Integrated Arts for Elementary Teachers

MUS 305
COURSE SYLLABUS: SPRING 2024
TUESDAY 4:30-7:10
WEDNESDAY 5:00-7:40

Instructor Information

Instructor: Penny Peek, Lecturer in Music Education
Classroom Location: Music Building, Room 211/CHEC (McKinney), Room 100
Office Location: Music Building, Room 222/CHEC (McKinney), Room129 Cell Phone: 940.367.1899
Office Fax: 903-468-6010
University E-mail: penny.peek@tamuc.edu
Other E-mail: penny.peek.1@gmail.com
Communication: email
Response Time: 48 hours, or please email again.
Office Hours: by appointment

Course Information

REQUIRED TEXT

- Creating Meaning through Literature and the Arts, fifth edition, by Claudia Cornett

REQUIRED MATERIALS

- IF DESIRED, 2” three-ring binder with six dividers to serve as your resource notebook. • 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, an email account, D2L Brightspace, and the Integrated Arts Google Folder.

INTEGRATED ARTS

COURSE DESCRIPTION

- 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.

STUDENT LEARNING 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,
- select appropriate TEKS for music and the other core subjects taught in the elementary school,
- 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,
- articulate sound educational rationales for the integration of music and movement into the elementary curriculum,
- assess students using strategies that address specific TEKS in music and other subjects taught in the elementary school,
- demonstrate techniques for working with children with special needs, and for English Language Learners (Emergent Bilingual),
- demonstrate skill in singing, playing instruments, and artistic moving,
- identify appropriate materials for integrating music in diverse settings, and know where to

find quality materials,

- collect and organize lessons and teaching materials for using music and movement in the elementary classroom.

ATTENDANCE POLICY

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

Excused absences include illness with a doctor's note, jury duty, or the death of an immediate family member. If you must miss class for any reason, such as of sudden illness or car trouble (for commuters only), you are expected to communicate with the instructor via text or email at penny.peek@tamuc.edu before class begins. Absent students will, by default, earn a grade of zero for that day's work until proof of excused absence is provided. Failure to provide a physician's note, jury summons, or other proof confirming the legitimacy of the absence will result in the classification of that absence as unexcused. Students who are absent are expected to carefully review the lecture PowerPoint in D2L so that they do not fall behind. Due to its performance nature, face-to face class attendance cannot be made up.

Each class period, students are expected to sign in on the attendance sheet. Failing to sign in will result in a grade of zero for that day's work. Tardiness or leaving early will affect the daily classwork grade. Two instances will equal one absence. The instructor reserves the right to lock the classroom door after class has begun. Latecomers will be counted absent.

COVID EXEMPTION: If you are ordered to isolate because of a positive COVID test or quarantine because of exposure, you must contact your instructor immediately, provide documentation, and note the exact dates of your absences. It is understood that you will be missing ALL classes during that window of time. Any student who takes advantage of this (for example, by attending some courses but not others) will be considered in violation of the Honor Code and swift consequences will be applied. If you miss class because of COVID isolation or quarantine you are expected to carefully study the PowerPoint lecture/s provided in D2L and write a double-spaced reflection of your learnings, one per day of absence. All assignments and reading/discussions are still expected to be submitted on time.

For more information about the University attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students / academic/13.99.99.R0.01.pdf

Classroom Expectations

SAFETY PROTOCOLS

In an abundance of caution, we are instituting the following specific protocols to ensure the safest possible learning environment.

- Modified social distancing (3 feet) will be used during class. Three feet is the newly recommended distance based on the latest International Coalition Performing Arts Aerosol Study.
- While the use of face masks cannot be required, students are encouraged to wear masks if doing so makes their experience more comfortable.
- Hand sanitizer will be available in the classroom, and students are encouraged to use it often.
- Increased frequency of building sanitization will continue in the format it did last year.

VIRTUAL LEARNING EXPECTATIONS

The following expectations are provided should virtual synchronous class meetings be utilized for any reason:

- Students should maintain a professional appearance as would be expected in the classroom.
- Students attending synchronous classes should have their video turned on and be attentive throughout the class. Please position your camera in a well-lit professional environment.
- Virtual attendance will be taken for any class that is met virtually.

