



GLB/Music and Movement for Children II

MUS 465.001

SPRING 2020

9:30-10:45, TR

Instructor Information

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Office Hours: T 12:15 - 3:00
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Monday and Friday by appointment

University and Department Information

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.

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

MUSICIAN HEALTH AND SAFETY

Valuable information and resources are provided on the Music Education website to assist the musician in the prevention of injury and to provide a resource for discovering information about injury assessment and injury recovery.

For more information, go here:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/musicianHealthSafety.aspx>

CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Information

COURSE DESCRIPTION

The purpose of this course is to bridge theory with practicality through studying the theoretical basis of different teaching approaches, observing demonstrations, actively participating in lessons, and then creating and teaching lessons for use in an elementary classroom setting. This course focuses on grades 3-6.

COURSE OUTCOMES

At the conclusion of the course, the students will:

- understand the differences and similarities between the major approaches to music education, including Orff Schulwerk, the Kodály Method, Music Learning Theory, and Dalcroze Eurhythmics. They will be able to describe the history of music education in the United States.
- demonstrate skills in singing, playing instruments, creative movement, and dancing.
- successfully engage children in grades 3-6 in playing instruments, listening, chanting, singing, moving, and reading notation.
- apply an understanding of individual differences among children, including English Language Learners, and be able to create music lessons that cater to these differences.
- view themselves as engaged citizens within an interconnected and diverse world through experiences with music and dance from a variety of cultures.
- have created original lessons for grades 3-6.
- demonstrate an understanding of how general music contributes to a school music program, and have lessons that integrate music with other disciplines.
- evaluate student achievement through the use of appropriate tests and performance measures.
- teach elementary music to children with special needs using appropriate methods and materials.
- have access to visual aids for use in teaching music and movement concepts to elementary children, including aids created through the use of technology.
- understand and be able to implement procedures for classroom management.

ADDITIONAL COURSE OUTCOMES FOR GRADUATE CREDIT

A student taking this course for graduate credit must demonstrate the above competencies to a higher level of aptitude. Additionally, a graduate student will:

- sing simple American folk songs with up to three chords while accompanying him/herself on the guitar.
- play simple Appalachian folk songs on a dulcimer while reading notation.
- sing simple Polynesian folk songs with up to three chords while accompanying him/herself on the ukulele.
- demonstrate competency with the soprano and alto recorders. Students are expected to practice daily and meet with instructor weekly for assessments.
- sing, play, improvise, and compose in all diatonic modes and over I-IV-V chord changes.
- demonstrate the ability to arrange poetry and folk material for children's voices and Orff instruments.

- develop and teach engaging lessons using a variety of Orff media.

REQUIRED TEXTS

- Houlahan, Michael and Tacka, Philip. (2008). *Kodaly Today: A Cognitive Approach to Elementary Music Education*, SECOND EDITION. Oxford University Press (UPC Code 9780190235772)
- Burakoff, Gerald & Hettrick, William E. (1980) *The Sweet Pipes Recorder Book*. (Book One, Soprano) Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112)
<http://www.sweetpipes.com/>
- Meek, Darla. (2018.) *Flight 2: Another Journey Around the Globe with Recorder!* Sweet Pipes, Inc. (6722 Brentwood Stair, Ft. Worth, TX 76112)
<http://www.sweetpipes.com/>

ADDITIONAL TEXT FOR GRADUATE CREDIT

- Steen, Arvida. (1992) *Exploring Orff: A Teacher's Guide*. Schott Music Corp. (ISBN 0930448766) (available online or through West Music, \$39.95)

REQUIRED MATERIALS

- 2.5" three-ring notebook with 34 dividers (also plan on making copies of lesson plans to be placed in this binder)
- Materials for creating visuals and manipulatives
- Yamaha ivory plastic soprano recorder with Baroque fingering (YRS-24B)
- A = 440 tuning fork
- Paper on which to take notes and write reflections in class (to be turned in)
- To be successful in this course you will need to have access to a computer, internet, email, and notation software (such as Finale or Sibelius).

REQUIRED MEMBERSHIPS

All students enrolled in elementary methods courses must be active members of TMEA and NAFME (TMEC). Membership forms may be accessed online here:

- www.tmea.org
- www.nafme.org

QUALITY ENHANCEMENT PLAN

This course has been accepted as a Quality Enhancement Plan (QEP) Global Course. The overarching objective of the QEP is ***Preparing Students for an Interconnected World*** by increasing students' knowledge of global dynamics, their ability to apply that knowledge, as well

as their understanding of their role as engaged citizens within an interconnected and diverse world.

