



Integrated Arts for Elementary Teachers

MUS 305.001

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TUES 4:30-7:10

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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,
- 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*, fifth edition, by Claudia Cornett
- 2" three-ring binder with six dividers to serve as your resource notebook.
- 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, an email account, and eCollege.

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
Rebecca.Tuerk@tamuc.edu

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 Meeting. Absent students will, by default, earn a grade of zero for that day's work. **Due to its performance nature, CLASS WORK CANNOT BE MADE UP.** If you are absent, it is **your** responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class. Your handouts will be stapled together and placed in a container outside my office door. All handouts can also be found in our class eCollege.

Tardiness or leaving early will result in a lowered classwork grade.

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.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments on time, being prompt and dependable, supporting your peers and the instructor, and accepting critiques with grace. We will create an atmosphere where sharing and risk-taking will be encouraged and rewarded by brainstorming, working in groups of all sizes, and sharing ideas with each other.

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.

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.

Since some class members will begin this course with more music experience than others, the ability to sing or move well is not a necessity for, or an insurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received. **Every student is expected to practice singing at least five times each week for ten minutes. A vocal warm up can be found on eCollege. The exercise program is ten minutes long.**

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

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

Failure to conform to these expectations of behavior will result in a lowered classwork grade. Daily grades will be given according to the instructor's discretion:

- An A will be earned by the student who arrives early with all materials, exhibits superior attentiveness, is fully prepared for class, participates with enthusiasm, and is a leader and role model to others.

- A B will be earned by the student who exhibits excellent attentiveness, is prepared for class, participates with enthusiasm, and is a valued asset to the ensemble.
- A C will be earned by the student who exhibits average attentiveness, preparation, and class participation.
- A D will be earned by the student who exhibits little attentiveness, preparation, and participation.
- An F will be earned by the student who exhibits no attentiveness, preparation and participation. This student will be instructed to leave the classroom and/or drop the course.

Borrowing Materials

You have free access to all my personal books, CDs, and teaching materials. Several of these items will be placed under reserve in the library. These items are for use in the library only. Simply present your student ID card at the front desk.

If you would like to borrow a resource overnight that I keep in my office, simply sign the **Resource Checkout** book in my office. Since other students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to return the item before the end of the semester, **a hold will be placed on your account and you will receive an Incomplete for this course.**

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

Assignments

You will have three homework assignments, and a final project.

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 to receive full credit. Please use university-level spelling, punctuation, and grammar. **Students are expected to print out their own homework**

and turn it in during class. Asking the instructor to print out your assignment for you will result in a reduction of 20 points.

If the song you are presenting is not commonly known, please provide a copy of the notation. 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), you may simply write, "Sing to the tune of (title of original song)."

SPECIAL NOTE: You always have the opportunity to email your lesson plan to me (BEFORE the due date) for editing. Once you have turned in your assignment, however, the grade earned will be final.

You will bring a copy of your assignment to class for the instructor on the day it is due, and I will add any corrections or ideas. You will then correct your assignment, and upload it to the appropriate folder in eCollege in **pdf format by 11:59 the Sunday night after you received your assignment back.** All students will be responsible for printing out their classmates' assignments and placing them in their resource notebooks.

Absences and Homework Assignments

Students who miss a class when an assignment is due are expected to email the homework assignment in Word format as an attachment to an email to the instructor by 11:59 p.m. **on the due date**, with this subject line: MUSIC 465 Assignment #_, Student Name, Due Date. **No late assignments will be accepted.** If you are absent, it is your responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class. Handouts will be placed in a container outside my office.

In the event a student misses a teaching assignment because of an excused absence, a zero will be recorded in the gradebook. The student may change this grade by teaching the lesson **the following class day only.** This is the responsibility of the student - do not rely on the instructor to remember. Students may complete assignments and tests in advance of an excused absence.

In-class assessments and assignments missed because of unexcused absences cannot be made up. Students will be allowed to turn in assignments and take tests in advance. This policy will be strictly enforced. Please do not ask me to make an exception.

Integrated Unit Presentation

You and two partners will create a thematic unit. You will develop this unit **using the Integrated Unit template provided in eCollege (in the INTEGRATED UNIT folder),** lessons from class as models, and some of the fine ideas from your textbook. You will have approximately 15 minutes to present four activities 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 students.** You should have your partners picked and your topic decided by Week 3, which is when we will discuss this project in detail.

