

## COLLEGE OF MENOMINEE NATION

### **EDU 304-01 Methods for Music (& Art) Spring 2019**

**3 Credits    Tuesdays, 6:00-8:50 PM    Room: SD 225**

**Course Pre-requisites: EDU 250 & Admission into Teacher Education program**

**Instructor: Mr. Craig Pynenberg**

**Office Location & hours: SD Hall, Lower Level Tuesdays, 5-6 p.m., or by appt.**

**Office & home phone #s: (715) 524-2134 ext. 5211 Hm: 920-716-3527**

**Email: [pynenbc@shawanoschools.com](mailto:pynenbc@shawanoschools.com) or [cpynenberg@menominee.edu](mailto:cpynenberg@menominee.edu)**

**Catalog Course Description:** This course explores the place and focus of music and the arts in an elementary curriculum. Teacher candidates will acquire a basic knowledge of the progressive ways children learn through music and artistic expression, as well as practice teaching strategies that employ motivation techniques to engage early childhood and elementary children in the arts.

**Required Texts:** **Music for Elementary Classroom Teachers** by Charles R. Hoffer, available through Waveland Press, Inc. [www.waveland.com](http://www.waveland.com) ISBN: 1-57766-322-5 or 978-1-57766-322-5

**Required Supplies:** Recorder and Music (this will be supplied by the instructor; students will pay the instructor for the recorder, price will be no higher than \$3)

### **Library Reserved Texts (Excellent sources for planning music lessons):**

#### A. Native American Music & Movement

The Art of the Native American Flute by R. Carlos Nakai & James Demars

Flute Magic (An Introduction to the Native American Flute) by Tim R. Crawford

Moving Within The Circle (Contemporary Native American Music & Dance) by Bryon Burton (+ CD)

Native Musicians In The Groove by Vincent Schilling

Voices In The Wind (Native American FluteSongs) by Bryon Burton

#### B. Across The Curriculum & Cultures

Curriculum: Art, Music, Movement, Drama A Beginnings Workshop Book, edited by Bonnie Neugobauer

Earth: Voices Of A Planet (includes CD) The Music of Paul Winter (Soc Studies/ Geography/ Ecology)

Singing USA (Springboard To Culture) by Wendy Hyman & Lori H. Diefenbacher (Am History & Issues)

## **Course Schedule 2019 Spring Semester\***

### **Class 1: January 23**

- Introduction (myself and students)
- Discussion of musical knowledge and experiences
- Syllabus and Class Expectations
- Brainstorm uses for music in the regular elementary classroom
- Sing children's songs as selected by the instructor
- Discussion of music fundamentals (beat, rhythm, notation)
- Movement Activities/Brain Breaks

**Student Time Expectation:** 1. Read Chapters 1, 2, 3, 4, and 5  
2. Write a two-page paper (size 12 font, double spaced) as to why music should be included in the school environment—Due February 6

### **Class 2: January 30**

- Discussion of Chapters 1, 2, and 3
- Review and learn fundamentals of rhythm/Rhythmic dictation
- Movement activities—Just Dance, Bluebird, Button You Must Wander
- Discussion of integrating music into the curriculum—what is the real point of this class?
- Review of many children's nursery rhymes
- Recorder

**Student Time Expectation:** 1. Read Chapters 6 and 8  
2. Practice for recorder proficiency

### **Class 3: February 6**

- Discuss Chapters 6 and 8
- Vocal Ranges
- Methods for teaching songs—modeling by instructor
- Recorder
- Pitch Notation
- Setting up field experiences
- Go over nursery rhymes
- Discussion of 1<sup>st</sup> lesson plan teaching experience
- Time to select songs for 1<sup>st</sup> lesson teaching experience

**Student Time Expectation:** 1. Read Chapters 7 and 9  
2. Develop your first lesson plan on how to teach your first song

**Class 4: February 13**

- Mini-Quiz on pitch and rhythm
- Discuss Chapters 7 and 9
- Nursery rhymes
- Big Dreams
- 1<sup>st</sup> Lesson Plan presentation
- Discuss 2<sup>nd</sup> lesson plan presentation (adding in movement/actions)
- Incorporating movement into a song/dance/transitions
- Recorder

**Student Time Expectation:** 1. Read Chapters 10 and 11  
2. Singing lesson plan presentation

**Class 5: February 20**

- Singing lesson plan presentations (peers will do an assessment)
- Discussion of Chapters 10 and 11
- Orchestral timbre
- Peter and the Wolf (music listening)
- Recorder
- Sounds Effects to a story

**Student Time Expectation:** 1. Recorder  
2. Teach a story using nonpitched instruments for sound effects

**Class 6: February 27**

- Sound Effect Stories
- Practice movement activities and dances (Chicken Dance, Macarena)
- Incorporating music into the regular classroom—finding songs with a math or ELA emphasis
- Piggy Back songs—why create them?
- Recorder

**Student Time Expectation:** 1. Read Chapters 14 and 15  
2. Create and teach a piggy back song  
3. Finish field experience hours/reflection papers

### **Class 7: March 6**

- Discussion of Chapters 14 and 15
- Presentation of piggy back songs
- Discussion of field experiences
- Rapping for content (science and social studies)
- Recorder proficiency

**Student Time Expectation: 1.** Study for final

### **Class 8: March 13**

- Final exam
- Reflection on class experience

\*This entire syllabus is subject to change by the instructor. The instructor will NOT create more homework but rather change the lessons to suit or/enhance the learning experience.

