

Integrated Arts for Elementary Teachers

Cindy Williams, Instructor

MUSIC 305.50M

Wednesday evenings 5:00 – 7:45

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University Mission Statement

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

Music Department Mission Statement

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Course Description and Purpose

- This course is designed to prepare future educators to be able to integrate music and movement into daily classroom instruction
- The music portion of this course prepares the future elementary teacher to meet the Fine Arts requirements under Competency 054:

The elementary teacher recognizes basic music concepts and skills, such as those related to the meaning of basic musical characteristics and terms (e.g., rhythm, melody, harmony, form, timbre) and the recognition and use of contrast in music (e.g., tempo, volume, pitch, meter). The teacher provides students with a variety of musical experiences to promote their music knowledge, skills, and appreciation.

- The final grade for MUSIC 305 is comprised from the average of four grades: the music segment, the art segment, the theatre segment, and the final exam.

Course Outcomes:

At the conclusion of the course, the students will...

- be able to engage children in lessons that integrate music and movement in the elementary classroom,
- be familiar with the TEKS for music and the other core subjects taught in the elementary school,
- be able to select specific TEKS for music and reading, language arts, science, math, and social studies, locate and select materials that address these TEKS, and develop musical activities that integrate singing, moving, playing instruments, and creating that enhance children's acquisition of these grade level expectations,
- be able to articulate sound educational rationales for the integration of music and movement into the elementary curriculum,
- have assessment strategies that address specific TEKS in music and other subjects taught in the elementary school,
- have acquired techniques for working with children with special needs, or for English Language Learners,
- demonstrate skill in singing, playing instruments, and artistic moving,
- demonstrate basic skills in reading rhythm and pitch notation,
- identify appropriate materials for integrating music in diverse settings, and know where to find quality materials,
- have prepared a notebook of lessons and teaching materials for using music and movement in the elementary classroom, and developed an annotated bibliography of resources.

Text and Supplies

- *Creating Meaning through Literature and the Arts*, fourth edition, by Claudia Cornett
- 2 1/2 " three-ring binder with dividers to serve as your resource notebook. You will also provide a set of copies of each of your lesson plans for your classmates.
- Sheet protectors
- Materials (such as poster board, tape, glue, etc.) to create visuals for your assignments
- In order to be successful in this course, you will need to have access to a computer and an email account.

Students Requesting Accommodations Due to Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Attendance Policy

It is expected that, as future teachers, education students model professional behavior by arriving to every class on time, with assignments completed.

Each class period, an attendance count will be taken. Students have the opportunity to earn 100 points for each class period. Absent students will, by default, earn a grade of zero for that day's work. **Due to its performance nature, CLASS WORK CANNOT BE MADE UP.** If you must miss class for any reason, YOU are responsible for obtaining any information missed.

Classroom Expectations

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. These tenets are outlined in the *Student's Guide Handbook* under "Policies and Procedures: Conduct." The tenets also apply to all communication to me outside the classroom.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting your peers and the instructor, and accepting critiques graciously.

Cell phones should be turned off before class begins, and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before coming to class so that we may proceed without interruption. If you need to bring a bottle of water, please take care keep the cap secured. Dispose of all food and chewing gum before entering the classroom. Undergarments should be concealed from view while you are in the music building.

In this course, you will be very active...singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students will be when you are teaching in a public or private school. Please wear comfortable but modest clothing in which you can move around easily.

Please be careful with our classroom materials, and use them only when instructed.

Be open-minded about other's opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Failure to conform to these expectations of behavior will result in a lowered classwork grade.

Borrowing Materials

You have free access to all my personal books, CDs, and teaching materials.

If you would like to borrow a resource overnight that I keep in my office, simply fill out an entry in the Resource Checkout Notebook provided. Since so many students may need the same item, please return any item you borrow as soon as possible.

If an article checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to do so before the end of the semester, you will receive an Incomplete for this course.

Please take care that you observe the copyright laws, and the limits of fair use.

Assignments

You will have an assignment due every week.

Two of these homework assignments will consist of creating short lessons that integrate music with math, language arts, science, or social studies, and teaching these lessons to your peers in class. You will teach these lessons as if you were teaching elementary-aged children. This means that you should assume the students know nothing about the book, song, or other activity you have chosen. Teach in small steps, not giving too much instruction or information at once. Show all the steps of your teaching process. Refer to yourself as Mr. or Ms (last name) when you are teaching.

The written lesson plan is your homework grade, and the actual teaching of the lesson to your colleagues is your class work grade. Another part of your class work grade each day is your active, attentive, appropriate participation in class.