Students will be required to upload a graded artifact to their ePortfolios: a lesson plan for teaching an authentic folk song from another country, including strategies for teaching English Language Learners.

For more information, go here:

<http://www.tamuc.edu/aboutUs/institutionalEffectiveness/qualityEnhancementPlan/default.aspx>

Technology Requirements

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Borrowing Materials

You have free access to all my personal books, CDs, and teaching materials. Several of these items will be placed under reserve in the library. These items are for use in the library only. Simply present your student ID card at the front desk.

If you would like to borrow a resource overnight that I keep in my office, simply sign the ***Resource Checkout*** book in my office. Since other students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to return the item before the end of the semester, **a hold will be placed on your account and you will receive an Incomplete for this course.**

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

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. Absent students will, by default, earn a grade of zero for that day's work unless proof of excused absence is provided (jury summons, doctor's note, etc.).

The instructor reserves the right to lock the classroom door after class has begun. Latecomers will be counted absent.

Due to its performance nature, CLASS WORK CANNOT BE MADE UP. The instructor reserves the right to drop any student who misses more than four classes, regardless of the reason. (Take care to note any university-sponsored events, tour dates, or other activities that may cause you to miss class.) If absences are accumulated after the drop date, the student will receive a failing grade. Tardiness or leaving early will affect the daily classwork grade.

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 by 11:59 p.m. **on the due date**, with this subject line: MUSIC 465 Assignment #_, Student Name, Due Date. **No late assignments will be accepted.** If you are absent, it is **your** responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class. Handouts will be placed in a container outside my office.

In-class assessments and assignments missed because of unexcused absences cannot be made up. Students will be allowed to turn in assignments and take tests in advance.

Classroom Expectations

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

- Attend every class and perform to the best of your ability.
- Take careful notes.
- Maintain an orderly notebook.
- Prepare all assignments thoroughly and completely. Plan on spending 3-5 hours to complete each assignment.
- Take notes on all readings and bring your notes to class, ready for discussion.
- Practice skills (singing, recorder) daily outside of class.
- Refer to MyLeo Online/D2L Brightspace and/or the class Dropbox for assignment instructions. Contact the instructor or Graduate Teaching Assistant with any questions.

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.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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

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 class begins.

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.

Failure to arrive to class with all necessary materials will result in a lowered classwork grade.

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. Daily grades will be given according to the instructor's discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and is a leader and role model to others.
- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation, or participation. This student will be instructed to leave the classroom and/or drop the course.

Notebook Organization

For this course, you will begin to gather a collection of songs and other activities for children. You will categorize them in several ways, melodically, rhythmically, and according to other skills taught. This will be a valuable resource for you as you begin teaching, one that you will continue through your career.

You are expected to keep your notebook organized at all times, and to bring it to each class meeting. A "Notebook Check" will be provided. Develop the habit of placing your agenda and handouts in their proper places as soon as they are given to you.

Please purchase a three-ring binder and 34 dividers. Label the dividers in this order:

1. Syllabus and Class Agendas
2. Graded Assignments and Tests
3. Readings
4. Sight Singing
5. Lesson Planning
6. Warm Ups

7. Greeting/Welcome Songs and Canons
8. Name Games for Older Children
9. Singing Games and Dances
10. Global Songs
11. Singing in Parts
12. syn-CO-pa
13. Beamed Sixteenth Notes
14. Sixteenth/Eighth Note Combinations
15. Whole Note/4-meter
16. Dotted Quarter Note
17. Compound Meter
18. Irregular & Changing Meters
19. *high do*
20. low *sol*
21. low *la*
22. *la* pentatonic
23. *fa*
24. *ti*
25. Modes
26. Major/Minor Tonality
27. Chord Roots/Functional Harmony
28. Absolute Pitch/Note Names
29. Listening Lessons for Older Children
30. Movement Lessons for Older Children
31. Children's Book Lessons
32. Assessment
33. Workshop Notes
34. Miscellaneous (you may leave this one blank)

Assignments

All assignments must be typewritten. Assignments that require music notation must be produced with notation software. Please use university-level spelling, punctuation, and grammar, and head your papers with your name, the assignment number, and the due date. When it is necessary to do so, students are expected to print out their own homework and turn it in during class. Asking the instructor to print out your assignment for you will result in a reduction of 20 points.