### **Assessments for music:**

1. **Performance:** Students will show beginning level recorder skills in order to assist teaching a melody to students.
2. **Notation:** Students will have a working knowledge of rhythmic and melodic literacy.
3. **Development of 3 lesson plans:** (includes outline & personal critique of each lesson plan)
  1. **Singing lesson plan presentation** (class presentation): This lesson plan will demonstrate an understanding of how children learn to sing. The sequence should include movement away from speaking, sol-mi, rote repetition to following music notation.
  2. **Movement lesson presentation** (class presentation): This lesson plan will show how music and movement are connected and will be used to reinforce another content area.
  3. **Listening lesson presentation** (class presentation): This plan uses analysis of two type of music with emphasis on their similarities and differences. Children are taught to look for repetition of phrases, instruments, and texture. One of the types **must** be classical or cultural.
4. **In Class Activities:** original or improvised songs, movement & dances, listening

5. **Written Assignments**
6. **Quizzes, worksheets, tests**
7. **Field Experience**

### **Grading Policy: 300 Points**

In class participation: 8 classes / 5 points per class Impromptu presentations, class exercises	80
Worksheets / Quizzes / Tests	20
Field Experience & reflection report ( <b>inc. 1 DPI Standard</b> ) 3 pages, typed, due <b>March 13</b>	50
Develop & present 3 lesson plans (30 points each) typed outline <b>due week of presentation</b> 1 page personal critique, <b>due next class</b>	90
Recorder Proficiency	20
Final exam	40

**TOTAL: 300**

Extra possible points:

Observe 2nd classroom teacher or music teacher  
(**Must be pre-approved by instructor**)

<b>95-100% = A</b>	<b>85-89% = B</b>	<b>75-79% = C</b>	
<b>90-94% = AB</b>	<b>80-84% = BC</b>	<b>70-74% = CD</b>	<b>65-69% = D</b>

### **Wisconsin DPI Standards used in Music Methods**

**1. Subject knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**4. Teaching.** The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking/problem solving/performance skills.

**5. Classroom Management.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**7. Planning.** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**8. Student Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**General Education Objective:**

<b>General Education Objective</b>	<b>Assessment/Activity</b>
Analytical Abilities/Critical Thinking/ Level 5	Reflection on lesson plans Quizzes & Exams Reflections on speakers/presenters
Analytical Abilities/Problem Solving/Level 5	Adaptations to lesson plans Class activities
Communication/Written/ Level 5	Lesson plans, reflections on speakers Musical notation—rhythm and melody
Communication/Spoken/Level 5	Interview of music & classroom teacher Teaching lesson plans Guest speakers CMN class presentation
Communication/Multimedia/Level 5	Class presentations Music file box—CD of lesson taught
Culture and History/Native American/5	Guest speakers: artists and musicians Music history/culture listening lesson plan Music and movement lesson plan Quizzes & exams
Culture & History/Own Traditions Culture/Level 4 and 5	Art presentation on photos of local community Reflections on guest speakers/performers
Culture and History/Regional Traditions and Culture/Level 4	Art presentation on photos of local community
Culture and History/ Global Diversity/Level 5	Music listening In -class activities
Human experience/Professional Skills/Level 5	Collaboration with cooperating teacher and video-tape student in teaching lesson plans Interview of music/classroom teacher Performance on recorder Teaching lesson plans to students

**Program Outcomes:**

1. Plan developmentally appropriate and culturally responsive curriculum.  
Assessments: music listening, singing, rhythm lesson plans
2. Synthesize contemporary research related to young children  
Assessments: Guest speakers: performers and teachers
3. Modify curriculum and instruction to meet the needs of individual children  
Assessments: music listening, singing, rhythm lesson plans  
Quizzes and exams
4. Incorporate cultural elements to create positive learning experiences  
Assessments: musicians/guest speakers in community

## Course Learning Outcomes for Music & Art:

By the end of this course the student will:

1. *Arts as a way of knowing:* develop awareness of the unique role of music and art education in the early childhood/elementary school environment and how to integrate the arts into the general curriculum.

