



Creative Connections in Music

MUSC 3015-001 • Spring 2014
3 Credit Hours • Thurs. 4:35 pm – 7:05 pm
DGH 324 • Prerequisite: Education Major

Instructor: Dr. Nicole R. Robinson

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Office Hours: Tuesdays and Thursdays; 2:00pm- 4:35pm

Catalog Description:

In this music course, students will explore teaching and learning the basic elements of music: melody, harmony, texture, rhythm, form, timbre, and expressive qualities. Students will explore music through singing, movement, and playing classroom instruments. Students will consider how best to apply music teaching and learning processes to teaching elementary or secondary students (adapted).

Objectives:

Students will be able to:

- Identify and define the basic elements of music (melody, harmony, texture, rhythm, form, timbre, and expressive qualities);
- Identify and implement various forms of integration approaches (Unidirectional, Bi-directional, and Multi-directional approaches)
- Explore the general components of the National Standards for Music Education, Utah Core Standards, and discipline-specific content standards (English Language Arts, Science, Physical Education, Mathematics, Social Studies).
- Design and implement effective music-integrated lessons that successfully teaches concepts/elements of both (selected) academic and music standards.

Required Textbook and Materials:

- Robinson, N., Hall, S., & Spano F. (2011). *Teaching Elementary Music: Integrative Strategies between Music and Other Subjects* (2nd Edition), Dubuque, IA: Kendall Hunt Publishing. ISBN: 978-0-7575-8808-2. (Please order the book directly at <https://www.kendallhunt.com/store-product.aspx?id=60783>)
- Children picture/storybook (K-2, Music and Literature Project)

Participation/Attendance:

Attend class regularly and on-time. Miss no more than one (1) scheduled class meeting for any reason. After the 1st absence, 5 points will be deducted from your final grade for each absence. One (1) point will be deducted from the final grade for each tardy.

This class does not have an “excuse/un-excuse” policy; therefore, excuses (i.e. doctors notes, etc.) for absences will not be accepted. If a student has a chronic illness or disability that may render excessive absences, the student is encouraged to register with the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). Only documents registered through the Center for Disability Services will be accepted for attendance purposes for this class.

ADA Statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Faculty & Student Rights & Responsibilities:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (see Student Handbook). Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content (<http://www.regulations.utah.edu/academics/6-400.html>). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warning and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Grading Policy:

Assignments are due on the scheduled due date (see calendar). Late assignments may be submitted up to one week after the due date; however, one (1) letter grade will be deducted for each day the assignment is late. After seven (7) days, late assignments will no longer be accepted.

Tests, teaching experiences, or presentations that are missed cannot be made up. If a student misses a teaching-experience assignment, students are responsible for finding a substitute or exchange (with another student). There are NO EXCEPTIONS!! If a student is absent, it is the responsibility of the student to find out the missed materials in order to remain current in the class.

Grade Scale:

Letter Grade	Grade Points	Percentage	Points
A	4.0	94-100%	940-1000
A-	3.7	90-93.9%	900-939
B+	3.3	87-89.9%	870-899
B	3.0	84-86.9%	840-869
B-	2.7	80-83.9%	800-839
C+	2.3	77-79.9%	770-799
C	2.0	74-76.9%	740-769
C-	1.7	70-73.9%	700-739
D+	1.3	67-69.9%	670-699
D	1.0	64-66.9%	640-669
D-	0.7	60-63.9%	600-639
E	0	0-59.9%	0-599

Assignments Expectations:

- All reading assignments (as outlined in the calendar) must be read prior to class so that you can actively participate and contribute to class discussions.

- All assignments MUST be typed (12-point Roman Times font), double-spaced, and stapled; place first and last name on all submitted assignments.

Assignments that do not follow these criteria will not be accepted and/or points will be deducted. Keep all graded work until final grades are issued.

Assignments:

#1) Sound Walk (25 points):

- (1) Take a "sound walk" to the grocery store, park, shopping mall, etc.
- (2) Record ten (10) environmental sounds (e.g., crickets, buses, wind, birds) you hear with a small recording device (i.e. mobile phone, recorder, etc).
- (3) List each sound and describe specific qualities you hear in each sound in your own words (i.e. scratchy, smooth, high pitch, etc.).
- (4) Notate the each sound graphically.

#2) Children's Literature Project (150 points; 100 points teaching; 50 points lesson plan):

Select a children's picture book. Determine an academic concept (consonant sounds, history, science, etc.) to teach with the picture book. Develop a lesson to teach your concept while incorporating musical participation with your story. Use a variety of pitched and non-pitched instruments to create background effects and enhance the narrative of the story.

