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Turtle Mountain Community College

EDUC 404 A Music Methods and Materials

Spring 2016

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Course: 404 A Music Methods and Materials

Credit: 2-semester hour

Class Hours: Monday & Wednesday 3:00- 4:00 and two evening sessions to be announced

Room: 216

Text: No textbook is required; readings will be in supplemented.

**Course Description:** This course familiarizes students with methods and materials used to teach music appreciation and 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 general education major to utilize music in the classroom to enhance the overall learning environment of their classroom.

**Course Objectives (Learning outcomes):**

The student will:

- Gain an understanding of the function and development of the musical intelligence
- Participate in class activities that develop the musical intelligence
- Be provided with techniques which may be incorporated into classroom learning experiences that will increase memory retention, heighten student attentiveness, focus concentration and inspire student motivation
- Understand student levels of attention and energy and the music principles that can be used to attain desired learning states
- Have explored musical elements and selecting music for classroom use
- Have discovered various musical styles and pertinent applications in the classroom
- Develop confidence in using music to attain a desired learning environment
- Defend the philosophical rationale for including music education within the school curriculum.

**Method of Instruction:** includes cooperative learning, direct instruction, small & large group activities, web-based activities, workshops (when available), student presentations, Evening Guest Instructors, 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 receives 5 points for participation activities, absent, tardiness, or fifteen-minute absence from the class will result in a loss of points and cannot be made up. An absence will constitute make-up coursework but no participation points will be earned because it is impossible to replicate classroom participation with your course mates.

**Performance Assessments:** Students are expected to complete all class readings prior to each class session to engage in active dialogue, sharing of ideas and reflection to engage in productive discussion. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matters. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether you have 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 honesty is expected. Dishonesty includes cheating, plagiarism, and collusion. Students are 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: 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% below = F

## COURSE UNITS

### Week One / January 9 & 11

**Monday-** "Get Funky" Syllabus Review, Pretest,

**ASSIGNMENTS: 1. Written Report** (minimum 4 pages doubled spaced, titled page and resources cited not included) Speech Presentation( 5 to 8 minutes): **Due January 18** Title of report and speech, **"THE IMPORTANCE AND BENEFITS OF MUSIC INCORPORATED IN THE GENERAL EDUCATION CLASSROOM"**. Research and write a report for information validating intensive research and experiences that provide support for music being incorporated in the general education classroom for student learning. Include any guidelines/principles that incorporate music into the teaching and learning environments and provide examples. Using your research prepare a five to eight-minute speech that will enlighten your colleagues on why and how you will incorporate music in your classroom.

2. Midterms: Quiz and Students will make 3 Homemade instruments,(percussion, string, and wind) to be presented and demonstrated on February 27th and March 1st.

3. Final: Student will present a musical game in the areas of music, math, social studies and science. Each game directions will be placed on index cards and any templates attached to be shared amongst cohort.

**Wednesday-** Examining “National Standards for Music Education” and as it pertains to “North Dakota Standards and Benchmarks”; Recorders/music book.

Vocabulary List/terminology

### **Week Two / January 16 (NO CLASS) & 18**

**Wednesday-** Get Funky, Speeches, and Written Report Due.

### **Week Three / January 23 & 25**

**Monday-** Get Funky, Howard Gardner's Musical Intelligence, Researching Music and Thinking skills, skills. Identify musical instrument game.

**Wednesday-** Get Funky, Continue Monday's research and reporting. Whole Brain Teaching, 1st Grade Transitions, Chris Beffle. " What is a transition and what do I do with it!" NEXT CLASS- Find 2 Whole Brain transition rhymes, songs or poems that you can teach the class. Please type out your word and put actions in parentheses. Transitions are between subjects, leaving the room for specific activities, beginning your morning and ending your day. When all of a sudden you need to keep your students busy because the next activity for them is not ready!

### **Week Four / January 30 & February 1**

**Monday-** Get Funky, Transition presentations, Recorder Play

**Wednesday-** Get Funky, Recorder Activities, terminology

### **Week Five / February 6 & 8**

**Monday-** Get Funky, Introduction to Bells

**Wednesday-** Get Funky, Introduction to Boomwhackers

### **Week Six / February 13 & 15**

**Monday -** Get Funky, Introduction to Cups, Terminology,

**Wednesday-** **Get Funky**, Intro to Periods of Time, Cups continued

### **Week Seven / February 20 (No Class) & 22**

**Monday-** No Class

**Wednesday-** Get Funky, Periods of Time presentations with representation of music

### **Week Eight / MIDTERMS / February 27 & March 1**

**Monday-** Get Funky, MIDTERM

**Wednesday-**Get Funky, Homemade Instrument Presentations

## **Week Nine / March 6 & 8**

**Monday - EVENING Class- Flute Making/Ojibwe History**

**Wednesday- Continue Flute Making**

## **Week Ten / SPRING BREAK**

## **Week Eleven / March 20 & 22**

**Monday-** Get Funky, Group work on identifying Famous Musicians.

**Wednesday-** Get Funky, Famous musicians Presentations

## **Week Twelve / March 27 & 29**

**Monday-** Get funky, concert/performance etiquette

**Wednesday-** Get Funky, Orchestra pieces

## **Week Thirteen / April 3 & 5**

**Monday-** Get funky, strong beats and weak beats, rhythm sticks

**Wednesday-**Get funky, listening to sounds, rhythm sticks

## **Week Fourteen / April 10 & 12**

**Monday-**Get funky, Listening to Core Knowledge grade level music, rain sticks

**Wednesday-**Get funky, Listening to Core Knowledge grade level music, rain sticks

## **Week Fifteen / **April 17 (NO CLASS)** & 19**

**Monday - NO CLASS**

**Wednesday-**Intro to classroom musical games (math, science, social studies. and a music game activity) and indexing them on cards.

## **Week Sixteen / April 24 & 25**

**Monday-**musical math game presentations

**Wednesday-** musical science game presentations

## **Week Seventeen / **FINALS WEEK****

**Monday=** musical social studies game presentations

**Wednesday-** Musical Game presentations