set #1 and submit using Canvas media recording. 2. Read Corrine Gransee's article on Canvas in preparation for a Plicker quiz. 3. Read Linking Music Learning to Reading Instruction in preparation for a Plicker quiz. 4. Ukulele: practice tuning, strumming in both directions, and transitioning between C (red) and G/G6 (green) chords. You may find this video to be useful once you have tuned. Remember to use your ring finger for C (red) and use your pointer and middle fingers to play G6 (the two matching green stickers).

Class #10 ~ Date: September 23

Movement	InTASC #1, 2, 4, 5, 8, 9	Tchaikovsky, Russian Dance from the Nutcracker (TB)
Notation	InTASC #4, 5, 6, 7	Simple meter review + half note mi-re-do-low la
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (low la): Ye Toop Doram
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Linking Reading Literacy and Music Literacy and Plicker Quiz
Instruments	InTASC #4, 5, 6, 8	Ukulele: Are You Sleeping/Row Your Boat; bi-directional strumming (C and G/G6 chords)
Connection	InTASC #4, 5, 8	Echo Songs Don Gato (sing aloud)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: play Ukulele Set #1 on your ukulele (5 pts.). Be sure your canvas media recording includes a view of both of your hands.
Homework to Complete before Next Time	InTASC #4, 5, 8A InTASC #4, 5, 8	<ol style="list-style-type: none"> 1. Memorize and prepare an Echo Song or Call & Response Song to submit via media recording. More information can be found on Canvas. 2. Ukulele: practice tuning, strumming in both directions, and transitioning between C (red) and G/G6 (green) chords as you sing and play <i>Are You Sleeping</i> and <i>Row Your Boat</i> in the key of C. You may find this video to be useful once you have tuned your instrument.

Class #11 ~ Date: September 28

Movement	InTASC #1, 2, 4, 5, 8, 9	Tchaikovsky, Russian Dance from the Nutcracker (P)
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadimi mi-re-do-low la-low so
Application	InTASC #3, 4, 8, 10	Camp Connection
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Songtales Share your echo/call & response song with a small group of your peers.
Instruments	InTASC #4, 5, 6, 8	Ukulele: CFG chords , bi-directional strumming
Connection	InTASC #3, 4, 5, 8, 10	Rosen/Oxenbury, We're Going on a Bear Hunt (read aloud with accompaniment) Sugar Plum Fairy MAP and VIDEO (listening activity)
Due TODAY	InTASC #4, 5, 8A	Canvas Media Recording/Formative Assessment: Echo or Call and Response song (5 pts.)
Homework to Complete before Next Time	InTASC #4 InTASC #4, 5, 8	1. Review other versions of <i>There Was an Old Lady Who...</i> on YouTube. You, in a group of peers, will be creating your own version of this song next time. See Canvas for more info and examples. 2. Ukulele: practice transitioning between C (red), F (blue) and G/G6 (green) and strumming in both directions . 3. Read Music as Medicine and consider how music might benefit the trauma-informed classroom.

Class #12 ~ Date: September 30

Movement	InTASC #1, 2, 4, 5, 8, 9	Grieg, In the Hall of the Mountain King from Pe'er Gynt
Notation	InTASC #4, 5, 6, 7	Compound meter review + rest mi-re-do-low la-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (ta takida rest): Shake the Plum Tree
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Cumulative Songs
Instruments	InTASC #4, 5, 6, 8	Ukulele: CFG chords , bi-directional strumming
Connection	InTASC #1-10	Parody Composition Project
Due TODAY	InTASC #1-10	In-class composition (to be completed and submitted in class) (10 pts.)
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4 InTASC #4, 5, 8 InTASC #4, 5, 6, 7	1. Sing Solfege Patterns Set #1 and submit using Canvas media recording. 2. Watch Ho, Ro the Rattlin' Bog . Note that the captions are not very accurate, but the objective (to experience a cumulative song) is evident if with the inaccuracy. 3. Ukulele: practice transitioning between C (red), F (blue) and G/G6 (green) and strumming in both directions . 4. Review "Choosing and Unpacking Standards" on Canvas.

