



Iowa State University  
**Spring 2024 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: Dr. Kris VerSteegt

Student hours (Estes Hall Room 115): TR 1:10p – 2:00p. Virtual student hours are available at mutually agreeable times. Email [krisv@iastate.edu](mailto:krisv@iastate.edu) for a link.

The best way to reach me is by email at [krisv@iastate.edu](mailto:krisv@iastate.edu). On Tuesdays and Thursdays, you may reach me at my office phone: 515-294-9766.

**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, etc.).            |
| MU265.LO.4  | Read, write, decode, and analyze standard music notation.  |
| MU265.LO.5  | Convey expressivity and artistry through movement to masterworks of musical literature.                  |
| 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 outcomes. |
| MU265.LO.7  | Develop accommodations for learners with accessibility needs.  |

### **Important Calendar Items:**

**2/8, 3/19, 4/16:** Attendance required to be eligible for all possible points

**February 27:** NO CLASS; Online MIDTERM exam DUE by midnight

**March 7:** NO CLASS (i.e., the day before break is usually quite poorly attended)

**April 2:** NO CLASS (to allow group 1 to prepare for peer teaching)

**April 4, April 9:** Attendance required on your *assigned peer-teaching day* to be eligible for all possible points see page 19

**April 23:** Final ukulele performance video due; **NASM SITE VISIT**

**April 25:** All late work due (each late assignment is docked 3 points)

**May 2:** Final arts-enhanced lesson plan due

**NOTE: THERE IS NO FINAL EXAM FOR MUSIC 265 THIS SEMESTER  
THERE IS NO NEED TO REPORT DURING FINALS WEEK**

# CLASS POLICIES

## REQUIREMENTS:

1. Attend class and participate in all class activities (see page 4)
2. Submit and complete assignments on time (*including professional reading, worksheets, 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. It has a DIGITAL OSCILLOSCOPE.
    - I recommend UKULELE TUNER POCKET for Android devices. It has a DIGITAL and an ANALOG OSCILLOSCOPE.
    - If you do not have a smart device, visit <https://tuner-online.com/other-instruments/ukulele-tuning>



iOS



Android



Web-based

4. **Participate in group work/presentations.** Music making is often an ensemble experience. Additionally, the K-8 classroom is one that requires effective communication and collaboration within and among students. For this reason, **group work/presentations are required components of Music 265.** For example, you will be asked to work within a group of your peers to create original music to accompany literary examples, famous quotes, and group-authored poetry. Then, you will perform your music as a group; your role will be to maintain part independence in the presence of the contrasting parts performed by your peers while adhering to a common steady beat and tempo and considering balance and blend between voices.

## POINT DISTRIBUTION FOR ASSIGNMENTS AND GRADING:

In-class, group creative work: Nursery rhyme composition, Parody project, Haiku composition, Accommodations for special learners, <i>Big Words</i> 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)	6 x 5 pts. ea.	30 pts.
Solfege Quizzes	2 x 5 pts. ea.	10 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.
Midterm Assessment (Canvas quiz)	1 x 40 pts. ea.	40 pts.
Planning: APC/CA lesson excerpt	1 x 15 pts. ea.	15 pts.
Teaching: APC lesson (non-evaluative)	1 x 15 pts. ea.	15 pts.
Worksheets (Student Information Survey, Website Sets #1 & 2)	3 x 10 pts. ea.	30 pts.
Planning: Arts-Enhanced lesson plan	1 x 15 pts. ea.	15 pts.
Summative Ukulele Assessment (non-evaluative)	1 x 10 pts. ea.	10 pts.
Attendance*		50 pts.

TOTAL: 300 pts

## 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, unless otherwise specified. **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 know or suspect that you have COVID-19.
3. NO FOOD DURING CLASS. If you must eat during our class time, briefly step out of the room. Please wash your hands prior to returning.
4. Bring paper, a writing utensil, a ukulele, and your laptop/device to each class meeting. If you lose your ukulele, let me know immediately so that I can give you more grace to complete work.
5. 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.
6. 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 students; making music often exacerbates these issues due to increased air exchange.
7. This is a 2-credit class. Two-credit classes typically have 1-2 hours of homework to complete each week and two hours of class meetings.

### Assignments:

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

- **ALL WORK NEEDS TO BE FREE OF SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR, AND USAGE ERRORS. Keep in mind:**
  - 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. Otherwise, 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.).
  - Use an adverb (often an -LY word) when describing verbs and/or *how, when, or where*; use an adjective when describing nouns and/or *which one, what kind, or how many*.
  - Use WHOM when you could substitute her/him/them. Use WHO when you could substitute he/she/they.
- **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 automatically archived for you.
- **Recording submissions:** Recording submissions must be recorded and submitted **on Canvas**. Use **Canvas Media Recordings** if your laptop has a built-in camera. IF CANVAS MEDIA RECORDER FAILS, you may also use your smart phone to take a video and upload it as a .mov file; upload a video to a cloud-based drive, share (set to "anyone with the link can view" > "copy link") then paste the link in the Canvas submission tab; or upload a link to the comments box on an assignment tab. **ALWAYS TRY CANVAS MEDIA RECORDER FIRST.**
- **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 zipper bag these items together.
- **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.**
- **Resubmits:** Except for the midterm and final lesson plan, you may resubmit inaccurate/incomplete work any time before **APRIL 25, 2024.**