All assignments must be typewritten. If the song you are presenting is not commonly known, please provide a copy of the notation. If the song you are teaching is a "piggyback" song (one that is the melody of a commonly known song but the text is new), you may simply write, "to the tune of..." Please use university-level spelling, punctuation, and grammar.

No late assignments will be accepted. Students who miss a class when an assignment is due are expected to email the homework assignment in Word format as an attachment to an email to the instructor before the start of class on the due date, with this subject line: **MUSIC 305. 50M, Assignment #_, Student Name. Please remember to put your name and a heading on any emailed assignment!** In-class assessments and assignments missed because of absence cannot be made up. This policy will be strictly enforced. Please do not ask me to make an exception.

Peer Teaching Presentation

You and a partner will create a thematic unit. You will develop this unit using the template provided, and using lessons from class as models. You will present 10-12 minutes of your lesson to your classmates, as if you were presenting to children in a public school setting.

Please discuss the lesson with me before teaching it to students. You should have your partner picked and your topic decided by Week Three, which is when we will discuss this project in detail.

Materials Notebook Requirement

Please purchase a 2 ½ to 3-inch three-ring binder (hard cover). You need a cover sheet with your name and the class title. The tabs on the dividers must be labeled and in THIS ORDER:

1. **SYLLABUS and CLASS HANDOUTS** All notes and handouts from class, but NO LESSON PLANS. All lesson plans distributed in class should be placed behind one of the dividers listed below. (DO place the handouts in sheet protectors.)
2. **NAME GAMES/WELCOME SONGS** (The handouts from class AND copies of everyone's lessons are to be placed here, in sheet protectors.)
3. **CHILDREN'S BOOK LESSONS** (The handouts from class AND copies of everyone's lessons are to be placed here, in sheet protectors.)
4. **INTEGRATED UNITS** (The handouts from class AND copies of everyone's Integrated Unit projects are placed here, in sheet protectors.)
5. **LESSONS INTEGRATING ART** (At least three lessons that integrate **art** with foundation curricula - E/LA, science, social studies, or math. You are expected to find these yourself, though extras will be handed out in class. Lessons from the Theatre and Arts sections of this course may NOT be used. You can find these in many places: teachers, friends, the internet, educator journals, workshops, conferences. **Please cut and paste each lesson neatly into a document, label the two integrated subjects clearly on the first page of each lesson**, and place each inside a sheet protector. DO include your source.)
6. **LESSONS INTEGRATING THEATRE** (At least three lessons that integrate **theatre** with the foundation curricula - E/LA, science, social studies, or math. Collected by the student. **Please cut and paste each lesson neatly into a document, label the two integrated subjects clearly on the first page of each lesson**, and place each inside a sheet protector. DO include your source.)

In this class, we will work with the belief that two heads are better than one. We will create an atmosphere where sharing and risk-taking will be encouraged and rewarded. We will brainstorm, work in groups of all sizes, and make copies of our lessons to share with each other. **After you have taught your lesson plan and received it back from me, make all corrections, and then make copies for your classmates.** These copies of everyone's lesson plans are to be placed in your resource notebook.

YOUR RESOURCE NOTEBOOK IS DUE THE SAME DAY YOU PRESENT YOUR PEER TEACHING PROJECT.

Lesson Plan Format

For your two mini-lessons and your Peer Teaching Lesson Plan, you will use the Lesson Plan Template that will be emailed to you.

- Copy the template and create three new documents. Title these:
Name Game: (title of the game)
Children's Book with Music—(title of the book)
Peer Teaching—(title of the lesson)

For example:

Children's Book with Music: *Where the Wild Things Are*

- The rationale is the underlying principle of the lesson-- the justification for teaching the lesson. Please state your rationale in a COMPLETE SENTENCE. Please word the rationale so that it will be acceptable for the general classroom. The focus should be on E/LA, Math, Social Studies, or Science.
- Objectives are stated beginning with "The student will..." How will the student demonstrate skills learned, or knowledge gained? Refer to the TEKS for both subjects you are integrating.
- Every lesson needs a good introduction. We will discuss this extensively in class. Please type an interesting, motivating introduction to your lesson under "Introduction." List your teaching steps under "Process."
- List all materials, books, songs (including the artist), any internet resources. Write these in APA format. If you learned an idea from another person, give the person's name, the circumstances in which you learned the idea, and the date. For example: "I learned the game from my mentor teacher, Sallie Huckaby, third grade teacher at Ft. Hood Elementary in Ft. Hood, Texas. (2004).
- Under Blooms Taxonomy, Multiple Intelligences, and Classroom Strategies, please delete the listed words that are not used in your lesson.
- You must list two accommodations, one for English Language Learners, and one for a child with special needs. Consider what accommodations you would make if one of your students had an aural or visual impairment, or a physical disability. Refer to page 392 of your text for ideas, or to the handout distributed in class.
- Your assessments should be more than simple observation, especially on your Peer Teaching. Refer to Page 394 of your text for ideas. Your assessments need to correspond with your objectives.
- If you use any idea that is not original - that is, you yourself did not create it - BE SURE TO CREDIT THE CREATOR! Lesson plans are like pieces of music—they are creative, copyrightable material. To pass off a lesson as your own and not give proper credit to the author is stealing. Please refer to the academic honor policy below.

Grading

- **In-Class Performance, Teaching, and Discussion: 40% of total grade**
- **Homework Assignments: 30% of the total grade**
- **Resource Notebook with Annotated Bibliography: 10% of the total grade**
- **Peer Teaching Presentation = 20% of the total grade.**

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
59 ↓	= F

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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ASSIGNMENTS

Assignment 1

Choose a name game. You can look on the internet, search in a book, ask a music teacher, ask a child, or make one up!

The name game should be musical in some way. Most name games that are not meant to be musical can be MADE musical simply by chanting the words rhythmically, adding a body percussion pattern that is repeated, or singing the text instead of speaking it. IF IN DOUBT, CONTACT MRS. WILLIAMS.

Write out a plan for teaching your song or name game to students. The plan should include the title of the game, materials needed, the source, and step-by step list of the teaching process. Use the template provided. You must have the notation of the song if there is a melody or rhythmic speech involved. If the notation is given from the source, make a copy of it. Make the plan as thorough as you can...as if it

were found in a book of name games. Anyone should be able to pick up your lesson plan and figure out how the game is played.

ONE MORE TIP: Beware of lessons posted on the web. They have not gone through an editing process...anyone can post them without testing them first. Many times, a name game will be posted that states: "Sing to the tune of (a well-known song)," but the text does not fit the melody. It will sound awkward when you try to sing it.

You CAN adjust the game so that it works! You will need to make note of the change on your lesson plan. Under "Materials," put the website source, but then type "text adapted by (your name)."

Plan to teach this game to your colleagues next class session. You will teach your name game AS IF YOU WERE TEACHING YOUNG CHILDREN. Assume that the children know nothing. Create an interesting introduction. Smile! Speak firmly, confidently, and clearly. Raise the pitch of your voice and the energy level of your body. Rather than giving all the instructions at once, break the instructions down into small parts and teach the song or game bit by bit. Demonstrate! Sing in a child's voice, which is higher than an adult's voice. If you can, practice teaching your game to children before teaching it to the class.

Assignment 2

Choose a children's book. **Your task is to include a melody in the telling of the story.** The book can be the text of a well-known song, such as *London Bridge*, or *Lift Every Voice and Sing*. Or...it could have a simple repeated poem for which you can create a melody. Or...it may not include a song or poem in the text at all, but have opportunities for you to put a short melody of your own in! Your text will give you lots of ideas in Chapters 12 and 13. **Choose a book you love.** If you don't like it, the audience won't either.

The students do not have to sing the entire song...they can just sing a part of it. It depends on what you want your students to learn. Do you want them to listen for and respond to cues in the book? Or, do you want them to learn the entire song? If the answer is the latter, consider using a visual or a power point so the children can see the text easily.

In addition to the melody, see if you can add vocal sound effects, instrumental sound effects, movement, puppets, or drama. Careful—don't just add sound effects for the sake of adding sound effects. Read the book carefully and decide if adding sound effects or movements would add to the effectiveness or beauty of the story or song. Sometimes adding sounds can actually take away from the story.

Use the Lesson Plan template provided. **INCLUDE A THOROUGH LISTING OF THE BOOK AND ANY RECORDED MUSIC you use.** (author, title, publisher, ISBN, etc.)

Prepare to share your book, leading your classmates to produce the vocal and/or instrument sound effects AND movement, during class SESSION THREE. Please use the excellent storytelling skills we have discussed in class, such as vocal inflection, raised pitch, gestures, energy in the body, etc. Assume that the children have never read the book or heard the song. **YOU WILL NEED TO SING IN AN APPROPRIATE RANGE FOR CHILDREN**, which is higher in pitch than a typical woman's voice.