Materials Notebook Requirement

Please purchase a 2" three-ring binder (hard cover). You will create an attractive, professional-looking cover sheet with your name and the class title. A template for a cover can be found on the Dropbox under "Notebook." 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. (Place the **handouts** in sheet protectors, with only two handouts per sheet protector lying back-to-back so that the first page can be easily found. The entire **syllabus** can be placed in ONE sheet protector.)
2. **NAME GAMES/WELCOME SONGS** (The model lessons from class AND copies of everyone's Name Game lessons are to be placed here. Lessons are to be inserted into sheet protectors, with only two lessons per sheet protector lying back-to-back so that the front page is visible.)
3. **CHILDREN'S BOOK LESSONS** (The model lessons from class AND copies of everyone's Children's Book lessons are to be placed here. Lessons are to be inserted into sheet protectors, with only two lessons per sheet protector lying back-to-back so that the front page is visible.)
4. **LESSONS INTEGRATING MUSIC AND MOVEMENT:** (The model lessons from class AND copies of everyone's Integrated Unit projects are placed here. They are to be inserted into sheet protectors, with only ONE Integrated Unit per sheet protector.)
5. **LESSONS INTEGRATING ART** (At least three lessons that integrate **art** with foundation curricula - E/LA, science, social studies, or math. You are expected to find these yourself. Lessons from the Theatre and Arts sections of this course may NOT be used. You can find these in many places: teachers, friends, the internet, educator journals, workshops, conferences.

I strongly suggest you use the list of excellent websites provided on page 17 of this syllabus. Type the information from the source onto the Integrated Lesson Template provided in the Integrated Arts Dropbox under "Notebook." Place each inside a sheet protector.)

6. **LESSONS INTEGRATING THEATRE** (At least three lessons that integrate **theatre** with the foundation curricula - E/LA, science, social studies, or math. Follow instructions from #5 above.)

Lesson Plan Format

- For your two mini-lessons, use the Lesson Plan Template that can be found on the Dropbox.
- Download the template onto your computer. Create two new documents. Title these:

- Name Game: (title of the game)
- Children’s Book with Music: (title of the book)
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. (2014).
- 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 handouts provided.
- 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 off 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: 10% of the total grade**
- **Integrated Unit Presentation = 20% of the total grade.**

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
59 ↓	= F

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.

ASSIGNMENTS

Assignment 1 ~ Name Game

Choose a name game. You can look on the internet, search in a book, ask a music teacher, ask a child, or make one up! **Do not teach a game I have modeled for you in class.**

The name game should be musical in some way. Most name games that are not meant to be musical can be MADE musical simply by chanting the words rhythmically, adding a body percussion pattern that is repeated, or singing the text instead of speaking it. **IF IN DOUBT, CONTACT MRS. MEEK.**

Write out a plan for teaching your song or name game to students. Use the template provided. You must have the notation of the song if there is a melody or rhythmic speech involved. If the notation is given from the source, make a copy of it. Make the plan as thorough as you can...as if it were found in a book of name games. Anyone should be able to pick up your lesson plan and figure out how the game is played.

ONE MORE TIP: Beware of lessons posted on the web. They have not gone through an editing process...anyone can post them without testing them first. Many times, a name game will be posted that states: "Sing to the tune of (a well-known song)," but the text does not fit the melody. It will sound awkward when you try to sing it.

You CAN adjust the game so that it works! You will need to make note of the change on your lesson plan. Under "Materials," put the website source, but then type "text adapted by (your name)."

Plan to teach this game to your colleagues during the next class meeting. You will teach your name game AS IF YOU WERE TEACHING YOUNG CHILDREN. Assume that the children know nothing. Create an interesting introduction. Smile! Speak firmly, confidently, and clearly. Raise the pitch of your voice and the energy level of your body. Rather than giving all the instructions at once, break the instructions down into small parts and teach the song or game bit by bit. Demonstrate! Sing in a child's voice, which is higher than an adult's voice. If you can, practice teaching your game to children before teaching it to the class.

Assignment 2 ~ Bulleted Summary of Chapter 12

Read chapter 12 of the textbook. Use the template provided in the class Dropbox to summarize each section of the chapter by typing at least 60 university-level major points from the reading.

Please bullet or number each individual point. **Elaborate** on the “hows” and “whys.” If you note a research finding, also note the researcher. Consider: If you were able to use this summary on your final exam, what would you write? **Use complete sentences.** EDIT your summary. (You will **not** make copies of this assignment.)