Class #13 ~ Date: **October 5**

Movement	InTASC #1, 2, 4, 5, 8, 9	Grieg, In the Hall of the Mountain King from Pe'er Gynt
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadimi mi-re-do-low la-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (tadimi): <i>Frog in the Meadow</i> ELA Lesson (spelling): <i>Frog in the Meadow</i>
Discussion	InTASC #4, 5, 6, 7	Choosing and Unpacking Standards
Instruments	InTASC #1-10	Ukulele: <i>You Are My Sunshine</i> (CFG chords) Unpitched Percussion: <i>One Lonely Seahorse</i>
Connection	InTASC #3, 4, 5, 6, 7, 8, 10	Elffers/Freyman, <i>One Lonely Seahorse</i> (read aloud with accompaniment)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: Sing Solfege Patterns Set 1 (5 pts.). Note that the patterns are written in the key of G; thus, the first pattern is mi-re-do.
Homework to Complete before Next Time	InTASC #5, 6, 7 InTASC #4, 5, 8 InTASC #4, 5, 6	1. Illustrate five cumulative song visuals and text cues. See Canvas for more directions and for submittal. You will share and submit these visuals in our next class. 2. Ukulele: practice tuning and strumming in both directions. Practice transitioning between C, F, and G/G6 chords. Then practice playing and singing <i>You Are My Sunshine</i> with this video . 3. The midterm exam was posted this evening on Canvas. Be sure to complete and submit by Oct. 12.

Class #14 ~ Date: **October 7**

Movement	InTASC #1, 2, 4, 5, 8, 9	Strauss, Sunrise from Also Sprach Zarathustra
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadimi mi-re-do-low la-low so
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (takadimi v tadimi): <i>Deedle Deedle Dumpling</i>
Discussion	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Math Lesson (student created): <i>Deedle Deedle Dumpling</i> ELA Lesson (student created): <i>Deedle Deedle Dumpling</i>
Instruments	InTASC #4, 5, 6, 8	Ukulele: <i>If You're Happy & You Know It</i> (CFG chords)
Connection	InTASC #3, 4, 5, 6, 7, 10	Share your cumulative song visuals with a small group of your peers
Due TODAY	InTASC #3, 4, 5, 6, 7, 10	Canvas Submission: Cumulative Song Visuals (10 pts.)
Homework to Complete before Next Time	InTASC #4, 5, 6 InTASC #4, 5, 8	1. Be sure to complete and submit the midterm exam on Canvas by October 12. 2. Ukulele: practice tuning, strumming in both directions, transitioning between C (red), F (blue), and G/G6 (green) and playing <i>If You're Happy and You Know It</i> from notation and by playing along with this video . 3. Read Ways to Incorporate Music into Your Classroom and Integrating Music in the Classroom

ONLINE MIDTERM EXAM ~ Be sure to complete ONLINE before **October 12 at **11:59 p.m.****

ONLINE MIDTERM EXAM ~ Be sure to complete ONLINE before **October 12 at 11:59 p.m.**

Class #15 ~ Date: **October 12****

Movement	InTASC #1, 2, 4, 5, 8, 9	Strauss, Sunrise from Also Sprach Zarathustra
Notation	InTASC #4, 5, 6, 7	Compound meter review + rest so-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (ta_da): <i>Wolves among the Sheep</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Poetry
Instruments	InTASC #1-10	Ukulele: You Are My Sunshine, Happy and You Know It Unpitched/Pitched Percussion: Haiku
Connection	InTASC #1-10	Haiku Composition Project
Due TODAY	InTASC #1-10 InTASC #1-10	1. In-class composition (to be completed, performed, and submitted in class) (15 pts.) 2. Canvas Quiz: Midterm exam (40 pts.)
Homework to Complete before Next Time	InTASC #6, 8A InTASC #1, 2, 4, 5, 7, 8 InTASC #1, 2, 4, 5, 7, 8 InTASC #4, 5, 8	1. Read Rhythm Patterns Set #2 and submit using Canvas media recording. 2. Examine the description of Affirming Parallel Concepts (APC) 3. Examine the results of some research studies involving APC 4. Ukulele: practice tuning, strumming in both directions, transitioning between C (red), F (blue), and G/G6 (green) and playing <i>You are My Sunshine</i> from notation and by singing and playing along with this video .