2. **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 four times for any reason and without penalty.** Please use these days for your appointments, mental health days, *and your sick days due to COVID or other illnesses.* **For each absence** beyond four absences, your overall grade will be docked by 10 points **regardless of the reason for your absence.**
  - 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—you will be marked “ABSENT” on Canvas Roll Call Attendance, but your absence will not count toward your total number of absences—if **proper documentation (e.g., a list of all competitions signed by your athletic advisor) is submitted prior to the absence. In general, meetings are not excused.**
  - I will take attendance each day; please **DO NOT** email me of your absence unless your absence qualifies as an official ISU-related absence.
  - I will provide each of you with a name tag for you to wear in each class. **Please place it where it can be seen** so that everyone can learn your name.
- \*\*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 (see page 1 to avoid forfeiting 5 points for each of these performances.**
- \*\*\* You are also required to attend on your peer-teaching day. Failure to attend on your peer-teaching day will result in forfeiting 15 points. See page 19 for more details.**

**I CONSULTED THE INTERFAITH CALENDAR IN PLANNING OUR IN-CLASS POINT EARNING ACTIVITIES. IF I HAVE INADVERTENTLY SCHEDULED A POINT-EARNING ACTIVITY ON A DAY THAT IS IMPORTANT TO YOUR RELIGIOUS OBSERVANCES, I WILL EXCUSE YOU IF I AM INFORMED AT LEAST ONE WEEK BEFORE THE ACTIVITY.**

## What to do if you are absent:

1. Review the attendance policy (above). Please **keep track** of how many times you have been absent rather than asking me to tell you. **I will inform you when you have used your final free absence.**

**Additional free absences will not be granted. You can still be absent, but you will incur a 10-point penalty.**

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 1/4 at a time

5) Pluck and read the tuner again

If the tuner changed the wrong direction, turn the key the other way

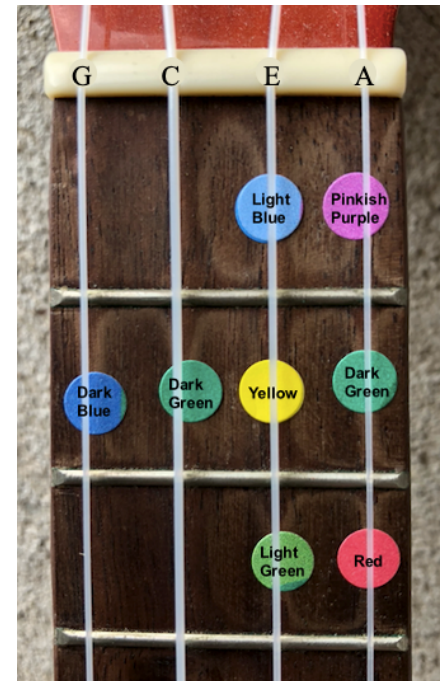
If the tuner didn't change at all, make sure you are turning the correct key

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 Hz**



# SYLLABUS STATEMENTS

## **Discrimination and Harassment**

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to the Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, IA 50011; telephone 515-294-7612, hotline 515-294-1222, email [eooffice@iastate.edu](mailto:eooffice@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 advancing equity, access, and inclusion for students with disabilities. Promoting these values entails providing reasonable accommodations where barriers exist to students’ full participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu), by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu), or by phone at 515-294-7220.

## **Academic Dishonesty**

This class follows Iowa State University's policy on academic misconduct ([5.1 in the Student Code of Conduct](#)). Students are responsible for adhering to university policy and the expectations in the core syllabus and on coursework and exams, and for following directions given by faculty, instructors, and Testing Center regulations related to coursework, assessments, and exams. Anyone suspected of academic misconduct will be reported to the [Office of Student Conduct in the Dean of Students Office](#). Information about academic integrity and the value of completing academic work honestly can be found in the [Iowa State University Academic Integrity Tutorial](#).

## **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.

## **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.

## Supporting Student Health and Wellness

Iowa State University is committed to proactively facilitating all students' well-being. Resources are available on the [ISU Student Health and Wellness Website](#). You may also consider visiting [Cyclone Support](#) and/or [Therapy Assistance Online](#).

## Academic Success Center

The [Academic Success Center](#) provides learning opportunities for all students through services that support academic skill development, grade improvement, and engagement with peers, all of which promote success and self-directed learning. The ASC offers individualized and group-facilitated experiences that can be connected to a specific course or focus on general skill development. Services include [Academic Coaching](#), [Resources and Worksheets](#), [Supplemental Instruction](#), [Tutoring Services](#), the [Workshop Series](#), and [PSYCH 131](#), an academic skills course. The ASC encourages students to use the supports that can best strengthen their learning. Learn more about ASC services, employment opportunities, and where to find the office at [www.asc.dso.iastate.edu](http://www.asc.dso.iastate.edu) or by calling 515-294-6624.

## Other Resources for Students

Iowa State's Dean of Students portfolio provides many resources for students. These include [Student Accessibility Services](#), the [Academic Success Center](#), and the [Office of Student Assistance](#). Other services such as student counseling are available through the [Thielen Student Health Center](#).