Assignment 3 ~ Children’s Book with Melody

Choose a children’s book. **Do not use a book I have modeled for you in class. Your task is to include a melody in the telling of the story.** (A melody is a sequence of definite higher and lower pitches, perceived by the mind as a unit.) Your goal for this lesson is to guide the children in learning and singing the melody as they go through the book. The “children” should be able to sing the melody accurately by the end of your lesson.

I will share several examples of how to combine children’s literature with music and movement in class. Some of these examples will involve singing, and some will involve rhythmic speech. **For this assignment, you are required to include a *melody*. Using rhythmic speech instead of a discernable melody will result in a reduction of 20 points. The instructor’s discretion on this issue is final.**

The book can include the text of a well-known song, such as *London Bridge*, or *Lift Every Voice and Sing*. Or...it could have a simple repeated poem for which you can create a melody. Or...it may not include a song or poem in the text at all, but have opportunities for you to put a short melody of your own in! You can even use a song that you know that relates to the book. Your text provides several ideas in Chapters 12 and 13. **Choose a book you love.** If you don’t like it, the audience won’t either.

The students do not have to sing all the verses of a song if it is fairly lengthy...they can just learn one verse. (A verse is usually 4-8 phrases of text.)

If the song is lengthy, I strongly suggest using a visual or a power point so the children can see the text easily. Use one large visual instead of handouts for each student.

In addition to the melody, consider adding vocal sound effects, instrumental sound effects, movement, puppets, or drama. Careful—don’t just add sound effects for the sake of adding sound effects. Read the book carefully and decide if adding sound effects or movements would add to the effectiveness or beauty of the story or song. Sometimes adding sounds can actually take away from the story.

Use the Lesson Plan template provided. **INCLUDE A THOROUGH LISTING OF THE BOOK AND ANY RECORDED MUSIC you use.** (author, title, publisher, ISBN, etc.)

Prepare to share your book, leading your classmates to produce the vocal and/or instrument sound effects AND movement, during class SESSION FOUR. Please use the excellent storytelling skills we have discussed in class, such as vocal inflection, raised pitch, gestures, energy in the body, etc. Assume that the children have never read the book or heard the song.

YOU WILL NEED TO SING IN AN APPROPRIATE RANGE FOR CHILDREN, which is higher in pitch than a typical woman's voice.

If you are not a strong singer, feel free to use a recording. Try to find one with children singing, or a woman. It is difficult for children to sing along with a man because of the range of their voices. Download iTunes onto your computer and search the *music store* for a good recording. You can get iTunes FREE from the Apple website.

If the book you choose is the text of a well-known song, you need to teach the ORIGINAL MELODY. Please do not make one up. If in doubt, ask me. **You ARE expected to find a recording of the song and PRACTICE singing it.**

Read the handout "Singing with Children" carefully. The students should be able to sing the song accurately by the end of the lesson. Take a look at the rubric in the Dropbox to see exactly what things you will be graded on.

Again, do not teach a song or use a book I have modeled for you in class. Doing so will result in a reduction of 50 points.



LESSON TIPS

Here are some TIPS to help you with your lesson plan.

CONSTRUCTION

- Put everything in ONE font so it looks nice.
- Use italics only when you type the title of a book or a major musical work. Do not enclose the title of a book in quotes.
- Song titles should be enclosed in quotes. All important words should be capitalized, just as in a poem. Example: "The Farmer in the Dell"
- Lyrics of a song are typed as a poem—phrase by phrase. This is true for songs and for chants.
- Another very common error is alignment...the alignment of the subject of a sentence with the predicate of that sentence. "Have **a student** with limited mobility perform the footwork with **their** hands." Do you see the problem? The correct way to say the sentence would be, "**Students** with limited mobility may perform the footwork with **their** hands." Another solution would be, "**A student** with limited mobility may perform the footwork with **his or her** hands."

PRELIMINARIES

- Have at least one music objective! One of your objectives needs to be that the children sing on pitch, using a proper singing voice. You will want them to sing the melody accurately. If performing rhythmic chant, you will want them to chant accurately, with a steady beat. Use the proper terminology.