If you are not a strong singer, feel free to use a recording. Try to find one with children singing, or a woman. It is difficult for children to sing along with a man because of the range of their voices. Download iTunes onto your computer and search the *music store* for a good recording. You can get iTunes FREE from the Apple website.

If the book you choose is the text of a well-known song, you need to teach the ORIGINAL MELODY. Please do not make one up. If in doubt, ask me.

Read the handout "Singing with Children" carefully. The students should be able to sing the song accurately by the end of the lesson.

Assignment 3

Read chapter 12 of the textbook. Summarize each section of the chapter listed below with at least one university-level major point per section. Please bullet your points. **Elaborate** on the "hows" and "whys." If you note a research finding, also note the researcher. Consider: If you were able to use this summary on your final exam, what would you write? **Use complete sentences.** EDIT your summary. (You will **not** make copies of this assignment.)

INTEGRATING MUSIC THROUGHOUT THE CURRICULUM

- I. Introduction: Our Insatiable Appetite for Music
- II. Classroom Snapshot
- III. Arts Integration Building Blocks
 - A. Hardwired for Music
 - B. Overlapping Regions
 - C. Whole Brain
 - D. Changing Minds
 - E. Emotion and Memory
- IV. Building Block I: Philosophy: Why Integrate Music?
 - A. Music Is a Significant Part of Life
 - B. Music Is a Vital Communication Vehicle
 - C. Music Provides a Learning Foundation
 - D. Music Promotes Physical and Mental Health
 - E. Music Makes Us Happy
 - F. Music Bonds
 - G. Music Builds Desirable Character Traits
 - H. Music Expresses Cultural and Personal Identity
 - I. Music Records and Reflects History
 - J. Music Is a Vehicle for Learning
- V. Building Block II: Music Literacy: Content and Skills
 - A. Defining Music
 - B. Purposes and Roles
 - C. Music Elements and Concepts
 - D. Music Processes or Skills
 - E. Musical Instruments

- F. Genre and Music Styles
 - G. People of Music
 - H. Music Materials: Sources
 - I. Music and Songs to Know
 - J. Music Approaches
 - 1. Eurhythmics
 - 2. Orff
 - 3. Kodaly
- VI. Building Block III: Collaborative Planning
- A. Nine Musical Standards for Music K-8
 - B. Respected, not Trivialized
 - C. Complementary Connections: Shared Processes and Concepts
 - 1. Literacy and Music
 - 2. Composition
 - 3. Vocabulary
 - 4. Comprehension
 - 5. Literature
 - 6. Math
 - 7. Science
 - 8. Social Studies
 - 9. Arts with Arts
 - D. Unit Centers
 - E. Two-Pronged Integrated Plans
- VII. Building Block IV: Aesthetic Learning Environment
- A. Background Music: Research
 - B. Besides Background Music
- VIII. Building Block V: Literature as a Core Art Form
- IX. Building Block VI: Best Teaching Practices
- A. What You Teach Is Who You Are
 - B. Inside-Out Motivation
 - C. Engagement and Active Learning
 - 1. Singing with Students
 - 2. Language Arts
 - 3. Teaching Songs (6 points)
 - 4. Song Writing
 - 5. Music Listening
 - 6. Teach for Transfer
 - 7. Musical Instruments
 - D. Creative Problem Solving
 - E. Explicit Teaching
 - F. Aesthetic Orienting
 - G. Management
 - H. Practice and Independence
- X. Building Block VII: Instructional Design: Routines and Structures
- A. Lesson Introductions
 - B. Daily and Weekly Routines

- C. Energizers and Warm Ups
 - D. Centers, Stations, Displays
 - E. Schoolwide Structures
- XI. Building Block VIII: Differentiation for Diverse Needs
- A. Nature and Nurture
 - B. Musical Development
 - 1. Preschool
 - 2. Primary Grades
 - 3. Intermediate Grades
- XII. Building Block IX: Assessment for Learning
- A. Two-Pronged Assessment Planning
 - B. Feedback
 - C. Interest Inventories
 - D. Program Evaluation
- XIII. Building Block X: Music Partnerships
- A. Music Teachers
 - B. Technology

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Agenda at-a-Glance

- Week One:** Introductory activities/ Name Games/ Vocal Sound Effects
- Week Two:** Students share Name Games/ Children’s Books with Melodies
- Week Three:** Students share Children’s Books with Melodies/ Integrated Lessons
- Week Four:** Integrated Lessons
- Week Five:** Integrated Unit Projects