Submit a written lesson plan that includes the following:

- _____ Grade level
- _____ Objective(s): What general/academic concept(s) can be taught?
- _____ Rationale: discuss the reason(s) for selecting this particular book.
- _____ Resources along with complete bibliographic information for the book and music in APA style).

#3) Listening Map Final Project (150 points):

Design a listening map for a Children's Chapter Book of your choice (see pg. 116-118 for example). Develop a listening map/music sound track that guides students through the sequence of a 'text'.

This project will be performed in class. Performance points will be determined through evidence of practice, organization, and appropriate use of instruments and completion of group project evaluations. *Performance of group chapter book composition will be done in class.*

The following must be turned in on the assignment due date:

1. Grade level
 2. A 1-2 page synopsis of your literature book that will correspond with your listening map. Be sure to include the title of the book.
 3. An instrument legend that details instruments used and purpose.
 4. A visual of your listening map
- NOTE: A larger scale version must be brought to class for the class visual

#4) Utah Core Standards Project (200 points):

- (1) Select a subject/content area.
- (2) Research the Utah Core Standards for the subject/content area you selected (<http://www.schools.utah.gov/CURR/main/Curriculum-Programs.aspx>)
- (3) Develop a Curriculum Map, based on grade level for the selected subject area.

Include:

- a. Over all mission/objective of the subject/content area
- b. List the overarching Utah Core Standards for the subject; include the sub-standards, as well.
- c. Create a curriculum guide map that provide a brief overview of standard requirements for each grade level
- d. Read and develop academic instructional connections with the corresponding subject chapter in *Teaching Elementary Music: Integrative Strategies between Music and other Subjects* (pgs 146-258)
- e. Develop a Power Point presentation to provide an overview of this assignment.

#5) Music Elements and Other Subjects (150 points/total):

Create a transfer map between each music element (melody, harmony, texture, rhythm, form, timbre, and expressive qualities) and elements in each content/subject area (science, mathematics, health/PE, Language Arts, and Social Studies). Templates will be provided.

#6) Homemade Instrument Project (25 points)

Make a “playable” instrument of your choice. You will display and play your instrument for class.

#7) Integrated Lesson (300 points):

Students will participate in the development of an integrated lesson between music and two other academic subjects. This is a group project.

Calendar Overview:

Week	Date	Topic	Notes
1	Thur 1/9	Class Canceled—Increment Weather	
2	Thur 1/16	Guest Presenter: <i>Dr. Seth Beckman</i> , Senior Associate Dean, Florida State University “ <i>Communicating Effectively with Administrators</i> ” Thompson Recital Hall 4:00 pm - 5:30 pm Course & Syllabus Overview	
3	Thur 1/23	GUEST PRESENTER/TBD	
4	Thur 1/30	Exploring and Experiencing Music Sounds Acoustic: (“found sounds”, Classroom instruments: pitch and non-pitch instruments)	Sound Walk Project Due
5	Thur 2/6	Guest Presenter: <i>Dr. Fred Spano</i> University of North Carolina- Charlotte “Authentic Assessment”	Read <i>Assessment & the Utah Core Music Standards</i> (CANVAS)
6	Thur 2/13	Storybooks, Poetry, and Nursery Rhymes	Homemade Instruments Due TEM: read pgs. 4-13
7	Thur 2/20	GUEST PRESENTER/TBD	
8	Thur 2/27	Music Concepts: FORM and TIMBRE	FORM and TIMBRE transfer maps (2) Children’s Literature Project Due TEM: read pgs. 25-27; 37-45
9	Thur 3/6	Music Concepts: RHYTHM and EXPRESSIVE QUALITIES Developing Listening Maps	RHYTHM and EXPRESSIVE QUALITIES transfer maps (2) TEM: read pgs. 29-33; 59
10	Thur 3/13	SPRING BREAK: March 9-16	
11	Thur 3/20	Listening Maps Collaboration	Integrative Chapter Presentation Due TEM: read pgs. 146-229 (selections)
12	Thur 3/27	Music Concepts: MELODY and HARMONY; Integration Modals (uni- directional, bi-directional, multi- directional models)	MELODY & HARMONY transfer maps (2) Listening Maps Due TEM: read pgs. 16-22
13	Thur 4/3	Integration Modals (uni-directional, bi-directional, multi-directional models)	Utah Core Standards Project Due TEM: read pgs. 124-140
14	Thur 4/10	NAFME National Conference St. Louis, MO (April 9-12)	Teacher Workday—prepare for final teaching presentations
15	Thur 4/17	Last Day of Class	Final Teaching Presentations