**Instructor**: Nicole M. Greggs, NBCT-EMC/Music, Instructor

**Email:**  Ngreggs@fau.edu

**Office Hours:** Tues. 4:30-5pm or By appointment

**Correspondence:** Through email, or text 954-868-5515

**Website:** [www.musicmakerscamp.com](http://www.musicmakerscamp.com)

**Course Description:**

This course will focus on pedagogical content knowledge in Music for Music Education majors. Students will gain a working understanding appropriate elementary general music scope and sequence; effective lesson planning & curricular design; implementation of musical skills and materials for the elementary music classroom; and methodologies for teaching elementary music including Guitar, Orff, Kodaly, Weikart, and Dalcroze. Open to music majors only.

**Pre-Requisites: Introduction To Music Education MUE 2040**

This course requires students to write lesson plans and teach in an elementary classroom setting. Singing in tune with appropriate tone quality in children’s ranges, basic accompaniment skills (in piano, guitar, and/or ukulele), and movement proficiency are important elements of this class.

**Rationale:**

The purpose of this course is to provide pre-service elementary music teachers an understanding of and practice in structuring elementary (K-8) music instruction including national music standards, music objectives, assessments, and instructional processes. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

**Course Objectives:**

Upon successful completion of this course, students should be able to:

* explain the elements of music and demonstrate appropriate teaching sequences for each.
* design sequential curriculum and assessments based on the National Music Standards for elementary grades and the Florida music standards.
* teach music content through singing, playing instruments, listening, creating, and/or moving.
* arrange compositions appropriate for elementary instrumental ensembles using notation software.
* demonstrate accurate and expressive musicianship skills appropriate for the elementary classroom. 6. create curriculum that provides recognition or adaptations for a variety of student populations including physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings.
* demonstrate appropriate use of technology to prepare and deliver instruction.

**Required Resources, Text And Materials:**

* **Music In Childhood: From Preschool through the Elementary Grades (4th Edition)** by Patricia Shehan Campbell & Carol Scott-Kassner. Published by Schirmer Cengage Learning: [www.CengageBrain.com](http://www.CengageBrain.com) . ISBN-13: 978-1-285-05747-7 or ISBN-10: 1-285-05747-3).
* Florida Sunshine State Standards/NGSSS/Core Standards: download from [www.cpalms.org](http://www.cpalms.org) or <http://www.firn.edu>
* Soprano recorder for every class
* Laptop, when exploring technological resources

**Class Attendance:**

Attendance and participation in scheduled classes are required to successfully complete the course. You are expected to attend and participate fully in order to develop your teaching skills and gain necessary information from the instructor and classmates available only through classroom discourse. Reasonable accommodations are made for religious observances.

* **FAU Attendance Policy:** <http://www.fau.edu/provost/files/studentabsences.pdf>
* **Religious Accommodation:** <http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>

**Communications:**

Students are expected to check their student email account daily for course announcements. For questions that may benefit all students in the class (e.g. Can you clarify the homework for Tuesday?), post the question in the General Discussions section of the Discussion Board in Canvas. For individual questions (e.g. Can I schedule a meeting to discuss my assignment grade?), email Prof. Greggs directly at the email address above.

**Electronic Devices:**

Students are expected to have laptops or tablets for work during class, *only for classwork*. Devices should only be used for class assignments.

**Classroom Etiquette:**

Students are expected to refrain from the use of handheld Internet or texting devices during class & may only use computers to aid in note taking or to access music education websites. Should a student be found in violation of this etiquette, they will be asked to leave class & take the absence. Cell phones should be turned off. Additionally, students are asked to sit in the chairs in a proper manner & keep feet from other furniture. Out of courtesy to other students and to the professor, students are asked to arrive in a timely manner.

**Religious Accommodation:** [http://www.fau.edu/regulations/chapter2/Reg 2.007 8-12.pdf](http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf)

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination. <http://www.fau.edu/provost/files/religious2011.pdf>

**Code Of Academic Integrity Policy Statement:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**Disability Policy Statement:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses.

**Health And Safety:**

Students are encouraged to access the FAU Department of Music website [www.fau.edu/music](http://www.fau.edu/music) to read the Department’s guidelines towards hearing & performance health & safety.