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

- Download the materials from D2L and organize them in an orderly fashion.
- Attend every class and perform to the best of your ability.
- Prepare all assignments and readings thoroughly and completely. Plan on spending three hours outside of class time to complete each assignment.
- Practice singing skills daily outside of class.
- Refer to MyLeo Online/D2L Brightspace for assignment instructions.
- Contact the instructor with any questions.

In this class, 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 share ideas with each other.

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 and each other 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 on time, being prompt and dependable, supporting your peers and the instructor, and accepting critiques with grace.

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.

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.

Since some class members will begin this course with more music experience than others, the ability to sing or move well is not a necessity for, or an insurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received. Every student is expected to practice singing daily.

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

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

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 and participation.
  This student will be asked to leave the classroom.

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.

Assignments

You will have three homework assignments, a group project and attendance to compute your music grade portion. For all assignments late, Both WRITTEN LESSONS (in pdf format) & VIDEOS (YouTube link), should be emailed to me before the next class meeting for Full credit.

You will turn your assignment to D2L 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 assignment folder in D2L in pdf format.

Three of these 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.

Both the written lesson plan and the actual teaching of the lesson to your colleagues is your grade. You will have a max of 7 minutes to teach in class or via video.

All assignments must be typewritten to receive full credit. Please use university-level spelling, punctuation, and grammar.

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..."

INTEGRATED UNIT PRESENTATION

Students will form small groups to create thematic units. You will develop this unit using the template provided, lessons from class as models, and some of the fine ideas from your textbook. 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 group picked and your topic decided by Week 3, which is when we will discuss this project in detail.

Materials Notebook

It is strongly suggested you purchase a 2” three-ring binder (hard cover). A template for a cover can be found on the Dropbox under “Notebook.” The tabs on the dividers could be labeled:

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.

2. NAME GAMES/WELCOME SONGS: The handouts from class AND copies of everyone’s Name Game lessons can be placed here.

3. CHILDREN’S BOOK LESSONS: The handouts from class AND copies of everyone’s Children’s Book lessons can be placed here.

4. LESSONS INTEGRATING MUSIC AND MOVEMENT: The handouts from class AND copies of everyone’s Integrated Unit projects can be placed here.

Lesson Plan Format

- For your two mini-lessons, use the Lesson Plan Template that can be found on D2L. Copy the template and paste it onto your computer. Create two new documents. Title these:
    - Name Game: (title of the game)
    - Children’s Book with Music: (title of the book)
      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. You need to have pitch matching, using a proper singing voice, as one of your objectives.
- 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. (2021).
- 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, for example, an aural or visual impairment or a physical disability. Refer to your text for ideas, or to the handouts provided.
- Your assessments should be more than simple observation, especially on your Peer Teaching. Refer to your text for ideas. Your assessments need to correspond with your objectives. ASSESS ALL OBJECTIVES, INCLUDING THE STUDENTS' SINGING. Is the child using a proper singing voice…not shouting or simply speaking? Is the singing on pitch…not too low or too high?
- 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 of a lesson as your own and not give proper credit to the author is stealing. Please refer to the academic honor policy below.

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.

Technical Support
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

OTHER RESOURCES

Quicktime (www.apple.com), RealPlayer (www.real.com), and Windows MediaPlayer 11.0 (www.microsoft.com/windows/windowsmedia/download) will enable you to view videos.

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
Velma K. Waters 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/

NONDISCRIMINATION NOTICE

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 let me know what pronouns you would prefer I use for you in class and in conversation.

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 Carrying Concealed Handguns on Campus (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.

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance and posted on D2L.

Grading System

- In-Class Performance and Discussion: 50% of total grade
- Teaching Assignments 20%
  - Name game w/ written lesson
  - Children's book w/ written lesson
- Textbook Assignments: 10%
  - Bulleted summary of Chapter 12
- Integrated Unit Presentation: 20%

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.

ASSIGNMENTS

Assignment 1 - Name Game

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! Do not teach a game I have modeled for you in class.

