

# **Integrated Arts for Elementary Teachers**

**Melissa Ringel, Instructor**

**MUSIC 305– Wednesday evenings 5:00-7:45**

Collin County Higher Education Center, Room 107

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## **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.

## **Course Description and Purpose**

- 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.

## Course 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,
- be familiar with the TEKS for music and the other core subjects taught in the elementary school,
- be able to 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,
- be able to articulate sound educational rationales for the integration of music and movement into the elementary curriculum,
- have assessment strategies that address specific TEKS in music and other subjects taught in the elementary school,
- have acquired techniques for working with children with special needs, and for English Language Learners,
- demonstrate skill in singing, playing instruments, and artistic moving,
- demonstrate basic skills in reading rhythm and pitch notation,
- identify appropriate materials for integrating music in diverse settings, and know where to find quality materials,
- have prepared a notebook of lessons and teaching materials for using music and movement in the elementary classroom.

## Text and Supplies

- *Creating Meaning through Literature and the Arts*, fourth edition, by Claudia Cornett
- 2 1/2" three-ring binder with dividers to serve as your resource notebook. You will also provide a set of copies of each of your lesson plans for your classmates.
- 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 and an email account.

## 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  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

## Attendance Policy

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

Each class period, an attendance count will be taken. Students have the opportunity to earn 100 points for each class period for attendance, participation, and classroom presentations. Absent students will be penalized 20 points for that day's work and are expected to present their assignment at the next class. The written portion of the assignment must still be emailed to me by 11:59 p.m. on the due date. If you must miss class for any reason, YOU are responsible for obtaining any information missed.

## Classroom Expectations

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 outside the classroom.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments in a timely manner, being prompt and dependable, supporting your peers and the instructor, and accepting critiques graciously.

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. Undergarments should be concealed from view while you are in the CHEC building.

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.

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

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

Failure to conform to these expectations of behavior will result in a lowered classwork grade.

## **Materials**

Please take care that you observe the copyright laws, and the limits of fair use.

## **Assignments**

You will have an assignment due every week.

Two of these homework 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.

The written lesson plan is your homework grade, and the actual teaching of the lesson to your colleagues is your class work grade. Another part of your class work grade each day is your active, attentive, appropriate participation in class.

All assignments must be typewritten. Please provide a copy of the notation for songs used in assignments. 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), please refer to the original tune by stating, "to the tune of..." in addition to providing the original notation. Please use university-level spelling, punctuation, and grammar.

If you would like me to look over your finished assignment before it is due, feel free to email it to me. After the due date, the grade is final.

Students who miss a class when an assignment is due are expected to email the written homework assignment in Word format as an attachment to an email to the instructor before 11:59 p.m. on the due date. **Please remember to put your name and a heading on any emailed assignment!**

## Integrated Unit Presentation

You will create a thematic unit. You will develop this unit using the template provided, and using lessons from class as models. You will present 6-7 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 the class.** You should have your topic decided by Week Three, which is when we will discuss this project in detail.

## Materials Notebook Requirement

Please purchase a 2 ½ to 3-inch three-ring binder (hard cover). You need a cover sheet with your name and the class title. The tabs on the dividers must be labeled and in THIS ORDER:

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. **AT LEAST THREE ARTICLES ABOUT INTEGRATING ARTS IN EDUCATION** (collected by the student) At least three pertinent articles that relate to integrated arts, particularly the benefits of integrating the arts into the general education classroom. You are expected to gather these yourself. They will not be distributed in class. You can also find many articles on the web and in educator journals. Please place each article inside a sheet protector.
3. **NAME GAMES/WELCOME SONGS** (The handouts from class AND copies of everyone's lessons are to be placed here.)
4. **CHILDREN'S BOOK LESSONS** (The handouts from class AND copies of everyone's lessons are to be placed here.)
5. **LESSONS INTEGRATING MUSIC** (Copies of everyone's Integrated Unit projects are placed here. ALSO, you will print out the example lessons which will be emailed to you and place them here.)
6. **ANNOTATED RESOURCE LIST** (This will be emailed to you.)

In this class, we will work with the belief that two heads are better than one. 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 make copies of our lessons to share with each other.

**YOUR RESOURCE NOTEBOOK IS DUE THE SAME DAY YOU PRESENT YOUR INTEGRATED UNIT PROJECT.**

## Lesson Plan Format

For your two mini-lessons and your Integrated Unit Lesson Plan, you will use the Lesson Plan Template that will be emailed to you.

- Copy the template and create three new documents. Title these:  
Name Game: (title of the game)  
Children's Book with Music—(title of the book)  
Integrated Unit—(title of the lesson)

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. (2004).
- 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 an aural or visual impairment, or a physical disability. Refer to your text for ideas, or to the handout distributed in class.
- 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 on a lesson as your own and not give proper credit to the author is stealing. Please refer to the academic honor policy below.

## Grading

- **In-Class Performance, Teaching, and Discussion: 40% of total grade**
- **Homework Assignments: 30% of the total grade**
- **Resource Notebook with Annotated Resource List: 10% of the total grade**
- **Integrated Unit Presentation = 20% of the total grade.**

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|-----------------|------------|
| <b>90 - 100</b> | <b>= A</b> |
| <b>80 - 89</b>  | <b>= B</b> |
| <b>70 - 79</b>  | <b>= C</b> |
| <b>60 - 69</b>  | <b>= D</b> |
| <b>59 ↓</b>     | <b>= F</b> |

## 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.