**Expectations of Student Work:**

As teachers, you will be expected to prepare error-free materials and appropriate, detailed curriculum for your students. To prepare you as music teachers, expectations for written work are no less for this course. Less than “A” or “B” work will be returned for revisions. All assignments must be completed to receive a course grade. All written work is to be edited prior to submission. Spelling errors and poor grammar are not acceptable. All written work should be saved or printed with one-inch margins in 12pt. Arial, Calibri, or Times Roman font. The lesson plan assignments (except the final units with lessons) will be revised by the student until all assignments meet a superior level on the grading rubrics. Due to time restrictions of final exams, the final unit (B), recorder proficiency, and resource e-notebook will not be revised.

**Make Up/ Late Work:**

If you are absent, you must submit via e-mail. All late work is subject to a 5% per day reduction in grade (maximum of 7 days or 1 class late). Late assignments will be penalized as follows: turned in 1 class late = deduction of a complete letter grade; more than 1 class late= grade of zero (0). Late assignments earning a zero (0) **MUST** still be completed and submitted to instructor to demonstrate competency on the assignment in order to pass the class. ***REMINDER - In order to successfully pass this course, all “Competency Assessments” (FAU-FEAP 8.2 & 10.1) as designated in the syllabus must be passed at the “Meets Expectation” or “Exceeds Expectation” level.***

**Assignments & Assessments:**

All assignments and assessment directions will be posted on the Canvas site for this course. At the end of this syllabus, a tentative outline of the course is provided. Changes in assignments will be posted on Canvas and announcements will be emailed to your FAU account. You must check your email daily for course announcements. The final point distribution based on the grading scale below will be posted on the course website at the end of the semester. Any grade discrepancy should be brought to the instructor’s attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students. ***It is each student’s responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.*** As music education majors, students will be video recorded on many occasions most commonly when peer teaching. Video files are for used for classroom assessment, which qualifies as a public record according to Florida law.

**Make-Up Policy:**

Assignment due dates are posted in Canvas. It is highly recommended that you work ahead on assignments. Missed assignments due to extreme circumstances will be considered on a case-by-case basis (e.g. hospitalization).

**Resource eNotebook:**

Your resource eNotebook for teaching elementary music will be submitted on a flash drive or disk at the final exam. Directions will be posted online.

**Peer Teaching & Learning Plans:**

For each lesson you teach in class (peer teaching), you will write a learning plan with standards, objectives, assessment, and teaching process. You will be teaching a portion of your full plan to the class. Most teaching segments in class will be between 5-7 minutes. Feedback from your peers and instructor will be given. Directions for each peer teaching will be distributed in class.

1. Singing rote (song assigned; Performance Assessment)

2. Instrumental (Performance Assessment and Creating or Responding Assessment)

3. Listening\Responding, Movement, &\or Creating (two assessment types)

**Final Exam**:

The final exam will be a take-home format and distributed during the last week of classes and due during the assigned final exam time. It will include:

• Processes for all musical modes of expression (singing, playing, listening, moving, creating)

• Curriculum design (including standards and performance, responding, and creating assessments)

• Methods (Orff, Kodaly, Dalcroze, Weikart)

**Evaluation:**

* Class Participation 25%
* Exams/Quizzes/Presentations 30%
* Resource eNotebook/Binder 25%
* Final Exam 20%

**Grade Distribution:**

A+ = 100 – 98% A = 97 – 94 A- = 93 – 90

B+ = 89 – 88 B = 87 – 84 B- = 83 – 80

C+ = 79 – 78 C = 77 – 74\* C- = 73 – 70

D+ = 69 – 68 D = 67 – 64 D- = 63 – 60

F = 59 and Below

\*A grade of “C” or better is required to pass this class. A grade of C- or less means course must be retaken.A grade of Incomplete will be assigned only in the case of extreme emergency or illness with proper notification.

