

## COMM 5550 Making Music in the Classroom (3 credits)

Site: Webster Groves Term: SP2 2003

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I. Course Description: In this course, participants will experience a variety of methods and processes designed to integrate music with core curriculum. Participants will be exposed to the theories and methods that demonstrate how music provides a connection for students whose learning styles are not traditional. The material discussed will explore music as a vehicle for promoting creativity, improving group dynamics, and generating a myriad of extension activities. Instruction will be through demonstrations, lectures, readings, discussions, listening, in-class group projects and various assignments. Previous music background is not a prerequisite.

II. Learning Outcomes (MOSTEP Standards are indicated): Participants will discover a variety of methods for integration of arts (Standards 1,4), respond to music and experiences through in-class activities and discussion (Standard 1) as well as reflections of their own classroom experiences (Standard 9), understand why using music is a valuable tool for teaching core curriculum (Standards 2, 3, 4, 6, 8), share and develop music-related curriculum with colleagues (Standard 10), see how music-related curriculum can nurture group cooperation and address ethnic and multicultural education needs (Standard 3, 7).

### III. Schedule:

WEEK 1: Introduce rationale for using music for teaching core curriculum. Discuss theories supporting the practice of music-related education. Introduce a basic music vocabulary. Discuss our musical journey. Discuss concert requirements. Attend jazz concert.

**Assignment (Standard 1)**: Be prepared to give oral presentation on a selected singer/musician. (Due WEEK 2).

WEEK 2: Artist presentations due. Will explore the connection between literacy and music. Present and experience techniques for integrating song and language arts objectives. Focus on listening. **Assignment (Standard 4)**: Select a song and develop a language arts curriculum using at least two different techniques. (Due WEEK 4).

WEEK 3: Guest artist. Will explore how to do songwriting with a group. Will discuss the value of group singing. In-class project. Experience the music connections with creative writing. **Assignment**: Continue working on lesson plan.

WEEK 4: Song Lessons due. Music history and appreciation will be introduced. Guest artist. Classical music applications to the curriculum will be reviewed. **Assignment**: Handout to explain. (Due WEEK 6). Bring hammer and mail tube (2 ft.) to class.

WEEK 5: Will examine and make instruments for the classroom. We will discuss how a teacher creates music-making opportunities. We will learn about rhythm. Music elements will be outlined. **Assignment**: Continue working on music appreciation project.

WEEK 6: Literature and music will be our focus. We will look at music appreciation projects. We will examine the way that music bridges diversity, and makes cultural connections. Guest artist. **Assignment (Standard 1, 4)**: Make a songbook. (Due WEEK 8)

WEEK 7: Movement and music. We will build a movement vocabulary and discover curricular connections. **Assignment (Standard 1, 3, 4, 7, 9)**: Do a short movement lesson in your class and come prepared to discuss next week. (No written paper required for movement). Write a 2-4 page reflection of your experiences with music these last seven weeks.

WEEK 8: Presentation of movement activities. Concluding activities.

IV. Resources: Selected handouts and recordings will be used in lieu of a textbook.

V. Evaluation:  
Two curricular projects  
Listening and review project (oral presentation)  
Oral presentation of movement project  
Music journey paper—reflection due 8<sup>th</sup> week  
Songbook

VI. Grades: A--Completes all assignments on time with extended interpretation of required work, including research and documentation. Consistent participation in and enthusiasm for class activities.

B--Completes all assignments on time with adequate execution of requirements. Consistent participation in class activities.

C--All assignments completed but not on time and lacking details. Inconsistent participation in class activities.

Attendance to all classes is expected, but according to the Webster catalog, one class may be missed. In the event that you must be absent, contact a CLASS MEMBER to find out about class content and assignments. Absences can affect the final grade unless a proposal of alternative work is submitted in writing to the instructor. If approved, the work must be completed in a timely fashion.