MUSIC IN THE ELEMENTARY CLASSROOM
Education 217.2A, Spring 2005
Tuesday – Thursday, 302 PPHAC

BEVERLY MORGAN
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OFFICE HOURS:
Tuesday 10:00 Adjunct Office, Education Department

“Knowledge of the arts is a fundamental aspect of an educated person”. Elizabeth Murfee

PURPOSE OF THE COURSE
This class is designed to teach students the value of integrating music into elementary education. It will provide students with musical skills, resources, and activities to do so.

COURSE OBJECTIVES
1. Students will learn strategies for integrating music in the elementary classroom through readings, class discussion, videos, whole group, small group and individual projects and performances.

2. Students will develop skills for teaching songs through listening, singing, and rote learning.

3. Students will demonstrate their ability to play rhythms individually and in ensembles by tapping, clapping, and playing rhythm instruments.

4. Students will demonstrate their ability to read simple melodic notation by playing melodic instruments and singing.

5. Students will learn rudimentary musical terminology.

6. Students will learn about research on the affects of music on education.
REQUIRED TEXT AND MATERIALS

*Arts with the Brain in Mind*, Eric Jenson, 2001, Association for Curriculum and Development.

Additional handouts and materials will be provided in class.

COURSE PROCEDURES

Punctual attendance and active participation is essential to your performance in this class. Each class will provide sequential components with which to increase your ability to integrate music into the curriculum. Much of the information in this class will not come from lectures but from individual and group presentations in class.

If you have to miss class for a valid reason, please call me in advance and no later than 6:30 AM on that day. An excuse from a healing practitioner will be required. **It will be your responsibility to find out from class members what you missed. It will also be your responsibility to attain copies of handouts from classmates.**

Assignments must be completed on time. You must come to each class fully prepared to engage in discussion and performance. If you need help in accomplishing any assignment, you will be expected to inform the instructor before the assignment is due.

All language requirements must be at college-level English. Students will be held to the tenets of the Academic Honesty Policy of the college.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Daily Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Books To Music</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Report</td>
<td>20%</td>
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<tr>
<td>Student Projects</td>
<td>20%</td>
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</tbody>
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Grade Distribution:

- **A** 4 93-100
- **A-** 3.67- 90-92
- **B+** 3.33 87-89
- **B** 3.00 83-86
- **B-** 2.67 80-82
- **C+** 2.33 77-79
- **C** 2.00 73-76
- **C-** 1.67 70-72
- **D+** 1.33 67-69
- **D** 1.00 63-66
- **D-** 0.67 60-62
- **F** 0.33 0-59
Students’ grades will be determined by their academic achievement and a qualitative judgment of their work by the instructor.

TENTATIVE SCHEDULE

WEEK 1: March 15
Rhythmic Introductions
Review Materials

Assignment March 15
Read Preface of Arts with the brain in Mind (AWBIM)
Read over materials

March 17
Drumming Patterns
Preface of AWBIM
Rhythm, Chants, Raps

Assignment March 17
Practice Drumming Patterns
Read Chapter 1 of AWBIM

WEEK 2: March 22
Drumming Patterns
Chapter 1 of AWBIM
Oral Report Rubric
Modeling of Oral Report
and Concept Map

Assignment March 22
Practice Drumming Patterns
Write One -two pages about Emile Jacques Dalcroze and his work. (to be collected)

March 24
Drumming Patterns
Dalcroze Movement
Sign up for oral Report

Assignment March 24
Read Chapter 2 of AWBIM
Choose topic for Oral Report

WEEK 3: March 29
Drumming Patterns
Chapter 2 AWBIM

Assignment March 29
Prepare Oral Reports

March 31
Drumming Patterns
Chapter 2 AWBIM
Oral Reports

Assignment March 31
Prepare for Test on AWBIM

WEEK 4: April 5
Test on AWBIM
Modeling of Books to Music

Assignment April 5
Prepare: Oral Report and Concept Map
April 7
Bell Songs
Teaching by Rote
Oral Reports
Assignment April 7
Practice Bell Songs

WEEK 5: April 12
Bell Songs
Explanation of Student Projects
Peruse Music Connections
Assignment April 12
Practice Bell Songs
Plan Student Projects
Prepare Books to Music

April 14
Bell Songs
Books to Music
Sign up for Student Projects
Assignment April 14
Practice Bell Songs

WEEK 6: April 19
Bell Songs
Music and Math
Books to Music
Assignment April 19
Practice Bell Songs
Prepare Student Projects

April 21
Test on Bell Songs
Singing and Vibration
Video
Assignment April 21
Practice Student Projects

WEEK 7: April 26 & 28
Student Project Presentations