Class #16 ~ Date: **October 14**

Movement	InTASC #1, 2, 4, 5, 8, 9	Orff, O Fortuna from Carmina Burana
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadi tadi so-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Math Lessons (geometry, factors/multiples): <i>Wolves among the Sheep</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Everything You Ever Wanted to Know about Teaching but were Afraid to Ask
Instruments	InTASC #4, 5, 6, 8	Ukulele: Happy Birthday (CFG chords) ; vocal range and the ukulele (part I)
Connection	InTASC #3, 4, 5, 8, 10	Joyce/Schindler, Never Talk to Strangers (read aloud)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: Read rhythm set #2 (5 pts.)
Homework to Complete before Next Time	InTASC #1, 4, 5, 7 InTASC #4, 5, 8	1. Read APC Chapter on Canvas. Answer the questions on the separate worksheet and bring this to class for discussion before submitting on Canvas. 2. Ukulele: practice tuning, strumming in both directions, transitioning between C (red), F (blue), and G/G6 (green) and playing <i>Happy Birthday</i> from notation and by singing and playing along with this video .

REMINDER: Music 265 is CANCELLED on **October 19**

Class #17 ~ Date: **October 21**

Movement	InTASC #1, 2, 4, 5, 8, 9	Folk Dance (TBD)
Notation	InTASC #4, 5, 6, 7	Compound meter review + rest so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (compound meter): Rattlesnake Math Lesson (student created): Rattlesnake ELA Lesson (student created): Rattlesnake
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Resources for APC Lessons/Begin APC Lesson
Instruments	InTASC #4, 5, 6, 8	Ukulele: Review You Are My Sunshine, Happy and You Know It , and Happy Birthday
Connection	InTASC #1-10	Westcott, Lady with the Alligator Purse (sing aloud)
Due TODAY	InTASC #1, 3, 4, 5, 6, 7, 8	Complete APC Chapter Reflection Worksheet and bring it to class (paper copy or electronic copy) for discussion BEFORE you submit Canvas (10 pts.). DO NOT SUBMIT PRIOR TO CLASS DISCUSSION unless you have a planned absence from class #17.
Homework to Complete before Next Time	InTASC #4, 5, 8	1. Ukulele: practice songs for the final ukulele performance (<i>Happy Birthday</i> OR <i>You are My Sunshine</i> OR <i>If You're Happy and You Know It</i>). Use notation and sing/play along with the video .

Class #18 ~ Date: **October 26**

Movement	InTASC #1, 2, 4, 5, 8, 9	Khachaturian, Sabre Dance from Gayane
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadi tadi so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (sfmrd): Cut the Cake Math Lesson (student created): Cut the Cake ELA Lesson (student created): Cut the Cake
Discussion	InTASC #1, 2, 4, 5, 7, 8	Finish APC Lesson and submit first draft for comments and suggestions
Instruments	InTASC #4, 5, 6, 8	Ukulele: Review You Are My Sunshine, Happy and You Know It , and Happy Birthday ; the D7 chord
Connection	InTASC #4, 5, 8, 8A	Copland, Appalachian Spring (listening activity)
Due TODAY	InTASC #1, 2, 4, 5, 7, 8	In-class work: First Draft APC Lesson (10 pts.) ALL STUDENTS ARE LIMITED TO ONE PROJECTING ONE SLIDE. If you will be projecting a slide when you teach your lesson, send it to me at krisv@iastate.edu by October 27 and we will project it from my computer . If you are not able to send your slide by October 27 plan to make a poster instead . We will not be switching projecting computers during peer teaching as there are multiple ways that computers interact with A/V equipment (VGA, HDMI, mini-display, AppleTV, etc.) and the A/V tower may not be able to interact with all devices.
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 7, 8 InTASC #4, 5, 8	1. Prepare to teach your APC lesson and create all the manipulatives you will need for 12 students . 2. Ukulele: practice songs for the final ukulele performance (<i>Happy Birthday</i> OR <i>You are My Sunshine</i> OR <i>If You're Happy and You Know It</i>). Use notation and sing/play along with the video . Practice switching between D7 and G6 chords; then practice switching between D7 and G chords. You may find this video useful.