## 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.



## **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.



# SPRING 2024 SCHEDULE

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 (Jan. 16)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Sasha!</a>	Purchase or borrow a <b>Makala MK-S soprano ukulele</b> prior to our first class.	All items in the white portion of each syllabus table will be <b>completed during class</b> . If you are absent from class, please use the links in the white portion of the table to connect you with missed content.
Notation		None		
Application		None		
Discussion		Instructor Introduction Resources for Students Universal Design		
Instruments	InTASC #4, 5, 6, 8	<b>Ukulele: Tuning/Stickers</b>		
<b>Due TODAY</b>	<b>InTASC #1, 2, 6, 9</b>	<b>Student Information Survey</b>		All items in the gray portion of each table will be <b>completed as homework</b> . All students should complete and submit all assignments <i>on or before the due date</i> regardless of presence or absence in class meetings. Each late assignment is docked by three points.
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 9  InTASC #1, 2, 4, 5, 8A, 9 InTASC #4, 5, 6, 8	1. Watch <i>What if Every Child had Access to Music Education from Birth?</i> By visiting <a href="#">this link</a> . Then, go to <a href="#">this Padlet link</a> and add three items, from the video, which you found interesting. 2. Read pages 1-9 of the syllabus. Keep in mind that pages 5-9 include the required information you will find in all educator prep class syllabi. 3. Tune your ukulele every day using a <a href="#">DIGITAL</a> OR <a href="#">ANALOG</a> oscilloscope		

## Class #2 (Jan. 18)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Haydn, Symphony no. 94 in G Major</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Mozart, Allegro from Eine Kleine Nachtmusik</a> <a href="#">Simple meter: beat, equally divided beat, rest</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (ta tadi rest): Hop Old Squirrel</b>
Discussion	InTASC #1-10	<a href="#">What If Every Child Had Access to a Music Education from Birth?</a> <b>Plicker Quiz</b> Syllabus highlights
Instruments	InTASC #4, 5, 6, 8	<b>Ukulele: Tuning/Stickers</b>
<b>Due TODAY</b>	<b>InTASC #1, 2, 4, 5, 8A, 9</b>	<b>Regarding the "What if" video, add three points of interest at <a href="#">this Padlet link</a></b>
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4  InTASC #4, 5, 6, 8	1. Read aloud Rhythm Patterns set #1 and <b>submit</b> using Canvas media recording ( <b>5 pts.</b> ). 2. Watch <a href="#">Reading Pitches on the Treble Clef Staff</a> . Should you require captioning for YouTube videos, please click the ellipsis ( . . . ) at the lower right of the video pane and select "open transcript." 3. <a href="#">Tune your ukulele every day.</a>

### Class #3 (Jan. 23)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Beethoven, Für Elise</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter: beat, equally divided beat, rest mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (mrd): Closet Key</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Artistic Processes What Makes a Musician? Learning Modalities and Multiple Intelligence Theory
Instruments	InTASC #4, 5, 6, 8	Ukulele: Tuning and proper care
Connection	InTASC #4, 5, 8	<a href="#">Over in the Meadow</a> (sing aloud)
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	<b>Canvas Media Recording/Formative Assessment: Read Rhythm Patterns set #1 (5 pts.)</b>
Homework to Complete before Next Time	InTASC #6, 8A InTASC #1, 3, 4, 8 InTASC #1-10 InTASC #4, 5, 6, 8	1. On Canvas, take and <b>submit</b> Solfege Set #1 pattern quiz. 2. Read <a href="#">How Children Benefit from Music Education in Schools</a> . 3. Watch <a href="#">Affirming Musical Learning in Gen Ed Lessons (and vice versa)</a> . 4. <a href="#">Tune your ukulele every day</a> .

### Class #4 (Jan. 25)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Beethoven, Für Elise</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter: beat, equally divided beat, rest mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>ELA Lesson (long vowels): Hop Old Squirrel</b> <b>Math Lesson (skip counting): Closet Key</b>
Discussion	InTASC #1-10	Questions, thoughts, or reflections on <a href="#">Affirming Musical Learning in Gen Ed Lessons (and vice versa)</a> . Your recollections of MUSIC in NON-MUSIC CLASS settings
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: Tuning</a>
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	<b>Solfege Set #1 Quiz (5pts.)</b>
Homework to Complete before Next Time	InTASC #4, 5, 6, 8	1. Watch the video found at <a href="#">this link</a> regarding the use of movement to support learning world language. 2. Watch the video found at <a href="#">this link</a> regarding the use of movement to support phonological awareness (syllables, phonemes, etc.) and decoding (alphabetic principle, spelling-sound correspondences) 3. Over the weekend, be sure to <a href="#">tune your ukulele every day</a> . If all instruments have achieved stable tuning, we will begin learning to play the ukulele next time.

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 (Jan. 30)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Brahms, Waltz in A Flat</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Compound meter: beat, equally divided beat, unequally divided beat</a> <a href="#">mi-re-do-low so</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (ta takida): <i>Charlie over the Ocean</i></b>
Discussion	InTASC #1, 2, 4, 5, 7, 8, 9	Folk Songs <a href="#">Piggyback Songs</a>
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: C and C7 chords</a>
Connection	InTASC #4, 5, 8	<a href="#">Crisp, The Ants Go Marching</a> (sing aloud)
<b>Due TODAY</b>		<b>NONE</b>
Homework to Complete before Next Time	InTASC #1, 4, 6, 8A InTASC #1, 2, 4, 5, 7, 8, 9  InTASC #4, 5, 8	1. Download and complete—BUT DON'T SUBMIT—Website Set #1 Worksheet. BRING TO OUR NEXT CLASS. 2. Begin creating an original piggyback song and <b>submit</b> to Canvas by <b>February 6</b> . Be sure to create wholly original text—that teaches or reinforces a concept or procedure—to a <b>familiar</b> tune. COMPLETE and UPLOAD THE TEMPLATE PROVIDED ON CANVAS. If you were absent from class #5, this <a href="#">video</a> will be useful. 3. Ukulele: practice <a href="#">tuning</a> , strumming, and <a href="#">transitioning from C (red) to C7 (purple)</a> . Remember to use your ring finger for C (red) and use your pointer finger for C7 (purple).