**Syllabus Assignment:**

The following text must be submitted electronically as a first assignment for the course. Copy and paste it into a blank word-processing document and submit it online. This is a PASS/FAIL assignment and must be completed **by 8/29/17:**

*I have received, read, and understand the nature of and requirements for: Elementary Music Methods 2 including the requirement for video recording.*

*Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**TENTATIVE COURSE ASSIGNMENT GUIDE-**

**CHECK CANVAS FOR MOST CURRENT UPDATES**

Academic Calendar: [http://www.fau.edu/registrar/pdf/acadcal1718\_063017.pdf](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.fau.edu%2Fregistrar%2Fpdf%2Facadcal1718_063017.pdf&data=01%7C01%7Cnicole.greggs%40browardschools.com%7C434875c3cb8a4219308108d4d504de4c%7Ceeacb5cb53704358a96aa3783c95d422%7C1&sdata=kn9BzAlp3tsulh4I3tEuc6cFqyAH0h%2FXb9W5cpjmx5I%3D&reserved=0)

Final Exam Schedule: [http://www.fau.edu/registrar/pdf/Fall\_2017\_Final\_Exam\_Schedule\_Apr\_7.pdf](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.fau.edu%2Fregistrar%2Fpdf%2FFall_2017_Final_Exam_Schedule_Apr_7.pdf&data=01%7C01%7Cnicole.greggs%40browardschools.com%7C434875c3cb8a4219308108d4d504de4c%7Ceeacb5cb53704358a96aa3783c95d422%7C1&sdata=dEO0vmJeZHIY1%2B81%2BLDjjd86rkrN14JPSaYkmMRJSJw%3D&reserved=0)