READING ASSIGNMENTS

You will usually have one reading assignment due every week. Take careful notes and bring them with you to class. Be prepared to present your knowledge of the readings in class. At times, you will share your knowledge through discussion, and other times through a written reflection. Reading assignments should be thoroughly and neatly prepared.

LESSON PLAN ASSIGNMENTS

In most cases, homework assignments will consist of creating short lessons, and teaching these lessons to your peers in class. You will teach these lessons as if you were teaching elementary-aged children in grades 3-6. You will write a lesson plan in the correct format for every lesson you teach in class. The typed lesson plan is your homework grade, and the actual teaching of the lesson is your class work grade.

Students have the opportunity to email your lesson plan to me (BEFORE the due date) for suggestions. Once you have uploaded your assignment to MyLeo Online (D2L Brightspace), however, the grade earned will be final.

KEEP ALL ASSIGNMENTS ON YOUR COMPUTER. You will turn in a hard copy of your assignment on the day it is due, and I will add any corrections or ideas. You will then correct your assignment and upload it to the appropriate folder in MyLeo Online in pdf format within one week. All students will be responsible for printing out their own lesson plans and copying them for your classmates to place in their resource notebooks. Failing to correct your assignment, upload it to MyLeo Online, and copy it will result in a reduction of 50 points for each assignment.

OBSERVATION ASSIGNMENTS

Over the course of the semester, you will be required to observe three area **elementary** music instructors working in their classrooms with children, for **one hour each**. A Lesson Observation and Reflection Form can be found on MyLeo Online and our class Dropbox. It will be your responsibility to contact teachers on the list and set up a time that is convenient for both of you. If possible, try to arrange to have a small group of your classmates carpool together. You are expected to get instructor approval before arranging to visit a teacher. **You must complete a Criminal History Background Check form for each district you visit, at least a week in advance.** Submit the form to the school's administrative assistant.

For those who are unable to leave campus during elementary school hours, the link to the Music Education YouTube Channel will be provided for you. There are also several DVDs of area teachers available for checkout in the Music Education Library (room 220). A/V carrels are available in the Gee Library, if needed. Complete the Lesson Observation and Reflection Form provided on the Dropbox. You must log your hours on the form. Be very careful to log the exact number of minutes you watch. If you log an incorrect number, you will receive a zero for that assignment. You may need to view several short video segments that add up to one hour. You must view **elementary** music instructors. Also, please understand that they you may observe with a friend, **you must complete your own ORIGINAL work on your form.**

WARM UP ASSIGNMENTS

Each student will be expected to plan and lead physical and vocal warm-ups during the semester. The schedule can be found in MyLeo Online/Brightspace.

PROFESSIONAL DEVELOPMENT ASSIGNMENTS

Each semester, the TAMU-C Department of Music hosts a workshop for area elementary music teachers on a Saturday morning. **Your attendance is required.** If you are unable to attend, a written note is required. You will observe the DVD and complete a Workshop Observation and Reflection assignment.

You are **required** to attend all Music Education Convocations offered this semester.

You are **required** to attend and actively participate in **one** of the several area workshops with **elementary emphasis** for **professional educators**, such as those provided by the North Texas Chapter of AOSA, and the Kodaly Educators of Texas. The workshop (or combination of workshops) must total at least **three hours** in length. To earn credit, you must turn in your CPE certificate or handouts **with your personal notes written in the margins** and with the signature of the presenter or chapter president at the top of the page.

To use TMEA sessions for this requirement, you must participate in **THREE** elementary sessions. Turn in your handout with notes in the margins and the signature of the presenter or president.

LEARNING PARTNERSHIP

You and your classmates will present music instruction to children regularly this semester. You will develop your lessons using the template provided, and using mini-lessons from class as models. You will also craft an attractive PowerPoint for each lesson. More information about this project will be given in class.

Before teaching each week, you will complete a Pre-Teaching Survey. After teaching each week, you will complete a Post-Teaching Reflection. Your lessons will be video recorded so that you and your colleagues can watch your lesson and learn from your experience.