A. Examine a child's use of art and music to express ideas, emotions, imagination, relationships and enjoyment	Lesson plans Teacher interview-art & music In-class activities Quiz Guest speakers-musicians and artists
B. Plan lessons that involve composition and adaptation of simple musical phrase and simple composition of an art piece	Lesson plan-drawing and singing Guest speakers Art elements presentation Notation: rhythm/melody
C. Collaborate with music and art specialists to structure ways in which a classroom teacher can integrate music and art in other subjects	Teacher interview-art / music / & classroom Guest speakers: specialists Lesson plan/video

2. *Arts as production:* demonstrate knowledge of child development and patterns of learning in selecting and adapting appropriate instructional methods in art and music and incorporating media and technology.

A. Engage in arts activities that reveal creativity and individuality and are expressions of common elements and principles	In-class activities Art file box / Music file box Lesson plan Guest speaker: technology
B. Apply a method for teaching the arts demonstrating the appropriate steps children take in learning singing and drawing	Lesson plan: singing Lesson plan: art Guest speakers: teachers
C. Develop performance skills with classroom /cultural instruments, keyboard or autoharp and soprano recorder	Performance on recorder Accompaniment on keyboard or autoharp Accompaniment with classroom rhythm instruments

3. *Arts as stories from diverse cultures:* Create lessons incorporating exemplary works of art and music from a variety of cultures and historical periods.

A. Apply the skills of remembering, understanding, analyzing and synthesizing to the contribution of the arts from	Art file box / Music file box Lesson plans/video (art and music) Guest speakers Exam
--------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

historical and cultural works	
-------------------------------	--

4. *Art as aesthetical experience:* examine techniques to create a learning environment that fosters the development of aesthetic awareness and critical/creative thinking processes.

A. Value art and music as an expression of the individual, a culture, a time and place that communicates beauty and enjoyment for the creator and the viewer/listener.	Guest speakers Photo presentation-art In-class activities-music
B. Adapt classroom management techniques for organizing materials, lesson preview and practice	Lesson plans and video

5. *Arts as language:* design classroom strategies for examining works of art and music to understand what and how they communicate and express feeling.

A. Employ the language of art and music relative to judgment, interpretation, analysis and descriptions of artwork and musical compositions	Art element presentation In class art critique activities In class music listening / analyzing activities
---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

**Attendance Policy:** Attendance at class enhances the learning experience and assists a student in completing the discussions, experiences and assessments required for this course. Contact with the instructor in case of a rare emergency is expected professional behavior. All missed class work must be completed and e-mailed to the instructor before the next class or on an agreed upon date.

**Class Participation:** Class participation is an indicator of motivation and professional interest. Teacher candidates are expected to work collaboratively with each other. A teacher candidate is expected to be fully responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation.

**Student Time Expectation:** In addition to participating in every meeting of this course, each student is expected to spend a minimum of 6 verifiable hours per week outside of class meeting times on the course subject matter, including text readings, lesson planning, music methods preparation, performer reflections, field experience reflections and report, and course projects.



**Late work:** The disposition of answerability/accountability is essential for a teacher candidate. It is the responsibility of the teacher candidate to consult with the instructor on the due date for late work and grading consequences. In the case of late final assignments, the student must request an incomplete and complete the assignment and request a grade change.

**Class Cancellation by Instructor:** Notification of class cancellations will be posted on campus. If no announcement/posting is made, teacher candidates should remain for 10 minutes after class is scheduled to begin.

**Classroom Conduct:** All cell phones, pagers, electronic devices, etc. are to be turned off during class. A teacher candidate needs to act in a responsible manner when using technology in class and crediting resources. Listening and speaking skills are employed in such a way that any speaker, student or instructor is respected and those at another site attending through ITV feel a valuable part of the class.

**Assessment of Student Learning:** Students entering the College of Menominee Nation in the fall 2004 are required to successfully complete EDU295 as a requirement for graduation. All continuing students are strongly encouraged to participate in the student portfolio process. Samples of the artifacts of the general education objectives and program objectives should be saved in order to give the student selection options for the student general education portfolio. A professional portfolio based on Wisconsin's ten standards for teacher development and licensure is required of teacher candidates. Samples for this portfolio will be developed in this course.

**ADA Statement:** Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction, or assessments may be made as required to provide for equitable participation.

**Assessment of Instruction:** All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Student can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

**Class Cancellation Due to Inclement Weather or Building Closure:** Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be

announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

**Academic Conduct:** Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

**Academic Alerts:** The academic alert form is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or identify problems. This type of early intervention increases the opportunity for student success. Academic alerts can be submitted at any time during the semester to the Dean of Student Services. The forms are given to the student’s advisor for follow-up. Follow-up comments are returned to the instructor.

**Computer Labs:** Students using the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on “Computer Lab Policy.”

**Incomplete Policy:** Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request if at least 75% of course requirements have been met.

**The above information and/or calendar in this course are subject to change. If change is required, the change will be in writing and provided to each student.**