



Engage, Elevate and Expand Learning through Songs EDUO 9085 1 Semester Credit/Unit

Colleen Sipich csipich@dominicancaonline.com

Course Syllabus

Course Overview:

Discover how to promote authentic learning experiences across curricula through activities based on a song's musical elements and lyrics. Begin the experience by your engagement in the use of "America the Beautiful". Expand the experience by exploring how a song of your choice could support meeting objectives in language, math, science, technology, social sciences, art or SEL. Advance to preparing an authentic student-centered learning experience to engage, elevate and expand learning through song.

Course Learning Objectives:

- Understand how song lyrics can assist in learning language and content.
- Engage in playing and expressing music using science and online technology.
- Identify modifications for ESL and Special Education Students at all grade levels through visuals.
- Explore how music connects to history, culture and SEL. Respond to different genres of music.
- Develop lessons using mutually agreed upon song selections to extend learning across curricula.

Course Relation to CCS or other Professional Standards

NATIONAL MUSIC STANDARDS

<https://www.nationalartsstandards.org/>

- Creating - Generate and conceptualize artistic ideas.
- Performing - Select, analyze and interpret artistic work for presentation.
- Responding - Perceive and analyze artistic work.
- Connecting - Synthesize and relate knowledge and personal experiences to make art.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

ASSIGNMENTS-

A variety of lesson ideas for “America the Beautiful” are presented in the assignments. Participants will be exposed to several applications that explore ways to incorporate a song into multiple subjects. Throughout the process you should reflect on how the musical activities can be used in your classroom setting. All assignments will be submitted to the LMS dropboxes. Contact the instructor, [Colleen](#), if you have questions about submitting completed work.

- **Assignments A, B, C and I are required. Totalling 9 hours**
- **Select from at least three of items D-H to total the additional 6 hours**

A. PLAY “America The Beautiful” Anyone Can Learn to Play Music!

- Open the virtual keyboard <https://www.onlinepianist.com/virtual-piano>; activate the Letter Name tab and play the color-coded Music Map in Exhibit 1. Play the song and hum or sing along.
- Submit a short paragraph describing your experience reading the Music Map and playing on a virtual keyboard.

B. READING LYRICS Using Lyrics to Learn Language

Engage in reading lyrics to “America the Beautiful” with interesting karaoke or performance soundtracks. Students will learn to read fluently through songs when interesting background music is used. When using Karaoke teachers/students can guide students in reading.

Explore a variety of karaoke or artist recordings available on the internet.

- Identify 3 links to versions of “America the Beautiful” that made reading lyrics enjoyable. Describe what you enjoyed about each of the versions.
- Design a visual that depicts lyrics and use it as a guide for learning to read language. You can divide the words into syllables, translate to another language, utilize pictures for words etc.

C. LISTEN Appreciate Music Genre

America the Beautiful offers a variety of artistic performances. Open up the world of music and listen to different styles of music.

- Listen to recordings of “America the Beautiful” in different song styles. See Resources for Suggestions: Ray Charles (Jazz), Lee Greenwood (Country), Renee Fleming,(Opera), United States Navy Band, John Legend, Harlem Gospel Choir, Symphony Orchestras, Choirs, etc.
- Submit a 2-3 paragraph Music Review of 3 different arrangements of “America the Beautiful.”
- Read about Ray Charles. Listen to his recordings of “America and Beautiful” and respond with a summary of his life and his music.

D. EXPERIENCE THE SONG (3 Hours) Complete 3 of 4

Develop Engaging Learning Strategies that involve students in participating.

- Identify a Recording of “America the Beautiful” from the resources list. Make a Drum and play the rhythm to “America the Beautiful.” Play the beat to a recording to assess the effectiveness of the drum. Submit a picture of the drum and describe the process of making the drum.
- Introduce different phonetic sounds into the rhythm (Example: b, f, j) Submit a recording of you or your students performing the song with phonetics.
- Create and perform a rhythmic rap of America the Beautiful. Submit a recording of your students doing the rap of “America the Beautiful”
- Design two different kinds of kazoos and play America the Beautiful. Submit a picture and summarize your experience playing with the different kazoos. Which kazoo was more preferable?
- Submit documents to the LMS

E. ART (2 Hours) Discover Beauty through Art - Complete 3 of 5

Express beauty through the creation of art. It's fun for ALL students.

- Design an Album Cover for America the Beautiful.
- Make a collage of pictures of people and places that represent beauty.
- Draw pictures to follow the context of the lyrics.(ESL) Translate to another language.
- Identify and watch a video of America the Beautiful. (See link) Write a review.
- Create an “ America the Beautiful” calendar.

F. WRITING (1 Hour) Geography is Beautiful

Encompass your travel experience in the USA and bring the “ beautiful” into your assignment.

- What does the word “ beautiful” mean to you?
- List 2 places in America that you think are beautiful and describe them.
- Write a poem about beauty and set it to a melody using the virtual keyboard or other instrument.
- Submit documents to the LMS

G. READING (1 Hour) Investigate Supplemental Resources

Provide your students additional materials to enhance learning and encourage further study.

- Submit a list of books about the poet, Katharine Lee Bates.
- Find and Notate the rhythm to the lyrics of “America the Beautiful” (See [MusicNotes.com](https://www.musicnotes.com) for downloadable staff paper and the music. Draw the notes on the music staff. Submit a picture.
- Compile a list of books relating to “America the Beautiful” to use in your classroom.
- Submit documents to the LMS

H. MATH (2 Hours) Connect Music Notation to Technology and Math

- Using technology; create a Bar, Chart or Line graph reflecting the melodic movement in the America the Beautiful Map. Refer to Exhibit 2 “This Land is Your Land” as an example.
- Identify the fractions used in Time Signature and note notation. Refer to Exhibit 3 - Music Pyramid. Add the fractions in each measure Exhibit 4.
- Submit documents to the LMS

I. IMPLEMENT YOUR STRATEGIES

- *Identify a song of your choice and describe how you could implement the strategies in your class.* Using the song choice, create a lesson plan using the lesson template found in the course LMS.
- Submit your lesson plan to the LMS

Resources

- [Sheet Music Downloads at Musicnotes.com](#)
- <https://www.onlinepianist.com/virtual-piano>
- <https://www.barnesandnoble.com/w/america-the-beautiful-wend-ell-minor/1103625073>
- <https://www.barnesandnoble.com/w/america-the-beautiful-national-geographic/1136270240>
- [Ray Charles - America, The Beautiful \(LIVE\) HD](#)
- [America the Beautiful-Lee Greenwood](#)
- [America the Beautiful U.S. Navy](#)
- [Super Bowl 49 John Legend America the Beautiful](#)
- [Brandon Victor Dixon & The Harlem Gospel Choir | America The Beautiful \(With Added Lyrics\)](#)