

## **ELEMENTARY CLASSROOM MUSIC**

### **EDUO 9815**

3 Semester Credits/Units

Instructor – Pam Ferko

[pferko@dominicancaonline.com](mailto:pferko@dominicancaonline.com)

### **OVERVIEW**

This course is designed to help teachers create a music program that will enhance the classroom environment while adding new dimensions and deeper meaning to learning. The Common Core Anchor Standards for Reading are connected to Music in that music is a language that involves the creative practices of investigation and reflection. No music degree or special talent is needed – just a little effort.

Only one required resource text is needed to complete this course: “You Played a Song, Now What?”, by Sue Fenton, Madame Fifi Publications, 75 Lowery Place, P.O. Box 310967, Newington, CT 06131. Available at [www.madamefifi.com](http://www.madamefifi.com). You will also need a soprano recorder; these are available in music stores and through [www.amazon.com](http://www.amazon.com) – many under \*\$5.

You will need access to a recording device: Acceptable formats for recording include: Uploading a video to You Tube, Audio cassette; CD; Microcassette; DVD, etc. (Any method that can be accessed by your instructor). You will also need various and sundry items such as tin pans, sticks, rubber bands, shoe boxes, etc. for making home-made rhythm instruments.

### **COURSE OBJECTIVES**

By the end of this course the participant will

- know how to use recorded songs to aid in developing a positive learning environment that incorporates the art of music as a means of language communication and creative personal realization. (Connects Common Core Standards for English Language Arts to the Arts Standards framework).
- be able to teach the making of musical instruments out of everyday materials.
- play the soprano recorder which involves performance based learning.

## GRADING RUBRIC

<b>Exemplary: A+ to A-</b>	<b>Acceptable: B+ to B-</b>	<b>Unacceptable: Must be resubmitted</b>
Clearly and thoroughly addresses each of the assignments and shows a logical progression in their usage.	Addresses all assignments with clarity	Ideas are not clear or relevant
Responses are clear and easy to read or hear	Responses can be read; and recordings heard	Response is difficult to read or hear
Shows careful editing so that egregious errors in punctuation, spelling, and usage have been eliminated	Minor mechanical errors exist but do not seriously distract from the meaning	Shows little organization and has poor punctuation, with spelling errors

### ASSIGNMENTS

#### **1 – Play list**

#### **2 – Arrival and departure**

List one song for arrival and one for departure for daily use of a given school week (a total of two songs). Explain why you chose the songs.