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| --- | --- | --- |
| **CLASS DATE** | **ASSIGNED READING (from Music In Childhood- Campbell/ Scott-Kassner)** | **WHAT’S DUE?** |
| **AUG. 22** | Chapter 1- Multiple Meanings of Music for Children | * Get the book! * Student Welcome Survey: What’s Your Story? * Class overview & expectations * Set up a folder on your laptop to compile your Elementary General Music Digital Notebook. All assignments should be placed in this folder, as well as printed out an organized in your Elementary General Music Methods Notebook. SET UP TABBED SECTIONS: Review Questions/ |
| **AUG. 29** | Chapter 2- From Theory to Practice in Teaching Music to Children | * p. 15 Review Questions 1-3. ***For this and all future review question assignments, please list your name, course, and assignment date in the header. Type the question and then its answer. Skip a line between questions.*** * p. 46 Review Question 1; * in 500 words or less per point, summarize your Top 2 “A-ha!” points in Chapter 2. Which theories made the most sense to you and why? * Design your 1st day of school Bulletin Board. * Complete the Syllabus Assignment. |
| **SEPT. 5** | Chapter 3- Methods of Teaching Music to Children | * p. 70 Review Questions 2. * Describe & evaluate 2 youtube videos for each pedagogy different than from Elementary Music Methods 1: Dalcroze, Kodaly, and Orff. Create a table showing the title of each video, its pedagogy, and how each video: develops aural skills; develops musical literacy; &/or develops creative expression. |
| **SEPT. 12** | Chapter 4- The Singing Child | * p. 110 Review Questions 3-4; Also: Give up to 3 reasons why playing the melody while young children sing is important? * p. 110 Project 2 (Collect 10 different songs you feel all K-5 kids should know; analyze each for melodic & rhythmic content; order from simplest to most complex; & list in which grade each song should be taught.) * p. 110 Project 3 Adapted (Use [www.jwpepper.com](http://www.jwpepper.com) or similar as a choral music source.) 1) Write an invitational letter for a children’s choir. Include congratulations, uniform and cost description, and a month’s tentative rehearsal dates, plus an area for parent permission signature. 2) Decide whether you will audition students and why/why not. 3) Begin an Excel file of at least 5 elementary choral music showing song title, composer, publisher, publishers #, range/tessitura, voicing, accompaniment (piano/ track/ Orff/ guitar/ percussion/ other) and genre (sacred/ secular/ holiday/ patriotic/ novelty/ etc.) Include at least 3 festival, 3 secular, 2 patriotic, and 2 novelty pieces. 4) Create a concert program for your first chorus concert that includes a front cover and an order of all songs with composer. |
| **SEPT. 19** | Chapter 5- Pitch and the Child | * p. 126 Review Question 1 * Create or purchase (try [www.pinterest.com](http://www.pinterest.com) ) one game for teaching melodic direction for gr. K-2 and one game for teaching treble staff letter recognition for gr. 3-5. Turn in either the actual games, or a description with photos (500 words or less per game).  1. **Mini-Teaching Practicum #1:** teach a 10-minute lesson that thoroughly teaches a song (process: rhythm, solfege, pronunciation, words, background). You will be assigned a grade level K-5. Lesson must include written objectives, standards, monitoring, and assessment. Pacing, vocal inflection, and skills/knowledge will be part of the assessment. Must use FAU College of Ed. Format & submit by 4:00pm on due date, via email, to: [ngreggs69@fau.edu](mailto:sbrown75@fau.edu). |
| **SEPT. 26** | Chapter 6- The Moving Child | * p. 164 Review Question 2. Also, answer the following: 2) Why is group movement a critical prerequisite for singing & playing instruments successfully? 3) How does moving to music while singing improve brain development in elementary age children? 4) What are Phyllis Weikart’s 4 steps to movement fluency? * **Develop &/or describe one movement game each** for gr. K-2 & gr. 3-5 to teach/review the elements of space, time, & energy. * **Compile at least 2 songs with movements per grade** (K, 1, 2, 3, 4, & 5). Include song notation and description of movements for each song. * **Project 2 Adapted:** Be able to perform & teach at least 2 folk dances appropriate for gr. K-2 & at least 2 folk dances appropriate for gr. 3-5.Download or type the dance movements, and list the accompanying song or recording.Include at least one square dance & one play party within your 4 choices. |
| **OCT. 3** | Chapter 7- Rhythm and the Child | * P. 206 Review Question 3 Adapted:What is the scope & sequence for introducing duration & meter in gr. K-5?List at least 2-3 songs per grade that incorporate appropriate rhythmic elements and meters. * **Be able to read, count, & teach to kids** instructor-assigned rhythms using Kodaly, Gordon, and traditional marching band counting systems. * Create or purchase (try [www.pinterest.com](http://www.pinterest.com) ) 1 game for reviewing quarter note/rest & eighth note pairs for gr. K-2 & 1 game for reviewing half notes, syncopation, &/or sixteenth notes for gr. 3-5. Turn in either the actual games, or a description w/photos (500 words or less per game).  1. **Mini-Teaching Practicum #2:** teach a 7-minute lesson that introduces rhythm. You will be assigned a grade level. Grade will be determined in advance. Lesson must include written objectives, standards, monitoring, & assessment. Pacing, vocal inflection, and skills/knowledge will be part of the assessment. Must use FAU College of Ed. Format & submit by 4:00pm on due date, via email, to: [ngreggs@fau.edu](mailto:ngreggs@fau.edu). |
