

Turtle Mountain Community College
EDUC 404 A Music Methods and Materials
Spring 2015

Instructor: Kathy Jo Henry
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Course: 404 A Music Methods and Materials
Credit: 2 semester hour
Class Hours: Monday, Wednesday 3:00 – 4:00 p.m.
Room: 216

Text: The Classroom Teacher's Guide to Music Education

Course Description: This course familiarizes students with methods and materials used to teach music appreciation and also demonstrate how music is of critical importance for learning, particularly as it pertains to best teaching practices based on brain-based learning theories.

Course Goal: To prepare the elementary education major to utilize music in the classroom to enhance the overall learning environment of their classroom.

Course Objectives:

The student will

1. be able to describe elementary educational concepts and objectives for music education;
2. select/create music activities/strategies/lessons to enhance overall learning and provide children with quality musical experiences;
3. defend the philosophical rationale for including music education within the school curriculum;
4. develop positive attitudes about singing and performing before an audience;
5. will develop/present a schedule for transition activities and lesson plans that integrate music into language arts, math, science and social studies; and
6. become familiar with the North Dakota Music Standards/Benchmarks.

Method of Instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands-on demonstrations and field-based applications.

Your Rights and Responsibilities/ Disability / Access Statement: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Class Participation: It is the responsibility of the student to meet the Teacher Education Department's Policy of 95% attendance. Please refer to student handbook concerning this policy. Each class period is worth 5 participation points (145 points) absence would be the result of a loss of 5 points, but lack of participating in class activities or not being ready for class activities would also cause a loss of points.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. Remember plagiarism is not OK and will result in a penalty. Refer to your student handbook and if dishonesty is found, the student will be reported to the Academic Dean.

Cultural Component: An important part of this course is that we will role model culturally responsive teaching. The students will understand the role of musicians in various music settings and cultures.

Grades will be calculated as follows:

525-600 = A

450-524 = B

375-449 = C

300- 376 = D

= F

COURSES	ND STANDARDS	COURSE OBJECTIVES	ARTIFACTS		INTASC Principles
E EDUC 440 Music Methods and Materials	<p>Standard 1: Singing Students sing, alone and with others, a varied repertoire of music.</p> <p>Standard 2: Instrumental Performance Students will perform an instrument, alone and with others, a varied repertoire of music.</p> <p>Standard 3: Improvisation Students improvise melodies, variations, and accompaniments.</p> <p>Standard 4: Composition Students compose and arrange music with specified guidelines.</p> <p>Standard 5: Reading Music Students read and notate music.</p> <p>Standard 6: Listening Students listen to, analyze, and describe music</p> <p>Standard 8: Music and other Disciplines Students understand the relationship between music, the other arts, and other disciplines.</p> <p>Standard 9: Music, History and Culture Students understand music in relation to history and culture.</p>	<p>Develop positive attitudes about singing and performing for an audience.</p> <p>Select/create music activities/strategies/lessons to enhance overall learning and provide children with quality musical experiences.</p> <p>Be able to describe elementary educational concepts and objectives for music education.</p> <p>Become familiar with the North Dakota Music Standards/Benchmarks.</p> <p>Will develop/present a schedule for transition activities and lesson plans that integrate music into language arts, math, science and social studies.</p> <p>Defend the philosophical rationale for including music education within the school curriculum.</p>	<p>Post test</p> <p>Classroom Resource Information</p>	<p>Classroom role modeling and performances</p> <p>Classroom performances and learned music genres.</p> <p>Develop classroom resources</p> <p>Standards documents for portfolio</p> <p>Transition schedules between subjects/activities</p> <p>Topic Paper</p> <p>Why a General Education Teacher Needs To Incorporate Music Into Their Classroom On A Daily Basis.</p>	<p>#1:</p>

Course Requirements

Class Participations -----145 points

Cell Phones are to be on vibrate and laptops closed unless needed for class.

COURSE UNITS

Week 1 1-12/14-15

Introduction to Syllabus

Pretest

Introduction to the "Cup Song"

The traditional game-style version

Individual and group performances

Week 2 1-19/21-15

NO CLASS Monday, January 19 "Martin Luther King Holiday"

Music Intelligences

Perform the cup rhythm as a round "2" "4" "8" beats

Chiming in with first group beginning the first stanza ect.

(GUITAR, Singer(S) and percussion background?)

Students research the important of learning a steady beat in growth and cognitive development.

Week 3 1-26/28-15

Differentiating Learning strategies (Master, Proficient & Novice)

"CUP" vocalizing and actions

Guitar brought into classroom

Introduction to Lummi Sticks (memorize lummi terminology)

Purpose of using Lummi sticks in the classroom

Week 4 2-2/4-15

Lummi Stick Practice

"CUP" Practice

Week 5 2-9/11-15

Using music for transitions/scheduling

Subject Songs, Chants, Raps (Math, Science, and Language Arts)

Week 6 2-16/18-15

NO CLASS 16 President's Day Holiday

Subject Songs, Chants, Raps (Math, Science, and Language Arts)
Rappin, clappin, Singin about Basics
(Class presentations of individual research of chants raps)

Week 7 **2-23/25-15**

Why music education Chapter 1. Pages 3 up to page 9 "A Typical Lesson".
To Teach Beat, Meter, and For

Week 8 **3-2/4-15**

MIDTERM

Individual and Group Performance schedule for Student Learning Services at noon using cups, lummi sticks, raps, chants, and singing.

Week 9 **3-9/11-15**

Introduction of Recorders (Notes and scale)
Choosing of songs to be mastered

Week 10 **3-16/18-15** **SPRING BREAK**
SPRING BREAK

Week 11 **3-23/25-15**

Homemade Instruments researched
Recorder Presentation of two songs
Beginning making rattlers, shakers, musical instruments (percussion)

Week 12 **3-30 / 4-1-15**

Homemade Rattles and Shakers

Week 13 **4-6/8-15**

Drum (Honor Songs/Round Dances)
Gender Roles
Stick Games
NO CLASS Easter Holiday

Week 14 **4-13/15-15**

Stick Games/Drum

Week 15 4-20/22-15

Musical sounds on nature

Train Whistle

Week 16 4-27/29-15

Examining “National Standards for Music Education” and “North Dakota Standards and Benchmarks”

Week 17 5-4/6-15

FINAL

Topic Paper Due 3/2/15: Why a General Education Teacher Needs To Incorporate Music Into Their Classroom On A Daily Basis. These points needed to be addressed with in the paper:

Music trains the brain for higher forms of thinking;

Music can be an effective classroom management tool;

Music creates an open and enjoyable atmosphere;

Multiple Intelligences;

Musical Growth has characteristics and is continuous;

Music offers recreation to the listener; and

New major movements in elementary music education.