#### **3 – Play list activities**

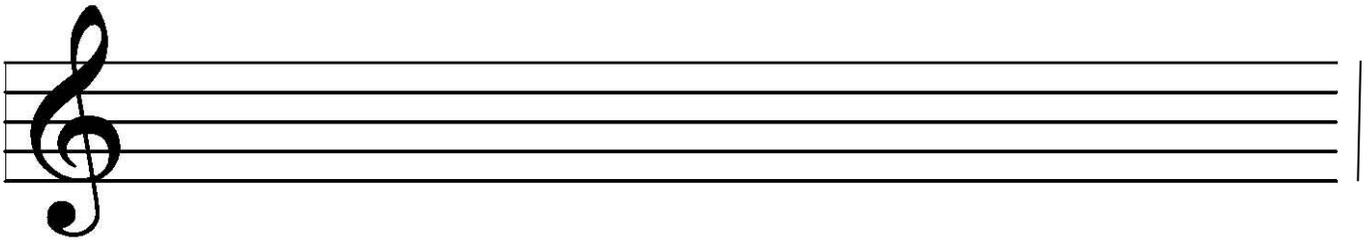
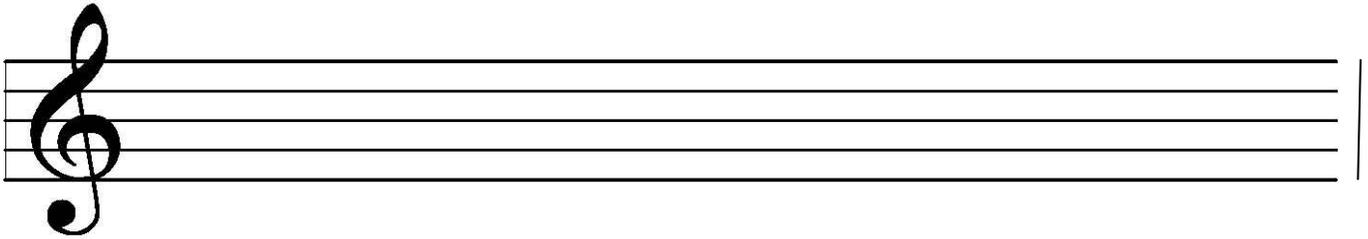
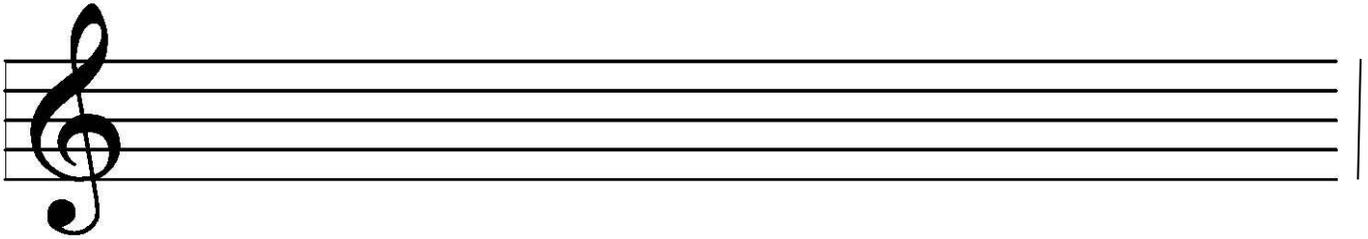
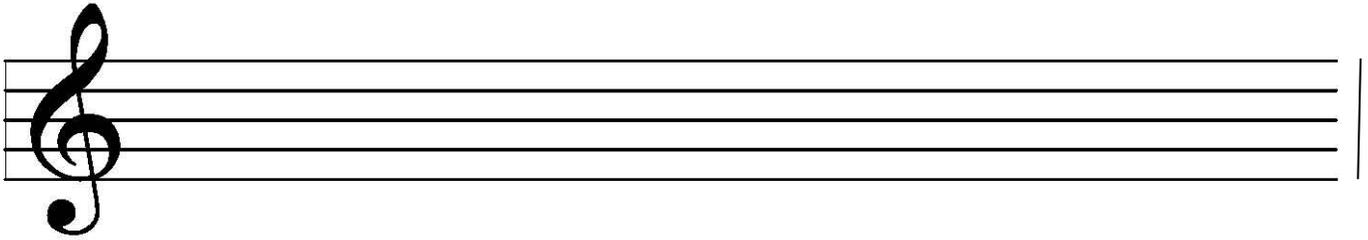
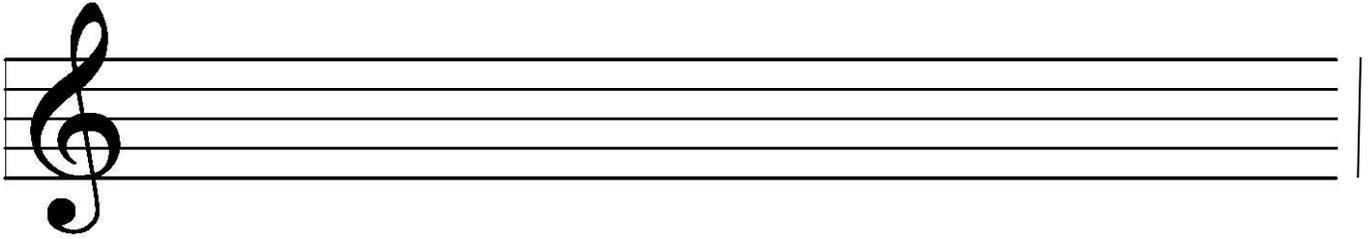
#### **4 – Homemade rhythm instruments**

Have your students make the “Homemade Rhythm Instruments” (see Appendix C2). Choose an activity from Bongos to Kazoos (p. 17 – 18 of the text) and have the students perform it using two songs from your Play List. In one paragraph for each song, describe what you did and how it went. If possible, attach a short video of the lesson.

#### **5 – Recording your soprano recorder**

## 6 – Create your own tune

On the music staves below, write the notes (no lyrics) to a simple song that you have created. After sufficient practice, record yourself playing the tune. Begin with the title to your song. Remember – effort, not musical proficiency, is what is expected. Scan or photograph the song and upload an audio or video of yourself playing it to the course DropBox as instructed.



## **7 – Student Response**

Using songs from your “Play List” have students in your class work with at least five pages from the Student Response Booklet in Appendix C4. Attach photos or scan the responses of two students. There will be five pages from the booklet for each student for a total of ten sheets.

## **8 – Music mood awareness**

Attend a live performance (if not possible, listen to a CD) of music from one of the following genres:

Blues	Blue Grass
Classical	Country
(opera, ballet or symphony)	Folk Music
Ethnic/non Western	Rap/Hip hop
Jazz	Reggae
Rock/Pop/Alternative	Celtic
Big Band	Other

How did the music make you feel?

Why do you think it made you feel that way? Would it be worthwhile to capture that mood or feeling in your classroom? If so, how would you go about doing it?

Take a photo or scan of the CD cover or label and/or the live performance ticket stub or program cover.

## **Materials in Part C**

- C1 Additional Resources
- C2 Homemade Rhythm Instruments
- C3 Soprano Recorder Lesson Booklet
- C4 Student Music Response Booklet