| **OCT. 10** | Chapter 8- The Playing Child | * P. 237 Review Questions 1-2 * **Recorder–** outline a 30-minute lesson for 3rd grade beginners. * **RECORDER PRACTICUM-** Demonstrate proficiency on an extended C major scale from middle C to high G, including F#, B flat, & C#’ (15 points), Improvisation (Call and Response- 10 points), prepared performance of assigned piece (50 points) and sight reading of new piece (duet- 25 points). * **String Orchestra-** Describe how you would set up a class set of violins for an intermediate group strings class.What should be done to the instruments & bows before students handle them? What concepts would you teach first? When is the bow introduced? List 3 tips for teaching bow grip. Finally, list 2 beginning songs for teaching open strings & 2 using only open strings &/or fingers 1 & 2. * **Keyboard Lab-** Describe how you would set up a class set of keyboards for intermediate group keyboard choir.What should be done to the instruments before students handle them? Will headphones be used? If so, how will you monitor to be sure kids are on task? Describe your first group keyboard lesson. Finally, list 2 beginning songs for teaching fingers 1-5. * **Implement the Orff process.** Choose an extended children’s poem & be able to guide classmates from speech to body percussion to unpitched to pitched instruments.What are the 3 main types of barred instruments in an Orffestra? Describe proper mallet technique & give 2 tips on how to teach it. Be able to teach and model the 4 main borduns. * **Guitar—**download the FMEA guitar handbook. Plan and teach 2 lessons using the guitar in song leading. |
| **OCT. 17** | Chapter 9- The Listening Child | * P. 262 Review Questions 3-4 & Critical Thinking #2 * **Compile a year-long listening calendar** featuring works from Medieval through Modern times. Focus on 1 era per month (or 2 months), & choose 1 work per week to be heard by all 6 grade levels. |
| **OCT. 24** | Chapter 10- The Creating Child | * p. 285 Review Questions 3-4 * **Design a 4-lesson compositional unit for 4th graders** (small group or individual). Describe parameters you would establish, & what you would teach in each lesson in order to have each group/person complete a 4-bar 4/4 composition with quarter notes, eighth notes, & half notes, using pitches from middle C to treble staff high F. * **List 10 things that could inspire musical compositions,** such as pictures, events, seasons, emotions, poetry, etc. |
| **OCT. 31** | Chapter 11- Motivation & Management | * P. 313 Review Questions 3-4 * **You are a first year music teacher preparing for the first day of class.** 1) Outline up to 5 Classroom Rules, plus up to 6 Rewards & 6 Consequences (both individual & group) for (non)compliance. Pre-determine how implementation of rewards & consequences will vary between typical & special needs students. 2) Outline emergency procedures for Safety Drills (Tornado, Fire, Bomb Threat, Medical Emergency, etc.). 3) Describe procedures for efficiently handling class housekeeping such as seating assignments, ready position, restroom & clinic emergencies, quiet signal, answering doors, pencil sharpening, passing out & collecting materials/textbooks, turning lights on/off, etc. * **Outline your grading policy.** Include classroom participation, written/ skills quizzes & tests, performances, and projects, as well as how much these are weighted. What criteria will you use to determine if students receive an interim report? * **Create a Music Substitute Notebook** that summarizes everything a sub would need to know to run your room for a week. Include Tabs for a letter to sub, daily schedule, classroom management plan, emergency lesson plans, class lists, etc. |
| **NOV. 7** | Chapter 12- Curriculum Design | * **Develop or adapt an upper Elementary General Music Syllabus** for parents at Open House. * **Download Brevard and Osceola County’s Elementary Music Curriculum Guide.** [**https://docs.google.com/document/d/1LfMbusqY9xxo8Qy0jwhOl19S\_BCes5qVtpDwaPPzguU/edit#**](https://docs.google.com/document/d/1LfMbusqY9xxo8Qy0jwhOl19S_BCes5qVtpDwaPPzguU/edit). 1) How well does this curriculum cover all required NGSSS over the course of a year? (See pp. 101-102.) 2) What is missing from this curriculum, if anything? * **Map out your own K-5 Music Instructional Focus Calendar.** Consider each quarter one unit. For each month (August-June) and grade level (K-5), list the NGSSS covered, songs/ skills you would teach (often coordinating with holidays, seasons, or multicultural focus of the month), etc.Be sure to cover all required NGSSS over the course of the year.Be thorough. |
| **NOV. 14** | Chapter 13- Assessment & Evaluation  Chapter 14- Music in an Integrated Curriculum | * P. 355 Review Questions 3-4 + Critical Thinking #2 * **Describe the scope & sequence for teaching Expression (dynamics, tempo, and articulation) & Form in gr. K-5.** Include at least 1 game to teach Expression & 1 to teach Form. Different than Elementary Music 1. * **Based on your K-5 Music Instructional Focus Calendar,** devise or borrow (cite source) one quarterly 4-8 question assessment each for gr. K-2 and gr. 3-5, per quarter (8 assessments in all). * P. 380 Review Questions 3-4 + Critical Thinking #3 * **Using a children’s picture book, c**reate a 10-minute integrated arts lesson for Kindergarten that includes music and at least one other core subject (math, science, social studies, language arts).Plan must include SMART objectives, lesson concept, detailed explanation of lesson sequence, and assessments. |
| **NOV. 21** | Chapter 15- Music, Children, & Cultural Diversity | * P. 403 Review Questions 1 & 3 + Critical Thinking 1-2 * **For your resource binder, through your own research or by collaborating with classmates, compile a list of videos that introduces music from each major world area: 1)** America (jazz, spirituals/gospel, marching band, folk song, rock band, Broadway musicals, etc.); 2) Mexico/Central America (mariachi band), 3) South America (pan flutes, Brazilian Samba); 4) Caribbean (Cuban, Haitian, Jamaican, Reggae); 5) Asian/ Indian (Chinese including opera, Japanese, etc.), 6) Middle East; 7) Europe (choose 1 Western & 1 Eastern country); 8) Africa (choose at least 3 areas from various geographical areas of the continent); 9) Australia/Polynesia (Maori music, Hawaiian, Aboriginal didgeridoo). |
| **NOV. 28** | Chapter 16- Music for Exceptional Children | * P. 428 Review Questions 3-5 * **Describe how you will adapt implementation** of your Classroom Management plan rewards and consequences to help student with special needs succeed. * **Resource eNotebook/ Binder due** |
| **DEC. 5** | READING DAY | **READING DAY** |
| **DEC. 12** |  | **FINAL EXAM** |