## Class #6 (Feb. 1)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Brahms, Waltz in A Flat</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter: beat, divided beat, subdivided beat, rest</a> <a href="#">mi-re-do-low so</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (low so): <i>Crack On!</i></b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<b>Website Set #1</b>
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: Tuning</a> <a href="#">Ukulele: F and C7 chords; downward strumming</a>
<b>Due TODAY</b>	<b>InTASC #1, 3, 4, 6, 8A, 10</b>	<b>Complete Website Set #1 Worksheet and bring it to class (paper copy or electronic copy) for discussion BEFORE you submit on Canvas (10 pts.). DON'T submit prior to class discussion unless you will be absent from class #6.</b>
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 7, 8, 9  InTASC #1, 2, 4, 5, 9 InTASC #4, 5, 8	1. Finish creating an original piggyback song and <b>submit</b> to Canvas by <b>February 6</b> . For more information, please see Canvas and/or the homework box in the table for class #5. 2. Read the article <a href="#">Why Toddlers Need Nursery Rhymes</a> on Canvas. 3. Ukulele: practice tuning, downward strumming, and <a href="#">transitioning from C7 (purple) to F (blue)</a> . You may find this <a href="#">video</a> 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 (Feb. 6)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Tchaikovsky, Nutcracker March</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter: beat, divided beat, subdivided beat, rest</a> <a href="#">mi-re-do-low so</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Math Lesson (shapes/colors): <i>Charlie over the Ocean</i></b> <b>Math Lesson (area/perimeter): <i>Crack On!</i></b>
Discussion	InTASC #1, 2, 4, 5, 6, 9	<a href="#">The Importance of Nursery Rhymes</a>
Instruments	InTASC #4, 5, 6, 8 InTASC #1-10	<a href="#">Ukulele: <i>Are You Sleeping/Row Your Boat</i> (F and C7); downward strumming</a> <b>UPP/PP: Nursery Rhyme Composition example</b>
<b>Due TODAY</b>	<b>InTASC #1, 2, 4, 5, 7, 8, 9</b>	<b>Canvas Submission: Two original Piggyback Songs (10 pts.)</b>
Homework to Complete before Next Time	InTASC #1, 2, 9 InTASC #3, 5, 6, 8, 8A, 9, 10 InTASC #4, 5, 8	<ol style="list-style-type: none"> <li>1. Watch <i>Changing Education Paradigms</i> by visiting <a href="#">this link</a></li> <li>2. Ukulele: practice tuning, strumming, transitioning from C7 (purple) to F (blue), and <b>singing and playing</b> <i>Are You Sleeping</i> and <i>Row Your Boat</i>. You may find this <a href="#">video</a> 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).</li> </ol>

## Class #8\*\* (Feb. 8)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Tchaikovsky, Nutcracker March</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + half note</a> <a href="#">mi-re-do-low la</a>
Instruments	InTASC #1-10	<b>Unpitched/Pitched Percussion: Nursery Rhyme Composition</b>
Connection	InTASC #1-10	<a href="#">Curtis/Jay, I Took the Moon for a Walk</a> (read aloud with <b>accompaniment</b> )
<b>Due TODAY</b>	<b>InTASC #1-10</b>	<b>In-class composition (to be completed, performed, and submitted in class) (15 pts.)</b>
Homework to Complete before Next Time	InTASC #1, 4, 6, 8A  InTASC #4 InTASC #3, 4, 5, 8	<ol style="list-style-type: none"> <li>1. Watch examples of call and response songs: <a href="#">Day-O: The Banana Boat Song (fieldworkers song)</a> OR <a href="#">South Australia</a> (sea shanty) OR <a href="#">I Left My Home (military cadence (also includes an echo section))</a> Please listen from <b>beginning to end</b> of one of the above!</li> <li>2. Download and complete—BUT DON'T SUBMIT—Website Set #2 Worksheet. Bring to class next time.</li> <li>3. Ukulele: practice tuning, downward strumming, transitioning from C7 (purple) to F (blue), and <b>singing and playing</b> <i>Are You Sleeping</i> and <i>Row Your Boat</i>. You may find this <a href="#">video</a> useful. When fretting the C7 chord, be sure to use your pointer finger to cover the purple sticker. When fretting the F chord, be sure to use the pointer finger to cover the light blue sticker AND use the ring finger to cover the dark blue sticker.</li> </ol>

## Class #9 (Feb. 13)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Tchaikovsky, Chinese Dance from Nutcracker</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Compound meter review</a> <a href="#">mi-re-do-low la</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (low la): Big Fat Biscuit</b> <b>Math Lesson (time): Big Fat Biscuit</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<b>Website Set #2</b>
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: G/G6 and C chords; Strumming bi-directionally</a>
Connection	InTASC #4, 5, 8	<a href="#">Call and Response Songs</a>
<b>Due TODAY</b>	<b>InTASC #1, 3, 4, 5, 6, 8A, 10</b>	<b>Complete Website Set #2 Worksheet and bring it to class for discussion BEFORE you submit on Canvas (10 pts.). DON'T submit prior to class discussion unless you will be absent from class #9.</b>
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"> <li>1. Tune your ukulele, then play Ukulele Set #1 (the entire page) and <b>submit</b> using Canvas media recording.</li> <li>2. Read <a href="#">Corrine Gransee's article</a> on <b>Canvas</b> in preparation for a Plicker quiz.</li> <li>3. Read <a href="#">Linking Music Learning to Reading Instruction</a> in preparation for a Plicker quiz.</li> <li>4. Ukulele: practice tuning, strumming in both directions, and transitioning between C (red) and G/G6 (green) chords. You may find this <a href="#">video</a> 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).</li> </ol>