ADDITIONAL ASSIGNMENTS FOR GRADUATE CREDIT

In order to receive graduate credit for this course, the student will complete additional assignments reflecting rigorous study in the Kodály and Orff Schulwerk approaches. These assignments are detailed in the handout titled **ADDITIONAL ASSIGNMENTS FOR GRADUATE CREDIT**.

The student will also meet with the instructor each week to assess guitar, ukulele, dulcimer, and recorder skills.

Assessments

You will need to have excellent musicianship skills as a music educator. During this course, you will work daily on singing, instrument, and movement technique.

One of the highest priorities of the semester will be developing an excellent singing voice, with good vocal tone, clarity, articulation, and intonation. If singing is not a strength for you, vocal exercises are available so that you can practice daily.

Throughout the semester, you will be evaluated on sight-singing with solfège and hand signs. Practice these exercises with staff notation AND stick notation. You will encounter both as a teacher of young children. Develop the habit of practicing each day for a short period of time. When you perform your sight-singing assessments, hand signs must be placed in the correct position in front of the body:

- do': arms above head
- ti: hands at forehead
- la: hands eye level
- sol: hands at chest
- fa: hands at diaphragm
- mi: hands waist level
- re: just below waist
- do: arms at abdomen

You will continue to play the soprano recorder, and to develop lessons for teaching recorder to your students. Your recorder skills will be assessed periodically. Develop the habit of practicing each day for a short period of time with your Sweet Pipes method book.

Finally, piano skills will be assessed. You should be able to perform the following:

- Major chords, both hands simultaneously starting on C (CEG) and moving upward chromatically to the next C. Blocked and arpeggiated.
- Minor chords, both hands simultaneously starting on C (CEbG) and moving upward chromatically to the next C. Blocked and arpeggiated.
- I-IV-I-V7-I chord progressions, both hands simultaneously, starting on C (CEG) and moving upward chromatically to the next C.
- Five-note scales upward and downward, both hands simultaneously moving upward chromatically, starting on C and going up to the next C.
- Practice singing vocalises as you play.

Grading System

In-Class Performance and Discussion: 20% of the total grade

Homework Assignments (including Lesson Observation and Reflection Forms): **20%**

Tests (including Recorder and Sight-Reading): **20%**

Resource Notebook: 10%

Learning Partnership in the Public Schools = 30%

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
0 - 59	= F

Academic Honesty

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. It is not appropriate to use the same assignment for any two courses.

Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

NOTICE!

- Students are encouraged to seek out the instructor for assignment clarification and/or personal assistance.
- Keep in mind that your aptitude in this course may determine if you are approved for student teaching. Because student teachers are representatives of this university, I will only pass those with excellent teaching skills, musicianship, high standards, and a strong work ethic. This could determine your graduation date.
- This syllabus is subject to be amended at any time.

PROJECTED DAILY AGENDA

CLASS MEETING	TOPIC
1	Class Overview/ Name Games
2	Assessment
3	Global Songs
4	syn-CO-pa
5	syn-CO-pa
6	Beamed Sixteenth Notes
7	Beamed Sixteenth Notes
8	Sixteenth/Eighth Note Combinations
9	Sixteenth/Eighth Note Combinations
10	Whole Note/4-meter
11	Dotted Quarter Note
12	Compound Meter
13	Irregular & Changing Meters
14	Irregular and Changing Meters
15	high <i>do</i>
16	low <i>sol</i>
17	low <i>la</i>
18	low <i>la</i>
19	<i>la</i> pentatonic
20	<i>la</i> pentatonic
21	<i>fa</i>
22	<i>fa</i>
23	<i>ti</i>

24	modes
25	modes
26	chord roots/functional harmony
27	Listening Lessons
28	Movement Lessons
29	Children's Book Lessons
30	Final day review



PROPOSED ASSIGNMENTS

(More information about ASSIGNMENTS can be found in the ASSIGNMENTS AND READINGS subfolder in our class Dropbox.)

Assignment 1

Bring notebook with dividers labeled.

Assignment 2

- Choose an American patriotic song to sing.
- You may choose any key, just make sure it represents your best voice.
- Give yourself the tonal center (a single pitch). Sing the tonal center, then outline the tonic chord.
- Sing the starting pitch.
- Sing the song using excellent tone quality, tall vowels, and crisp consonants.
- Upload the video to MyLeo/Brightspace. Make sure your face can be seen.