NOTE: you are required to attend **only one** of the next three lessons. You must attend *on your assigned day unless you find someone with whom you can switch* and both parties email me confirming this arrangement. Failure to attend on your assigned (or switched) teaching day will result in a loss of 15 points.

October 28: Name tent #1-10 ~ **November 2:** Name tent #11-20 ~ **November 4:** Name tent #21-30

Class #19, 20, 21 ~ Dates: **October 28, November 2, and November 4*****

Application	InTASC #1, 2, 4, 5, 7, 8, 9	Student-led Lessons
Instruments	InTASC #4, 5, 6, 8	Ukulele: This Land (CFG chords) vocal range and the ukulele (part 2)
Due on the day you teach your lesson to your peers (see above)	InTASC #1, 2, 4, 5, 7, 8	Bring and teach from a final draft (electronic or hard copy) of your APC lesson; bring all necessary materials (15 pts). <ul style="list-style-type: none"> If I requested that you make changes/additions, and you have not already done so, resubmit your plan to me—to the same tab as your previous submission—after peer teaching. A rubric of how your teaching will be evaluated can be found on Canvas.
Homework to Complete before Next Time	InTASC #1, 2, 5, 8, 9 InTASC #4, 5, 8 InTASC #4, 5, 8	1. Watch Do Schools Kill Creativity? in preparation for an in-class activity If you require captioning, open the transcript under the video. 2. Ukulele: practice songs for the final ukulele performance (<i>Happy Birthday</i> OR <i>You are My Sunshine</i> OR <i>If You're Happy and You Know It</i>). Use notation and sing/play along with the video . 3. Watch and play your ukulele along with This Land

Class #22 ~ Date: **November 9**

Movement	InTASC #1, 2, 4, 5, 8, 9	Folk Dance (TBD)
Notation	InTASC #4, 5, 6, 7	Simple meter review + tadi tadi so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (tadi tadi): Bounce High Bounce Low Math/ELA (student created): Bounce High Bounce Low
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Accommodating Students with Accessibility Needs
Instruments	InTASC #4, 5, 6, 8	Ukulele: Review Final Selections (CFG chords) ; transposition
Connection	InTASC #4, 5, 8	Trapani, Itsy Bitsy Spider (sing aloud)
Due TODAY	InTASC #1, 2, 5, 7, 8, 9	In-class Game Adaptations (to be completed and submitted in class) (10 pts.)
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4, 5 InTASC #4, 5, 8	1. Play Ukulele Chords Set #2 on your ukulele and submit using Canvas media recording. 2. Watch the Cup Game and practice with a plastic cup. 3. Practice ukulele for the final performance (also practice from notation).


Class #23~ Date: November 11

Movement	InTASC #1, 2, 4, 5, 8, 9	Joplin, <i>The Entertainer</i>
Notation	InTASC #4, 5, 6, 7	Simple meter review + tami la-so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (tami): <i>Izika Zumba</i> Math/ELA (student created): <i>Izika Zumba</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Fingerplays and Action Songs
Instruments	InTASC #4, 5, 6, 8	Ukulele: I Love the Mountains (CaFG chords) ; Campfire Song Song (CFD7G chords)
Connection	InTASC #3, 4, 5, 8, 10	Yolen/Schoenherr, <i>Owl Moon</i> (read aloud with accompaniment)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: Play Ukulele Set #2 on your ukulele (5 pts.). Be sure your Canvas media recording includes a view of both of your hands.
Homework to Complete before Next Time	InTASC #4, 5, 7, 8, 8A InTASC #4, 5, 7, 8, 8A InTASC #4, 5, 8	1. Media Recording: Perform any fingerplay or action song (singing (or speaking if a spoken fingerplay) and demonstrating all the actions). Submit via Canvas. 2. Examine: Classics for Kids , New York Philharmonic Kids , San Francisco Symphony Kids , Dallas Symphony Orchestra Kids 3. Practice ukulele for the final performance (also practice from notation).