- Assess all objectives—including the singing. Are the children singing on pitch, using their proper singing voices?
- One of your TEKS MUST be “singing in groups.” You may need to change the words to “chanting in groups” if you are presenting a rhythmic chant instead of a song.
- Do NOT list a TEKS if you do not directly refer to it in your lesson plan! For example, do not type, “Identify higher/lower,” or “Identify the difference between the speaking and singing voice,” unless you actually talk about those things with the children, and it is written in your lesson plan steps.
- Write your sources in APA format. If you created it, say so! Type: © 2017 (your name)

LESSON STEPS

- When writing the lesson plan steps, do not use the words “I will,” as in, “I will invite the children to sit in a circle.” Instead, write your instructions as if you were telling the reader what to do...or as if you were writing a recipe: “Invite the children to sit in a circle.” Start with the verb.
- Write your instructions in a scholarly manner... instead of as if you were talking to a friend: as in “Get the kids get in a circle.” “Instruct the students to sit in a circle” is better.
- A phrase I see quite often is: “Go over the book.” This is very vague. Explain exactly what that means.
- If you read something in my example lesson plan that is unfamiliar to you, do not put it in YOUR lesson plan!
- In general, every objective must have its own assessment.

Here are some TIPS to help with your teaching.

- MEMORIZE YOUR PLAN. You should not have to refer to your lesson plan at all when you teach.
- If you can, PRACTICE SINGING YOUR SONG WITH A RECORDING. You CAN sing on pitch, but it DOES take practice.
- To hear your song, go to the apple website and download iTunes. It is free. You can listen to 30 seconds of any song. Purchase the ones you need.
- You MAY use a recording to help you with the singing, especially if you are not a confident singer. You WILL still have to teach the students your song. I do NOT expect you to sing like a professional. I DO expect you to practice your songs until they are solid.
- If you read a book to the students, you need to have your book practically memorized so that you can show the pictures to the students, and so that your delivery will be smooth. Believe me...it will be obvious to everyone if you wing it.
- CUT this intro: “Does anyone know the song...” Assume they have never heard it before.
- Come up with a charming introduction for your lesson! Do not say, “Now I am going to teach you a song.”
- Teach with artistry! Use storytelling techniques. Show energy with your body and voice. Teachers are actors! :>)

AGENDA

WEEK ONE

I. Introductory Activities

A. Opening Song: "Welcome, Welcome"

B. HANDOUTS:

Place the following handouts in your notebooks under "Syllabus and Class Handouts."

- CALENDAR
- SINGING WITH CHILDREN
- QUALITY CHILDREN'S SONGS
- MUSIC TERMS
- RUBRICS USED FOR GRADING LESSONS
- RESOURCE NOTEBOOK GRADING RUBRIC
- DIFFERENTIATED LEARNING
- BLOOM'S TAXONOMY
- LESSON PLAN—BLANK
- TEACHING CHILDREN WITH SPECIAL NEEDS
- TEACHING MUSIC TO ENGLISH LANGUAGE LEARNERS

II. Name Games

- "S, My Name Is Susie"
- "Ridin' on the Railroad"
- "Who Stole the Cookie?"

III. Discuss the syllabus

IV. Strategies for Engaging Children with Literature Using Music, Drama, and Movement

A. Model Lessons

- Song picture books
- Books with Repeating Word Phrases
- Books with Repetitive Story Patterns or Plots
- Books with a Cumulative Structure
- Sound Stories
- Books for Dramatization
- Books Enhanced by Background Music or Sounds
- Books Enhanced by Adding a Song

B. Group Work

- Divide the students into small groups.
- Give each group a book with which to perform for the group with vocal sound effects, song, drama, and/or movement.

- Students decide as a group how to perform the narration...one narrator, they could read chorally, take turns, or a combination of the three.
- Introduce the book with enthusiasm! Stand tall, smile, brighten your eyes, lift the pitch of your voice, and read with inflection.

EXAMPLE BOOKS:

Goldilocks and the Three Bears

The Very Hungry Caterpillar

The Three Billy Goats Gruff

Thump, Thump, Rat-a-Tat-Tat

The Little Old Lady Who Was Not Afraid of Anything

I Went Walking

Traveling to Tondo

Brown Bear, Brown Bear

13 Nights of Halloween

Barnyard Banter

VI. Discuss Singing with Children

VII. Discuss Assignment 1: Name Game



WEEK TWO

I. Introductory Activities

- A. Opening Song: "Good Morning!" (text changed to "Good Evening")
- B. Turn in Name Game Lesson Plans

C. HANDOUTS:

Place the following handouts in your notebooks under "Name Games/Welcome Songs."