## Class #10 (Feb. 15)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Tchaikovsky, Russian Dance from the Nutcracker (TB)</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + half note</a> <a href="#">mi-re-do-low la</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (half note): Ye Toop Doram</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<a href="#">Linking Reading Literacy and Music Literacy</a> and <b>Plicker Quiz</b>
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: Are You Sleeping/Row Your Boat; bi-directional strumming (C and G/G6 chords)</a>
Connection	InTASC #4, 5, 8	<a href="#">Echo Songs</a> <a href="#">Don Gato</a> (sing aloud)
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	<b>Canvas Media Recording/Formative Assessment: play Ukulele Set #1 on your ukulele (5 pts.). Be sure your Canvas media recording includes a view of <b>both of your hands</b>.</b>
Homework to Complete before Next Time	InTASC #4, 5, 8A  InTASC #4, 5, 8	<ol style="list-style-type: none"> <li>1. Search the web for an Echo Song or Call &amp; Response Song which I did not present in class or assign as homework, that has at <b>least two different leader phrases</b>. * Memorize it. Then perform and <b>submit</b> via Canvas media recording. *If you were not in class, see the PowerPoint linked on Canvas.</li> <li>2. Ukulele: practice tuning, strumming in both directions, and transitioning between C (red) and G/G6 (green) chords as you <b>sing and play</b> <i>Are You Sleeping</i> and <i>Row Your Boat</i> in the key of C. You may find this <a href="#">video</a> to be useful once you have tuned your instrument.</li> </ol>

## Class #11 (Feb. 20)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Tchaikovsky, Russian Dance from the Nutcracker (P)</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tadimi</a> <a href="#">mi-re-do-low la-low so</a>
Application	InTASC #3, 4, 8, 10	<b>Camp Connection</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<a href="#">Songtales</a> Share your echo/call & response song with a small group of your peers.
Instruments	InTASC #4, 5, 6, 8	Ukulele: <a href="#">CFG chords</a> , <a href="#">bi-directional strumming</a>
Connection	InTASC #3, 4, 5, 8, 10	<a href="#">Rosen/Oxenbury, We're Going on a Bear Hunt</a> (read aloud with accompaniment)
<b>Due TODAY</b>	<b>InTASC #4, 5, 8A</b>	<b>Canvas Media Recording/Formative Assessment: Echo or Call and Response song (5 pts.)</b>
Homework to Complete before Next Time	InTASC #4 InTASC #4, 5, 8 InTASC #4, 5, 6,	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 <a href="#">transitioning between C (red), F (blue) and G/G6 (green)</a> and <a href="#">bi-directional strumming</a> . 3. The midterm exam was opened today. Be sure to complete and <b>submit by February 27.</b>

## Class #12 (Feb. 22)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Grieg, In the Hall of the Mountain King from Pe'er Gynt</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Compound meter review + rest</a> <a href="#">mi-re-do-low la-low so</a>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<a href="#">Cumulative Songs</a>
Instruments	InTASC #4, 5, 6, 8	Ukulele: <a href="#">CFG chords</a> , <a href="#">bi-directional strumming</a> ;
Connection	InTASC #1-10	<b>Parody Composition Project</b>
<b>Due TODAY</b>	<b>InTASC #1-10</b>	<b>In-class composition (to be completed and submitted in class) (10 pts.)</b>
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4 InTASC #4, 5, 8	1. Take and <b>submit</b> Solfege Set #2 pattern quiz 2. Watch <a href="#">Ho, Ro the Rattlin' Bog</a> . Note: If you are watching the captioned version of this video on YouTube, the captions are not very accurate. The objective (to experience a cumulative song) is evident even with these inaccuracies. 3. Ukulele: practice <a href="#">transitioning between C (red), F (blue) and G/G6 (green)</a> and <a href="#">bi-directional strumming</a> .

**THERE IS NO CLASS ON **FEBRUARY 27.** Complete the Canvas-administered, open-note MIDTERM EXAM instead.** Please work independently on this exam.



### Class #13 (Feb. 29)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Grieg, In the Hall of the Mountain King from Pe'er Gynt</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tadimi</a> <a href="#">mi-re-do-low la-low so</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (tadimi): <i>Frog in the Meadow</i></b> <b>ELA Lesson (usage): <i>Frog in the Meadow</i></b> <b>Music Lesson (takadimi v tadimi): <i>Deedle Deedle Dumpling</i></b>
Instruments	InTASC #1-10	<a href="#">Ukulele: You Are My Sunshine (CFG chords)</a> ; <i>Frog in the Meadow</i> ; <i>Deedle Deedle Dumpling</i>
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	<b>Solfege Set #2 quiz (5 pts.)</b>
Homework to Complete before Next Time	InTASC #5, 6, 7 InTASC #4, 5, 8	1. Illustrate five cumulative song visuals and text cues. See Canvas for more directions and to <b>submit</b> . You will share these visuals with a small group in class #14. 2. Ukulele: practice tuning and strumming in both directions. Practice transitioning between C, F, and G/G6 chords. Then practice <b>playing and singing</b> <i>You Are My Sunshine</i> with this <a href="#">video</a> . 3. Read <a href="#">choosing and unpacking standards</a> on Canvas.