Class #24 ~ Date: November 16


Movement	InTASC #1, 2, 4, 5, 8, 9	Joplin, <i>The Entertainer</i>
Notation	InTASC #4, 5, 6, 7	Simple meter review + tami la-so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Music Lesson (lsfmr): <i>Rabbit and Possum</i> Math/ELA (student created): <i>Rabbit and Possum</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Online Resources for Integrated Lessons: Symphony Orchestra Websites Share your fingerplay/action song with a small group of your peers.
Instruments	InTASC #4, 5, 6, 8	Ukulele review; I Love the Mountains (CaFG chords) ; Campfire Song Song (CFD7G chords)
Connection	InTASC #3, 4, 5, 8, 10	Martin/Archambault/Endicott, <i>Listen to the Rain</i> (read aloud with accompaniment)
Due TODAY	InTASC #4, 5, 7, 8, 8A	Canvas Media Recording/Formative Assessment: Perform any fingerplay or action song (5 pts.). Be sure your Canvas media recording includes a view of all the actions.
Homework to Complete before Next Time	InTASC #6, 8A InTASC #1, 2, 7, 8, 8A, 9 InTASC #4, 5, 8 InTASC #4, 5, 8	1. Sing Solfege Set #2 and submit using Canvas media recording. 2. Watch at least five videos from Flocabulary.com (There is no need to sign up for the free trial). 3. Watch and sing/play along with I Love the Mountains and Campfire Song Song . 4. Practice ukulele for the final performance (also practice from notation).

Class #25 ~ Date: **November 18**


Movement	InTASC #1, 2, 4, 5, 8, 9	Anderson, <i>The Syncopated Clock</i>
Notation	InTASC #4, 5, 6, 7	Simple Meter Review la-so-fa-mi-re-do
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	Math Lesson (measurement): <i>Our Old Sow</i>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Online Resources for Integrated Lessons: Flocabulary
Instruments	InTASC #1-10	Ukulele: Review ; strumming patterns Unpitched/Pitched Percussion: <i>After the Fall</i>
Connection	InTASC #1-10	Santat, <i>After the Fall Composition Project</i> (read aloud with accompaniment)
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Formative Assessment: Sing Solfege Set #2 (5 pts.). Note that the patterns are written in the key of G; thus, the first pattern is mi-re-do.
Homework to Complete before Next Time	InTASC #4, 5, 8 InTASC #4, 5, 8	1. Watch and play your ukulele along with a medley of popular songs . Remember that you can slow down YouTube videos using the settings tool in the lower right of the video--  --and selecting then adjusting playback speed. 2. Submit final ukulele performance PRIOR TO CLASS on November 30 .

ALL LATE WORK & RESUBMITS ARE DUE **NOVEMBER 30 AT 11:59 p.m.**
Missing assignments and resubmitted work received after **November 30**
WILL NOT be considered for your final grade.

Class #26 ~ Date: November 30

Movement	InTASC #1, 2, 4, 5, 8, 9	Anderson, <i>The Syncopated Clock</i>
Notation	InTASC #4, 5, 6, 7	Compound meter review + rest la-so-fa-mi-re-do
Application	InTASC #4, 5, 7, 8	Are You Sleeping? Mahler, <i>Symphony I:III</i>
Discussion	InTASC #1-10	Integrated Lessons and Padlet
Instruments	InTASC #1-10	Ukulele: Review and transposing Happy Birthday for younger voices
Due TODAY	InTASC #4, 5, 8	2. Canvas Media Recording/Summative Assessment: Final ukulele performance. Be sure your Canvas media recording includes a view of both of your hands.
Homework to Complete before Next Time	InTASC #3, 4, 5, 8	1. Search YouTube for “three chord ukulele songs” and learn any song of your choice. Remember that you can slow down YouTube videos using the settings tool in the lower right of the video--  --and selecting then adjusting playback speed.