- "Welcome, Welcome"
- "S, My Name Is Susie"
- "Who Stole the Cookie?"
- "Gilly Gilly"
- "Good Morning!"
- "Good Morning! Good Morning!"
- "Ridin' on the Railroad"

Place these handouts under "Children's Books with Music"

- STRATEGIES FOR ENGAGING CHILDREN WITH LITERATURE USING MUSIC, DRAMA, AND MOVEMENT
- "Snowball"
- *Mortimer*
- *The Napping House*

- *The Wide-Mouthed Frog*
- *The Whale's Song*
- *Listen to the Rain*

Place these handouts under "Lessons Integrating Music and Movement"

- "Wind Is a Cat"
- "Synchronized Shaping!"
- "Poetry in Motion"

II. Sharing Name Games in Small Groups

III. Discussion about Notebooks

- An "A" notebook vs. an "F" notebook
- Favorite resources for using music and movement in the classroom

IV. Strategies for Engaging Children with Literature Using Music, Drama, and Movement, continued

V. Discuss Assignment 2: Summary

VI. Discuss Assignment 3: Children's Book with Melody



WEEK THREE

I. Introductory Activities

A. Welcome Songs: "Gilly, Gilly"

B. Return Name Game rubrics; students turn in Summaries (Assignment 2)

CORRECT YOUR NAME GAME LESSON PLAN AND UPLOAD IT TO THE APPROPRIATE FOLDER ON eCOLLEGE.

C. HANDOUTS:

Place the following handouts under "Class Syllabus and Handouts":

- INTEGRATED UNIT PRESENTATION
- INTEGRATED UNIT RUBRIC

II. Strategies for Engaging Children with Literature Using Music, Drama, and Movement, continued

III. Discussion of Integrated Unit Presentation

(All information can be found in the INTEGRATED UNIT folder on eCollege.)



WEEK FOUR

I. Introductory Activities

- Welcome Song: "Good Morning, Good Morning!" (text changed)
- Return Children's Book lesson plan rubrics
- Turn in Children's Book with Melody Lesson Plans (Assignment 3)

CORRECT YOUR CHILDREN'S BOOK LESSON PLAN AND UPLOAD IT TO THE APPROPRIATE FOLDER ON eCOLLEGE.

II. Guided Music and Writing Lesson: Poetry in Motion or Creative Movement Lesson

III. Discuss Integrated Unit Presentation with Partners



WEEK FIVE

I. Introductory Activities

- Welcome Song: "Class Has Begun"
- Distribute Children's Book lesson plan copies
- Turn in Notebooks (These notebooks will be returned to you next week.)

II. INTEGRATED UNIT PRESENTATIONS

WEBSITES

to use for your notebook assignment and for Integrated Unit ideas

When you visit the following websites, you will find high-quality, classroom-tested lesson plans for integrating the arts with the four foundation areas. Use these resources to gather your two-pronged lessons for the last two sections of your notebook.

<http://www.morewithmusic.org/>

Good collection of songs you can use to teach math, science, and other subjects.

<http://educationcloset.com/>

The Education Closet: professional development for integrated and innovative teaching.

www.learner.com

Great website with videos of teachers integrating the arts in their classrooms.

<http://artsedge.kennedy-center.org/>

ARTSEGE: Produced by The Kennedy Center for the Performing Arts. Has GREAT lesson plans that integrate arts with the four foundation areas.

<http://www.dana.org/news/artseducationinthenews/>

GREAT source for articles about brain research and the arts. The Dana Foundation is a government agency.

<http://mrsjonesroom.com/songs/alphlist.html>

This is an elementary teacher who uses music in her classroom. She includes lots of helpful links and songs you can use with your students!

<http://www.aep-arts.org/publications/index.htm>

Arts Education Partnership website. EXCELLENT source for good articles.

www.bigthought.org

Big Thought offers array of arts and culture-based programs for educators, parents, and children.

http://www.ilovethatteachingidea.com/ideas/subj_assessment.htm

I Love That Teaching Idea! Website with assessment ideas

<http://www.learner.org/resources/series165.html>

Annenberg Learner website: classroom resources across the curriculum. Articles, workshops, and more.

www.eduref.org

The Educator's Reference Desk website. Includes lesson plans!

www.uen.org

The Utah Education Network. Includes lesson plans!

www.singlish.com

Language learning through music and movement. Comprehensive teaching kits, great for ELL

<http://www.readwritethink.org/>

Read, Write, Think: International Reading Association website. Includes lesson plans!

<http://teacher.scholastic.com/products/instructor/index.htm>

Scholastic Books website.

<http://www.youtube.com/watch?v=UXkGzjeFH88&feature=related>

This is a video of a teacher who uses music in her classroom for teaching concepts.

There are several databases provided by the TAMU-C library. Go to the homepage and click "Current Students." Then click "library," then "databases," then "Fine/Performing Arts."