**Music Teacher Performance Standards:**

This course (MUE 4311) is designed to meet the following music teacher performance standards:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Objective** | **Learning Activities** | **Assessment** | **Teacher Standards** |
| 1. Demonstrate or explain the elements of music and appropriate teaching sequences for each at appropriate developmental levels | a. Musical analysis  b. Group development of scope & sequence  c. Comparison of instructor and K-8 text materials  d. Development of sequential lesson plans & unit | a. Song Learning Plan  b. Instrument Learning Plan  c. Learning Plan3  d. Unit Plans | INTASC: 4,5 |
| 2. Design sequential curriculum and assessment based on the national music standards for elementary grades | a. Models used in class  b. Curriculum analysis  c. Curriculum development with self and peer-evaluation | a. Song Learning Plan  b. Instrument Learning Plan  c. Learning Plan3  d. Unit Plans | INTASC: 4,5,6,7,8 |
| 3. Teach music content through singing, playing instruments, listening, creating, and moving. | a. Peer teaching during class  b. Teaching during field experiences | a. Instrumental Learning Plan  b. Unit Plans | INTASC: 1,2,4,5 |
| 5. Demonstrate accurate and expressive musicianship skills appropriate for the elementary classroom. a. Participation in group and individual singing, instrument playing, creating, and movement  b. Peer and paraprofessional teaching experiences | a. Participation in group and individual singing, instrument playing, creating, and movement  b. Peer and paraprofessional teaching experiences | a. Peer teaching in class  b. Observation of teaching skills during peer teaching  c. Self-evaluation and reflection by student | INTASC: 4,5 |
| 6. Create curriculum that provides recognition or adaptations for a variety of student populations including physical, mental, or language disabilities as well as various cultural, learning style, or ability groupings | a. Models used in class  b. Curriculum analysis  c. Curriculum development with self and peer-evaluation | a. Song Learning Plans  b. Instrument Learning Plans  c. Learning Plans  d. Unit Plans | INTASC: 1,2,3,6,7,8 |
| 7. Demonstrate appropriate use of technology to prepare and deliver instruction | a. Use of Blackboard tools  b. Models used in class | a. Song Learning Plan  b. Instrument Learning Plans  c. Learning Plans  d. Unit Plans | INTASC: 4,5,6,7,8 |

**INTASC—Interstate New Teacher Assessment and Support Consortium Standards:**

National teacher standards for entry into the teaching profession. (2013) Beginning teachers should demonstrate competency in the following:

1 Learner Development   
2 Learning Differences   
3 Learning Environments   
4 Content Knowledge   
5 Application of Content   
6 Assessment   
7 Planning for Instruction   
8 Instructional Strategies   
9 Professional Learning and Ethical Practice   
10 Leadership & Collaboration

**References**

**Books**

Anderson, W.M. and Lawrence, J.E. (1998). *Integrating music into the elementary classroom* 4th edition. Belmont, CA: Wadsworth Publishing Company.

Bartle, Jean Ashworth. *Lifeline for Children’s Choir Directors*. Toronto: Gordon V. Thompson Music, 1988.

Bennett, P. & Bartholomew, D. (1997). *Songworks I: Singing in the education of children*. Belmont, CA: Wadsworth Publishing Company.

Choksey, Lois, Abramson, Robert M. Gillespie, Avon E., Woods, David & York, Frank (2001). *Teaching Music in the 21st Century*. NJ: Prentice Hall.

Flohr, John W. *The Musical Lives of Young Children.* NJ: Pearson Education, 1005.