### Class #14 (Mar. 5)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Dvorak, Humoresque</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tadimi</a> <a href="#">mi-re-do-low la-low so</a>
Discussion	InTASC #4, 5, 6, 7	Choosing and Unpacking Standards Group Unpacking Practice Bloom's (revised Taxonomy of Higher Order Thinking Skills, Webb's Depth of Knowledge
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: You Are My Sunshine (CFG chords)</a> and <a href="#">If You're Happy &amp; You Know It (CFG chords)</a> <b>Unpitched Percussion: One Lonely Seahorse</b>
Connection	InTASC #3, 4, 5, 6, 7, 8, 10	<b>Freymann/Ellfers: One Lonely Seahorse (with accompaniment)</b>
<b>Due TODAY</b>	<b>InTASC #3, 4, 5, 6, 7, 10</b>	<b>Canvas Submission: Cumulative Song Visuals (10 pts.)</b>
Homework to Complete before Next Time	InTASC #4, 5, 8 InTASC #7, 8 InTASC #2, 4	1. 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 <a href="#">video</a> . 2. Read <a href="#">Ways to Incorporate Music into Your Classroom</a> and <a href="#">Integrating Music in the Classroom</a> 3. Watch <a href="#">this video</a> to prepare for our work with Haiku.

**THERE IS NO CLASS ON MARCH 7 as the last class before Spring Break is usually poorly attended. I will be here (Room 115) if you need me.**

## Class #15\*\* (Mar. 19)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Dvorak, Humoresque</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Compound meter review + rest so-mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (ta &amp; ta_da): <i>Wolves among the Sheep</i></b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<a href="#">Poetry</a>
Instruments	InTASC #1-10	<b>Unpitched/Pitched Percussion: Haiku</b>
Connection	InTASC #1-10	<b>Haiku Composition Project</b>
<b>Due TODAY</b>	<b>InTASC #1-10</b>	<b>In-class composition (to be completed, performed, and submitted in class) (15 pts.)</b>
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	<ol style="list-style-type: none"> <li>1. Read Rhythm Patterns Set #2 and <b>submit</b> using Canvas media recording.</li> <li>2. Examine <a href="#">the description of Affirming Parallel Concepts/Conscious Affirming (APC/CA)</a> and <a href="#">the results of some research studies involving APC/CA</a></li> <li>3. Choose a standard from the peer teaching template. We will work from this in class next time.</li> </ol> <p>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 <b>singing and playing</b> along with this <a href="#">video</a>.</p>

## Class #16 (Mar. 21)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Strauss: Sunrise from Also Sprach Zarathustra</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tadi tadi so-mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Math Lessons (factors/multiples): <i>Wolves among the Sheep</i></b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	APC/CA lesson excerpt: standard, objective(s), learning outcome(s); song/game, artistic processes, appropriate starting pitch
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: You Are My Sunshine (CFG chords)</a> and <a href="#">If You're Happy &amp; You Know It (CFG chords)</a> ; <a href="#">Happy Birthday (CFG chords)</a> ; <i>Wolves among the sheep</i> ; vocal range and the ukulele
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	<b>Canvas Media Recording/Formative Assessment: Read rhythm set #2 (5 pts.)</b>
Homework to Complete before Next Time	InTASC #1, 3, 4, 5, 6, 7, 9 InTASC #4, 5, 8	<ol style="list-style-type: none"> <li>1. Watch <a href="#">Ann Kay: How to use singing to enable the brain for reading</a>.</li> <li>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 <a href="#">video</a>.</li> </ol>

## Class #17 (Mar. 26)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#"><u>Strauss, Sunrise from Also Sprach Zarathustra</u></a>
Notation	InTASC #4, 5, 6, 7	<a href="#"><u>Compound meter review + rest so-fa-mi-re-do</u></a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (compound meter): Rattlesnake</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	APC/CA Lesson Excerpt: Your direct instruction, teacher modeling, and independent practice/game
Instruments	InTASC #4, 5, 6, 8	Ukulele: Review <a href="#"><u>Happy Birthday</u></a> ; Rattlesnake; the D7 chord; vocal range and the ukulele
<b>Due TODAY</b>		<b>NONE</b>
Homework to Complete before Next Time	InTASC #4, 5, 8 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 <a href="#"><u>video</u></a> . 2. Search the web and/or YouTube for "three chord ukulele songs" and learn to play any C, F, and G song of your choice. Note that you can always substitute <b>G6</b> for <b>G</b> or for <b>G7</b> .

## Class #18 (Mar. 28)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#"><u>Khachaturian, Sabre Dance from Gayane</u></a>
Notation	InTASC #4, 5, 6, 7	<a href="#"><u>Simple meter review + tadi tadi so-fa-mi-re-do</u></a>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	APC/CA Lesson Excerpt: Your reflection, materials, SINGLE PAGE VISUAL with TWELVE prompts, references
Instruments	InTASC #4, 5, 6, 8	Ukulele: Best friend chords
<b>Due TODAY</b>	<b>InTASC #1, 2, 4, 5, 7, 8</b>	<b>In-class work: APC/CA Lesson Excerpt (15 pts.); submit by in class (preferred) or by midnight</b>
Homework to Complete before Next Time	InTASC #1, 2, 4, 5, 7, 8 InTASC #4, 5, 6, 8	1. Prepare to teach your APC/CA lesson and <b>create all the manipulatives you will need for 12 students.</b> 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 <a href="#"><u>video</u></a> . Practice switching between D7 and G6 chords; then practice switching between D7 and G chords. You may find this <a href="#"><u>video</u></a> useful.