Assignment 3

Select a traditional song from a culture outside of mainstream America. Be sure to choose a song that is appropriate for grades 3-6. Plan to teach the song to your colleagues as if you were teaching young children. Plot your process carefully. Give small bits of instruction, and have the students practice each bit.

Research the country from which your song comes AND the song itself so that you can provide the students with information about what they will be singing.

Some reminders!

- Think of a clever, creative introduction.
- Get a starting pitch appropriate for children.
- Cue the singers to start by singing the prep on the starting pitch.

- Gesture for the students to sing when it is their turn.
- Remember to instruct the students on how to manage their behavior!
- Prepare a lesson plan on the template provided.
- For the assignments in class, use songs that are in the PUBLIC DOMAIN. You will need to research this. If it is a folk song with no known composer-great! If it was composed, check to see who holds the copyright. Generally, a song will fall into the public domain 75 years after the death of the composer.
- Do NOT use a song that is found in EITHER of the *Journey* recorder texts.
- Type your notation in FINALE. That is what would be used for publications, so you need to be able to use it. Download the free version from the MakeMusic website.
- For PRONUNCIATION, do not simply use the Romanization given on the source. This is a good start, but I need you to go further. When you type a pronunciation, I am looking for a broad PHONETIC TRANSCRIPTION. This shows us the actual pronunciation of each word. Do not use IPA, since half of your readers will not know how to use it. Enclose your phonetic transcription in brackets []. Use your Journey text as a model.
- Use Grade Three TEKS for Social Studies. You can also use Grade Four (22).
- For the ABOUT THE SONG section, use your text as a model for aspects of the song to discuss and how to word your thoughts.
- Do NOT use the first person in your lesson steps! (We/I)

Assignment 4

Create a power point for your global song. Use the power points in your Journey text as examples. Include interesting information about your country. The PowerPoint must include the country's flag, a map of the country showing where it is on the continent, a famous landform and/or body of water from that country, information about the country's governmental structure and climate, and at least five slides of interesting sites, customs, people, sports, foods, or other things that would interest children. Include 1-2 pictures on every slide and LABEL everything. All pictures MUST be in the public domain, or you must have permission to use them. CITE your sources in APA format.

- Type your notation in FINALE, SIBELIUS, or an equivalent notation software. That is what would be used for publications, so you need to be able to use it. Download the free version from the MakeMusic website. DO NOT copy or scan the notation from a source.
- For PRONUNCIATION, do not simply use the Romanization given on the source. This is a good start, but I need you to go further. When you type a pronunciation, I am looking for a broad PHONETIC TRANSCRIPTION. This shows us the actual pronunciation of each word. Do not use IPA, since half of your readers will not know how to use it. Enclose your phonetic transcription in brackets []. Use your Journey text as a model.
- Use Grade Three TEKS for Social Studies. You can also use Grade Four (22).
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- For the ABOUT THE SONG section, use your text as a model for aspects of the song to discuss and how to word your thoughts.

- Do NOT use the first person in your lesson steps! (We/I)
- THIS IS VERY IMPORTANT. On your power points, every picture must be either:
- your personal property
- in the public domain
- purchased with a license
- used with permission of the copyright owner
- Fully cite each picture at the end of your PowerPoint.

Assignment 5

(Check the sign-up sheet on D2L/Brightspace to choose a date.)

Construct a 5-7 minute warm up for an elementary music classroom.

Your warm up must include stretches, a breathing exercise, and at least three vocal exercises.

Write out a LESSON PLAN for your colleagues. Include your sources for every activity.

PHYSICAL

Stretches. Use recorded music and synchronize your movements to the phrases in the music.

Breathing exercise

Cite your SOURCE for any recorded music.

VOCAL

Choose three vocal exercises, each for a different purpose. LIST the purpose of each: to improve range, flexibility, tone, etc.

Include notation for what is sung and the accompaniment.

Cite the SOURCE for every exercise.

NOTES:

Feel free to include Zumba, Yoga, Brain Dance, or something else according to your interests.

PRACTICE accompanying your vocal warm ups on the piano.

ASSESS what you are hearing and correct, if needed.

OPTIONAL Assignment

What type of learner are you? (How do you typically learn best?) What type of teacher are you?