Rossman, R. Louis. *Tips: Discipline in the Music Classroom*. VA: MENC, 1989.

Shehan- Campbell, Patricia and Scott-Kassner, Carol (2014). *Music In Childhood: From Preschool through the Elementary Grades* 4th edition. Schirmer Cengage Learning.

**Journals**

Music Educator National Conference (MENC)

Florida Music Director

**Internet Sites**

**Classical Music** (available via FAU library site under electronic databases)

New Grove Dictionary of Music [www.grovemusic.com](http://www.grovemusic.com/)

Florida Sunshine State Standards http://www.firn.edu

**Historical Information**

Encyclopedia Smithsonian: [www.si.edu](http://www.si.edu/)

Star-Spangled Banner: [www.americanhistory.si.edu](http://www.americanhistory.si.edu/ssb/)

[www.historychannel.com](http://www.historychannel.com/) ; [www.usflag.org](http://www.usflag.org/) ; [www.loc.gov](http://www.loc.gov/exhibits/treasures/images/uc05112x.jpg);

[www.thenationalanthemproject.org](http://www.thenationalanthemproject.org/)

Swanee River: [www.dhr.dos.state.fl.us](http://www.dhr.dos.state.fl.us/symbols/song.htm);

[www.kididdles.com](http://www.kididdles.com/mouseum/o049.html);

[Home.earthlink.net](http://Home.earthlink.net/~poetry61-65/music.oldfolks.html)

**Learning Through the Arts**

[www.Itta.ca](http://www.Itta.ca/)

[http://artsedge.kennedy-center.org](http://artsedge.kennedy-center.org/)

[www.menc.org](http://www.menc.org/)

[www.fmea.org](http://www.fmea.org/)

**Songs for Lesson Plans**

[www.songsforteaching.homestead.com](http://www.songsforteaching.homestead.com/)

[www.theteachersguide.com](http://www.theteachersguide.com/)

[www.canteach.ca](http://www.canteach.ca/elementary.songspoems70.html)

**World Music**   
 Google search under World Music or Ethnomusicology

Smithsonian Folkways: [www.folkways.si.edu](http://www.folkways.si.edu/)

Smithsonian Global Sound (available through [www.si.edu](http://www.si.edu/) at end of 2004

**Organizations**

American Orff Schulwerk Association

Dalcroze Society of America

Music Educators National Conference (MENC)

Florida Music Educators Association (FMEA)

Kindermusik International

Organization of Kodaly Educators

**MUSIC LESSON PLAN RUBRIC**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Music Concept \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Critical Assignment FAU-EAP* - (Critical Assignment EAP 10**.1 – plans activities with identified performance and learning outcomes)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LESSON PRESENTATION CRITERIA** | **5** | **4** | **3** | **2** | **1** |
| 1. The teacher gives a clearly states the objectives and assessment materials to be used in the lesson. |  |  |  |  |  |
| 1. The teacher uses age & grade- appropriate music and/or song examples. |  |  |  |  |  |
| 1. The teacher clearly defines & plans the teaching of music concept(s) within the lesson plan. |  |  |  |  |  |
| 1. The teacher clearly relates objectives to appropriate Sunshine State Standards/NGSSS. |  |  |  |  |  |
| 1. The teacher uses correct terminology & music fundamentals language to explain how music relates to the academic lesson concepts. |  |  |  |  |  |
| 1. The teacher effectively uses written communication skills to develop concepts |  |  |  |  |  |

**Total Possible Points: 30 Points Earned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overall Rating Scale Guidelines:**

* **Exceeds Expectation (E)** = The presentation of the music integration lesson proposal demonstrates the student can apply knowledge and skills showing an exemplary ability to communicate knowledge of the subject matter using the appropriate materials and technologies of the field in an outstanding manner.
* **Meets Expectation (M)** = The presentation of the music integration lesson proposal demonstrates the student can apply knowledge and skills showing an adequate ability to communicate knowledge of the subject matter using the appropriate materials and technologies of the field in a sufficient manner.
* **Does Not Meets Expectations** **(D)** = The presentation of the music integration lesson proposal demonstrates the student can not apply knowledge and skills. They are inadequate at communicating knowledge of the subject matter using the appropriate materials and technologies of the field.

**Circle one: E M D**

**Comments:**