Class #27 ~ Date: December 2**

Movement	InTASC #1, 2, 4, 5, 8, 9	Folk Dance (TBD)
Notation	InTASC #4, 5, 6, 7	Simple Meter Review ti-la-so-fa-mi-re-do and the diatonic scale
Application		None
Discussion	InTASC #1-10	Using a capo to transpose on stringed instruments
Instruments	InTASC #1-10	Unpitched/Pitched Percussion: Big Words Project
Connection	InTASC #1-10	Rappaport/Collier, Martin's Big Words Composition Project
Due TODAY	InTASC #1-10	1. In-class composition (to be completed, performed, and submitted in class) (15 pts.)
Homework to Complete before Next Time	InTASC #3, 4, 5, 8 InTASC #1, 2, 4, 5, 7, 8, 9	1. Search YouTube for “four chord ukulele songs” and learn any song of your choice. Remember that you can slow down YouTube videos using the settings tool in the lower right of the video--  --and selecting then adjusting playback speed. 2. Choose an Iowa Core/Common Core standard from which you will build your Gen Ed Lesson with Musical Extension. a. Unpack the standard and create one objective that aligns with the standard. Be sure to use “The students will be able to” to begin your objective and end with a success criterion (i.e., “with 80% accuracy”). b. Create an aligning learning target with kid-friendly language and no academic vocabulary. Add these statements to the appropriate boxes on “Gen Ed Lesson with Musical Extension lesson plan template” which can be found on Canvas.

Class #28 ~ Date: December 7

Movement	InTASC #1, 2, 4, 5, 8, 9	Soldier's Joy
Notation	InTASC #4, 5, 6, 7	Simple Meter Review ti-la-so-fa-mi-re-do and the diatonic scale
Discussion	InTASC #1-10	1. Share your standard, objective, and learning target with a small group of your peers 2. Creating an Integrated Lesson (Gen Ed Lesson with Musical Extension) for 4.OA.B.4 Anticipatory Set: Hutchins, The Doorbell Rang (read aloud) Gradual Release (<i>DI, TM, GP</i> —Wolves among the Sheep, <i>IP</i>) Lesson Closure: Trullan
Instruments	InTASC #1-10	Ukulele: Review
Due TODAY		None
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 7, 8, 9	1. Using the Gen Ed Lesson with Musical Extension lesson plan template, create your plan for the <i>gradual release of responsibility</i> which includes the <i>direct instruction, teacher modeling, guided practice, and independent practice</i> of the concept addressed by your standard. If you get stuck, search the web for your standard nomenclature (e.g., L.4.5.c). There, you will find lots of examples of <i>independent practice</i> . Then, work backward from those <i>independent practice</i> sheets to plan the <i>guided practice and teacher modeling</i> . Finally, plan for <i>direct instruction</i> to teach the children the new concept and associated academic vocabulary (e.g., "Today we are learning about synonyms. Synonyms are words with similar meanings like <i>small</i> and <i>tiny</i> . Let's watch a video to learn more.")

Class #29 ~ Date: December 9

Movement	InTASC #1, 2, 4, 5, 8, 9	Mayfield/Charles, Hit the Road Jack
Discussion	InTASC #1-10	Applying MUSIC 265 learning to your future classroom Complete your Integrated Lesson and share with a small group of your peers
Instruments	InTASC #3, 4, 5, 6, 8, 10	Ukulele: See Ya Later Alligator (GC7D7)
Due TODAY	InTASC #1, 2, 4, 5, 7, 8, 9	Canvas Submission: Integrated Lesson Plan (10 pts.). Be sure you use the Gen Ed Lesson with Musical Extension lesson plan template for your lesson plan.
Homework to Complete before Next Time	InTASC #1-10	You can access the online FINAL EXAM on December 13 . Be sure to complete and the final exam before 4:15 p.m. on December 16 . NOTE: You may complete the final exam during your scheduled final exam time or anytime between December 13 and December 16 at 4:15 p.m. No final exams will be accepted for grading after 4:15 p.m. on December 16.

ONLINE FINAL EXAM ~ Be sure to complete ONLINE before December 16 at 4:15 p.m.