**There is NO CLASS on **APRIL 2** for any students. I will be here (Room 115) if you need me.**  
***Group 1 should use this time to prepare for peer teaching. This includes REVISING AND RESUBMITTING their lesson plans according to my suggestions, PRACTICING TEACHING, and PREPARING ALL MATERIALS.***

## IMPORTANT NOTES:

1. For peer teaching, all students must attend on their assigned teaching day (and at their regular class time) **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.

GROUP 1	GROUP 2
April 4	April 9
Name tags #1-10	Name tags #11-20

2. I will project the **ONE SLIDE** that you submitted with your lesson plan even if you do not plan to use it so that your peers can benefit from seeing all 12 of your prompts.
3. Group 1 does not attend on **April 9.**
4. Group 2 does not attend on **April 4.** *Group 2 should use this time to prepare for peer teaching. This includes REVISING AND RESUBMITTING their lesson plans according to my suggestions, PRACTICING TEACHING, and PREPARING ALL MATERIALS.*

Class #19, 20\*\*\* (Apr. 4, Apr. 9)

Application	InTASC #1, 2, 4, 5, 7, 8, 9	PEER TEACHING
Due on the day you teach your lesson to your peers (see above)	InTASC #1, 2, 4, 5, 7, 8	Bring and teach from your APC/CA lesson excerpt; bring all necessary materials (15 pts). <ul style="list-style-type: none"><li>• If I requested that you make changes/additions and resubmit, that resubmit is required from you.</li><li>• The rubric I will use to assess your teaching can be found on Canvas. Please note that your peer teaching grade is non-evaluative. You will receive 15 points and explicit feedback if you teach your lesson excerpt. You will receive 0 points and no feedback if you do not teach your lesson excerpt.</li></ul>
Homework to Complete before Next Time	InTASC #1, 2, 5, 8, 9 InTASC #1, 2, 4, 6, 7, 8, 9 InTASC #4, 5, 8	<ol style="list-style-type: none"><li>1. Watch <a href="#">Do Schools Kill Creativity?</a> to prep for an in-class activity. If you need captions, open the transcript.</li><li>2. Read <a href="#">Students with Disabilities and the Core Arts Standards: Guiding Principles for Teachers</a></li><li>3. 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 <a href="#">video</a>.</li></ol>

## Class #21 (April 11)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Khachaturian, Sabre Dance from Gayane</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tadi tadi so-fa-mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (tadi tadi): Bounce High, Bounce Low</b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Students with Accessibility Needs
Instruments	InTASC #4, 5, 6, 8	<a href="#">Ukulele: Review Final Selections (CFG chords)</a> ; vocal range and the ukulele; peer teaching songs in three keys
<b>Due TODAY</b>	<b>InTASC #1, 2, 5, 7, 8, 9</b>	<b>In-class Game Adaptations (to be completed and submitted in class) (10 pts.)</b>
Homework to Complete before Next Time	InTASC #6, 8A InTASC #4, 5 InTASC #4, 5, 8	1. Tune your ukulele, then play Ukulele Chords Set #2 and <b>submit</b> using Canvas media recording. 2. Watch the <a href="#">Cup Game</a> and practice with a <b>plastic</b> cup. 3. Practice <a href="#">ukulele</a> for the final performance (also practice from notation).

## Class #22\*\* (April 16)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Joplin, The Entertainer</a>
Notation	InTASC #4, 5, 6, 7	<a href="#">la-so-fa-mi-re-do</a>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	<a href="#">Fingerplays and Action Songs</a>
Instruments	InTASC #1-10	<b>Unpitched/Pitched Percussion: Big Words Project</b>
Connection	InTASC #1-10	Rappaport/Collier <a href="#">Martin's Big Words</a> Composition Project
<b>Due TODAY</b>	<b>InTASC #6, 8A</b>	1. In-class composition project to be completed, performed, and submitted in class (15 pts.) 2. 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, 7, 8, 8A InTASC #4, 5, 8	1. Search the web for a fingerplay or action song that I DID NOT share with you. Learn it and all its actions. Then record and <b>submit</b> yourself performing the song (if sung) or poem (if spoken) and all its actions. Please DO NOT speak a song; if you prefer to speak, choose a poem <i>that is not a song</i> . 2. Examine <a href="https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/">https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/</a> 3. Read <a href="#">Defining Arts Integration</a> on Canvas to prepare for a Plicker quiz 4. Record your final ukulele performance and <b>submit</b> via Canvas media recording.

## Class #23 (Apr. 18)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Joplin, <i>The Entertainer</i></a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple meter review + tami la-so-fa-mi-re-do</a>
Application	InTASC #1, 2, 4, 5, 6, 7, 8, 9	<b>Music Lesson (lsfmr): <i>Rabbit and Possum</i></b>
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Arts-Enhanced Lessons
Instruments	InTASC #4, 5, 6, 8	Ukulele review; transposing peer teaching songs; transposing accompaniments beyond I/V chords
Connection	InTASC #3, 4, 5, 8, 10	<a href="#">Martin/Archambault/Endicott, <i>Listen to the Rain</i></a> (read aloud with accompaniment)
Due TODAY	InTASC #4, 5, 7, 8, 8A	Canvas Media Recording/Formative Assessment: Fingerplay or action song (5 pts.). Be sure your video includes a view of all the actions.
Homework to Complete before Next Time	InTASC #1, 2, 7, 8, 8A, 9 InTASC #1-10	1. Watch at least five videos from <a href="#">Flocabulary.com</a> (There is no need to sign up for the free trial). 2. Submit all late work and resubmits <b>by midnight</b> on <b>April 25</b> .