True Colors Personality Quiz - <http://www.innerheroes.com/quiz.asp>

Left-Brain or Right Brain - <http://www.web-us.com/BRAIN/braindominance.htm>

<http://www.nwlink.com/~donclark/hrd/styles/vak.html>

Learning styles explained - <http://www.ldpride.net/learningstyles.MI.htm>

Making your learning styles work for you - http://www.ldpride.net/learning_style_work.html

How Learning Profiles Can Strengthen Your Teaching - <http://www.edutopia.org/blog/learning-profiles-john-mccarthy>

Multiple intelligence - <http://www.tecweb.org/styles/gardner.html>

Multiple intelligence quiz - <http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Differentiation and multiple intelligence (also 3 different sites in conclusion)-

<http://www.brighthubeducation.com/teaching-methods-tips/65222-differentiated-instruction-for-multiple-intelligences/>

Assignment 6

Music can be combined with Children's Literature...

- sound effects for vocal exploration
- instrumental or vocal motifs for characters
- create a short song for repeated parts (traveling music, etc.)

Create a lesson to teach your colleagues. The lesson will integrate English/Language Arts TEKS and Music TEKS, and should involve use of a children's book appropriate for grade 3-6. Please choose a classic, high-quality text, and use lessons discussed in class as models. You must include a melody in the lesson for the children to sing. They should be able to sing the melody accurately by the end of the lesson. You may include sound effects, instruments, or drama.

A book from or about another culture is preferred.

Write a thorough lesson plan using the template provided. Write your lesson steps as you have been taught: positive whole numbers for the main goals, and bullets underneath. Example:

1. Teach the song.

- Sing the song for the students.
- Ask the students to be able to identify which of the four phrases are the same rhythm as you sing the song again.
- Have the students sing lines 1 and 3.
- (etc)

Create any necessary visuals or manipulatives for the class to use, as if you were teaching elementary-aged children. PRACTICE your lesson, preferably with children.

Assignments 7-14

Preparation for LEARNING PARTNERSHIP SESSIONS

The Weekly Class Outline for our LEARNING PARTNERSHIP is on the Dropbox. We will place the WCOs and accompanying PowerPoints in the same folder the Thursday BEFORE you teach. If you need slides for activities we have used in class, YOU must email me and ask me to put them on the PP for you by that day.

Each week, you will complete your section of the WCO thoroughly, including:

- TEKS for as many subject areas as possible (Go here and scroll all the way to the bottom: <https://tea.texas.gov/index2.aspx?id=6148>)

- a transition FROM the previous activity and a transition TO the next activity. (See transitions in the LESSON PLANNING folder.) If a transition is missing, BOTH students who have activities before and after will lose points.
- Do NOT use automatic bullets or numbering! It takes up too much space.
- On Monday evening before we teach, complete a PRE-TEACHING SURVEY to self-assess your preparation.
- On Tuesday after you teach, complete a POST-TEACHING REFLECTION. Both of these documents are Google Forms.

OTHER POSSIBLE ASSIGNMENTS:

- Create a PowerPoint or SmartBoard presentation to present or practice a melodic concept in a given children's song
- Create a PowerPoint or SmartBoard presentation to present or practice simple rhythms in a given children's song
- Teach a folk dance, including lesson plan
- Teach an upper-level rhythm or solfege lesson, using a song from another country, including lesson plan
- Create an assessment tool for young children
- Create a teaching strategy for an assigned masterwork
- Prepare and present a school board speech

READINGS

(This list is subject to change. All Readings can be found in the ASSIGNMENTS AND READINGS folder of our class Dropbox. Take careful notes and be prepared to discuss the readings and/or the videos the following class.)

Reading 1

(This reading has two parts.)

"Singing with Children"

Providing a Rich Music Learning Experience (read the e-book and watch the videos)

Reading 2

Kodály Today, "Kodály's Philosophy of Music Education," pages 15-26

Reading 3

Kodály Today: Chapter 3: "Developing Creative Expression in the Elementary Classroom Through Singing," pp. 99-119

Reading 4

Handouts:

Kodály Today: "Expanding Your Students' Musical Skills"

The Kodály Method I: "Absolute Note Names"

Reading 5

Kodály Today: Chapter 3: Developing Creative Expression in the Elementary Classroom Through Movement Activities, pp. 120-134.

Reading 6

Kodály Today: "Teaching Strategies for Eighth Note Followed by Two Sixteenth Notes" (pp. 249-256)