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 Ms. Peek

Write out a plan for teaching your song or name game to students. 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 during the next class meeting. 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 - Children's Book with Melody

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 if it is fairly lengthy…they can just sing a part of it…such as one verse. 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. Using one large visual is better than using handouts for each student.

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. You ARE expected to find a recording of the song and PRACTICE singing it.

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

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Assignment 3 - Bulleted Summary of Chapter 12

Read chapter 12 of the textbook. Use the template provided in the class Dropbox to summarize each section of the chapter by typing at least 60 university-level major points from the reading. Please bullet or number each individual point. 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.

Assignment 4 - Group Project

This is a group presentation for a particular grade in school (ie 2nd grade). Each participant will teach a different subject area for the age using a similar topic and incorporating music.

Example: 2nd grade/seasons
ELAR: music added to the rhyming lesson about lessons
MATH: music added to the % lesson (math) about something that happens during each season or a particular season
SCIENCE: music added to the lesson about the science of how seasons occur SOCIAL
STUDIES: music added to the SS lesson about cultural events found in certain seasons

Agenda at-a-Glance

Week One: Introductory activities/ Name Games/ Vocal Sound Effects/Intro to Song Books
Week Two: Name Games/Children's Books with Melodies/Movement
Week Three: Students share Name Games/Con't Song Books/Intro to Classroom Instruments/ Intro to Integrated Lessons
Week Four: Students share Children's Books with Melodies/In-Class prep on Integrated Lessons & Chapter 12 Summary
Week Five: Integrated Group Projects

AGENDA

WEEK ONE

I. Introductory Activities
A. Opening Song: “Welcome, Welcome”

B. HANDOUTS:
Place the following handouts in your digital notebooks under “Syllabus and Class Handouts.”

- CALENDAR
- QUALITY CHILDREN’S SONGS
- SINGING WITH CHILDREN
- MUSIC TERMS
- RUBRICS USED FOR GRADING LESSONS
- RESOURCE NOTEBOOK GRADING RUBRIC
- MULTIPLE INTELLIGENCES
- BLOOM’S TAXONOMY
- LESSON PLAN—BLANK
- TEACHING CHILDREN WITH SPECIAL NEEDS
- TEACHING MUSIC TO ENGLISH LANGUAGE LEARNERS

II. Name Games

Place the following handouts in your notebooks under "Name Games/Welcome Songs."

- *"Welcome, Welcome"*
- *"S, My Name Is Susie"*
- *"Who Stole the Cookies?"*
- *"Gilly Gilly"*
- *"Good Morning!"*
- *"Good Morning! Good Morning!"*
- *"Ridin' on the Railroad"*

III. Discuss the syllabus

IV. Vocal Warm-Up

- *The Napping House*
  - Display signs and have students perform each one.
  - Read story, having students insert sound effects.

V. Adding Vocal Sound Effects to a Story

A. The Bremen Town Musicians

- o Discuss characters in the story and ask students to create a sound for each character.
- o Option: have characters color-coded. With a power point, display certain lines of text in that character's color for the students to say with the appropriate timbre. o Extend: discuss the fact that each character had its own voice, just as each student has their unique voice.
- o Stand in a circle. Each person creates a movement with an accompanying sound. The game is cumulative…all preceding offerings are repeated with each new addition.

B. Group Work

- o Divide the students into small groups.
- o Give each group a book with which to perform for the group with vocal sound effects.

- Students decide as a group how to perform the narration…one narrator, they could read chorally, take turns, or a combination of the three.
- Introduce the book with enthusiasm! Stand tall, smile, brighten your eyes, lift the pitch of your voice, and read with inflection.