## Class #24 (Apr. 23)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Anderson, <i>The Syncopated Clock</i></a>
Notation	InTASC #4, 5, 6, 7	<a href="#">Simple Meter Review la-so-fa-mi-re-do</a>
Application	InTASC #1-10	Planning the musical enhancements of your Arts-Enhanced lesson
Discussion	InTASC #3, 5, 6, 8, 8A, 9, 10	Online Resources for Arts-Enhanced Learning: <a href="#">Flocabulary</a>
Instruments	InTASC #1-10	Ukulele: strumming patterns, key signatures, transposing accompaniments beyond I/V chords; <b>a minor</b> chord
Due TODAY	InTASC #6, 8A	Canvas Media Recording/Summative Assessment: Final ukulele performance (10 pts.)
Homework to Complete before Next Time	InTASC #1-10	Continue working on planning the musical enhancements of your Arts-Enhanced lesson. <b>At a minimum</b> , plan the TRANSITION in which you: A. lead your students in a ‘move to the music’ activity, OR B. you teach your students a fingerplay or action song (text and movements), OR C. you engage your students using a call and response strategy with more than one leader phrase.  For whatever you choose, BE SURE TO COMPLETE THE “TRANSITION” TABLE on the peer teaching lesson plan template with all the salient details the table requests.



## Class #25 (Apr. 25)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Anderson, <i>The Syncopated Clock</i></a>
Discussion	InTASC #1-10	Arts-Enhanced Lesson Plan 1. Instructor modeled lesson (homophones) 2. Planning the musical extensions of your Arts-Enhanced lesson
Instruments	InTASC #1-10	<a href="#">Ukulele: Review</a> ; strumming patterns
<b>Due TODAY</b>	<b>InTASC #1-10</b>	<b>ALL LATE AND RESUBMITTED WORK</b>
Homework to Complete before Next Time	InTASC #1-10	Continue working on planning the musical enhancements of your Arts-Enhanced lesson. <b>At a minimum</b> , plan the LESSON OPENING in which you will either: A. Read aloud a book where the children sing an injected “response” at regular intervals, or they accompany a rhyming read aloud with body percussion, OR B. Teach your students a piggyback song using the echo-teacher strategy (the song itself can be something you create or find on the web/other source. For whatever you choose, BE SURE TO COMPLETE THE “LESSON OPENING” TABLE on the peer teaching lesson plan template with all the salient details the table requests.

## Class #26 (Apr. 30)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Soldier's Joy</a>
Discussion	InTASC #1-10	Arts-Enhanced Lesson Plan 1. Instructor modeled lesson (factors and multiples) 2. Planning the musical extensions of your Arts-Enhanced lesson
Instruments		<a href="#">Ukulele: Review</a> ; strumming patterns; <a href="#">See Ya Later Alligator (GC7D7)</a>
<b>Due TODAY</b>		<b>NONE</b>
Homework to Complete before Next Time	InTASC #1-10	Continue working on planning the musical enhancements of your Arts-Enhanced lesson. At a minimum, plan the LESSON CLOSURE in which you will either: A. Sing a cumulative song in which the children are prompted to insert information <i>from the lesson</i> into each accumulating verse, OR B. Teach a traditional singing song and its traditional game that INHERENTLY AND AUTHENTICALLY reinforce the academic content of your lesson, OR C. Design an activity—to make your lesson more memorable—in which students participate through creating <i>original</i> music, performing music, or responding to music. For whatever you choose, BE SURE TO COMPLETE THE “LESSON CLOSURE” TABLE on the peer teaching lesson plan template with all the salient details the table requests.

## Class #27 (May 2)

Movement	InTASC #1, 2, 4, 5, 8, 9	<a href="#">Hit the Road Jack</a>
Discussion	InTASC #1-10	<p>Arts-Enhanced Lesson Plan</p> <p>Complete and submit your Arts-Enhanced lesson</p> <ol style="list-style-type: none"> <li>1. finalize musical enhancements (transition, lesson opener, lesson closure) (3 pts. each)</li> <li>2. select/create a future summative assessment—enlarge, screenshot, and paste into plan (2 pts.)  <b>Important: If you select something from the web, PASTE ITS URL INTO THE REFERENCES BOX!</b></li> <li>3. add accommodations FOR THE ENTIRE lesson for Andy, Bailey, Chris, and Dakota (4 pts.)</li> <li>4. catalogue ALL materials you will need for the ENTIRE PLAN (including those that I provided for your game).</li> <li>5. Update (if needed, not required) your visual; if you do this be sure to enlarge it, screenshot it, and paste it back into the visual box!!</li> <li>6. Cite any references</li> </ol>
Due TODAY	InTASC #1-10	ARTS-ENHANCED LESSON PLAN (15 pts.)

THERE IS NO FINAL EXAM FOR MUSIC 265.  
THERE IS NO NEED TO REPORT DURING FINALS WEEK.