MUSIC IN THE ELEMENTARY CLASSROOM
Education 217.2 A, Fall 2006
Tuesday – Thursday, 302 PPHAC

BEVERLY MORGAN
Contact information
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E-mail: bevm55@ptd.net

OFFICE HOURS:
Tuesday 10:00-11:00 AM, Adjunct Office, Education Department

“Shared art making is, in and of itself, the expression of, the vehicle for, and the stimulus to human relationships”.
Stephen Nachmanovitch, from his book Free Play IMPROVisATIoN in Life and Art

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 research on the effects of integrating music, the arts in education.
REQUIRED READINGS ON RESERVE IN THE LIBRARY FROM THESE BOOKS

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


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.

**Accommodation:**

Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading &amp; Daily Assignments</td>
<td>25%</td>
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<tr>
<td>Books To Music</td>
<td>25%</td>
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<tr>
<td>Resonator Bells and Drums</td>
<td>25%</td>
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<tr>
<td>Student Projects</td>
<td>25%</td>
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</tbody>
</table>
A 4 93-100  C+ 2.33 77-79  D- 0.67 60-62
A- 3.67 90-92  C 2.00 73-76  F 0.33 0-59
B+ 3.33 87-89  C- 1.67 70-72
B 3.00 83-86  D+ 1.33 67-69
B- 2.67 80-82  D 1.00 63-66

(0 absence or late assignment = A; 1 = A-; 2 = B; 3 = B-)

Students’ grades will be determined by their academic achievement and a qualitative judgment of their work by the instructor.

Academic Honesty:
The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook.

TENTATIVE SCHEDULE

WEEK 1: August 29 & 31
Rhythmic Introductions
Review Materials

Assignment, August 29
Read the arts with the brain in mind
Preface and Chapter 1
Write assignment from Guiding Questions, due 8/31

Bell Song (s)
Discuss Reading

Assignment, August 31
Practice Bell Song(s)
Read Rhythms of Learning
Chapter 3. Write Guiding Questions, due 9/7

WEEK 2: September 5 & 7
Bell Song(s)
Music and Children’s Literature
Sign up for Books to Music

 Assignment, September 5,
practice bell song (s)

Bell Songs
Discuss Reading
Rhythmic Spelling, Chants/Raps, Songs

 Assignment, September 7,
Read Rhythms of Learning
Chapter 6. Write Guiding Questions, due 9/12

WEEK 3: September 12 & 14
Music Enhances the Learning Environ.
Discuss Reading
Bell Songs

 Assignment, September 12
Practice Bell Songs
Assignment, September 14
Read *the arts with the brain in mind*
Chapter 2
Prepare for Final on Bells

**WEEK 4: September 19-21**

Bell Final
Discuss Reading

Books to Music

**WEEK 5: September 26 & 28**

Books to Music
Explanation and Modeling
of Student Projects and Sign ups
Drum Songs

Drum Songs

**WEEK 6: October 3 & 5**

Choral Reading
Drum Songs

Choral Reading
Drum Songs
Work on Student Project

**FALL BREAK: October 7 - 11**

**WEEK 7: October 12, Thursday**

Student Projects

**WEEK 8: October 17, Tuesday**

Student Projects