BOOKS:
Goldilocks and the Three Bears I Went Walking The Very Hungry Caterpillar Traveling to Tondo The Three Billy Goats Gruff Brown Bear, Brown Bear Thump, Thump, Rat-a-Tat-Tat 13 Nights of Halloween The Little Old Lady Who Was Not Afraid of Anything Barnyard Banter

VI. Discuss Singing with Children

VII. Discuss Assignment 1: Name Game

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WEEK TWO

I. Introductory Activities

A. Opening Song: "Good Morning!" (text changed to "Good Evening")

B. Go over Name Game Lesson Plans

C. HANDOUTS:

Place these handouts under "Children's Books with Music"

- The Grand Old Duke of York

- "Snowball"
- Mortimer
- The Napping House
- The Wide-Mouthed Frog
- The Whale's Song
- Listen to the Rain

Place these handouts under "Lessons Integrating Music and Movement"

- "Wind Is a Cat"
- "Synchronized Shaping!"
- "Poetry in Motion"

II. Instrumental Sound Effects

- The Wide Mouthed Frog by Keith Faulkner

III. Discuss Adding a Melody to a Story

- Mortimer by Robert Munsch
- Discussion: sometimes stories have repeated little rhyming sections that can be set to a melody. The melody can be very simple.

IV. Discuss Assignment 2: Children's Book with Melody

V. Discuss Assignment 3: Summary Chapter 12

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WEEK THREE

I. Introductory Activities

A. Welcome Songs: “Gilly, Gilly”

B. Return Name Game rubrics; students turn in Book lesson

C. HANDOUTS:
Place the following handouts under “Class Syllabus and Handouts”:

- INTEGRATED UNIT PRESENTATION
- INTEGRATED UNIT RUBRIC

<u>II. Sharing Name Games in Small Groups or full group</u>

III. More Children’s Book Ideas

IV. Discussion of Integrated Unit Presentation

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WEEK FOUR

I. Introductory Activities

- Welcome Song: “Good Morning, Good Morning!” (text changed)
- Return Name Game lesson plan
- Turn in Children’s Book with Melody Lesson Plans (Assignment 3)

II. Guided Music and Writing Lesson: Poetry in Motion <u>III. Sharing Children’s Book with Melody & turn in written lesson plan</u> IV. Discuss Integrated Unit Presentation with Small Groups IV. Turn in Chapter 12 Summary

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WEEK FIVE

I. Introductory Activities

- Welcome Song: “Class Has Begun”

II. INTEGRATED UNIT PRESENTATIONS

III. Turn in Chapter 12 Summary (if you haven’t yet)

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WEBSITES

When you visit the following websites, you will find high-quality, classroom-tested lesson plans for integrating the arts with the four foundation areas. Use these resources to gather your two pronged lessons for the last two sections of your notebook.

http://educationcloset.com/
The Education Closet: professional development for integrated and innovative teaching.

www.learner.com
Great website with videos of teachers integrating the arts in their classrooms.

http://artsedge.kennedy-center.org/
ARTSEDGE: Produced by The Kennedy Center for the Performing Arts. Has GREAT lesson plans that integrate arts with the four foundation areas.

http://www.dana.org/news/artseducationinthenews/
GREAT source for articles about brain research and the arts. The Dana Foundation is a government agency.

http://mrsjonesroom.com/songs/alphlist.html
This is an elementary teacher who uses music in her classroom. She includes lots of helpful links and songs you can use with your students!

http://www.aep-arts.org/publications/index.htm
Arts Education Partnership website. EXCELLENT source for good articles.

www.bigthought.org
Big Thought offers array of arts and culture-based programs for educators, parents, and children.

http://www.ilovethatteachingidea.com/ideas/subj_assessment.htm
I Love That Teaching Idea! Website with assessment ideas

http://www.learner.org/resources/series165.html

Annenberg Learner website: classroom resources across the curriculum. Articles, workshops, and more.

www.eduref.org
The Educator's Reference Desk website. Includes lesson plans!

www.uen.org
The Utah Education Network. Includes lesson plans!

www.singlish.com
Language learning through music and movement. Comprehensive teaching kits, great for ELL

http://www.readwritethink.org/
Read, Write, Think: International Reading Association website. Includes lesson plans!

http://teacher.scholastic.com/products/instructor/index.htm
Scholastic Books website.

http://www.youtube.com/watch?v=UXkGzjeFH88&feature=related
This is a video of a teacher who uses music in her classroom for teaching concepts.

There are several databases provided by the TAMU-C library. Go to the homepage and click "Current Students." Then click "library," then "databases," then "Fine/Performing Arts."