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Summer Session: July, 2015

EDUC 591: MUSIC AND MOVEMENT:

Multicultural and Developmental Approaches in Diverse and Inclusive Classes (N-6).
2 Credits

Through direct participation, discussion, workshops, assignments and presentations, students will have the opportunity to learn, experience, and explore ways to use and integrate music and movement in their own settings. Beginning with an overview of developmental issues as they relate to a child's participation in music and movement, we will explore ways to incorporate appropriate activities for individual students and the group as part of the classroom curriculum. Elements of music and movement as specific disciplines will be presented to provide a deeper understanding and competence for teachers in carrying out these activities themselves. Repertoire for early childhood and middle years will also be included. The importance of the role of the arts in education and in developing the full learning potential of each child will be examined in depth.

JUNE 29: **Introduction to Music and Movement:** An overview of what the disciplines of music and movement can teach us about the value of the arts in education and their role in human development.
CDR Introduction to activities for the classroom.
 Circle of Sound and Movement: singing/movement games. Personal Connections: family songs/movement/dances. Roots and Branches.

In-Class Assignment: Student Auto-Biography

JULY 1: **Local and Global Contexts of Music and Movement (Dance)**
CDR **Personal and Cultural connections: Family song/activity share.**
 Family songs/activity in the classroom.
 The meanings of dance and music in personal and cultural contexts at home and in the classroom provides a foundation for addressing issues of diversity through music and movement. This session explores the importance of cultural transmission through music and movement and resources for music in cultural contexts.

Readings due:

Cockburn, V. (1991) The uses of folksinging and song-writing in the classroom. [Harvard Educational Review](#)

Websites:

http://www.folkways.si.edu/explore_folkways/drum.aspx
<http://www.npr.org/music/>

Local Resources:

<http://www.worldmusicinstitute.org/>

<http://www.lotusmusicanddance.org/>

Assignment: Family Song or Activity

Forum Activity: Discover a cultural resource of your own choosing
From Smithsonian or other cultural resource site.
Enter your comments and responses to the forum site.
Please read at least 2 or 3 other postings.

To be conducted between July 2nd to July 9th

Example: Following cultural transmission:

From Mexico to New York Subway Musical Journey:

Cinco de Mayo in the subway: http://www.youtube.com/watch?v=BYX7h_4vjgU

Smithsonian Folkways Meet the Mariachi: <http://folkways.si.edu/jazz/discussion>

Musica del Pueblo in Spanish and English: www.musicadelpueblo.org

JULY 6: Physical Activity Indoors and Outdoors/Song and Movement

207 Singing throughout the school day and year. Song and Movement. Discover the learning value of music and song
Build your own repertoire of songs.

207 (Begin in 207) Developmental aspects of physical activity
The importance of physical activity in social emotional growth

In Class Assignment: Child Observation

Readings due:

Hart, R. (n/a). Sex differences in the use of outdoor space. *Perspectives on Non-Sexist Education*.

Altman, Ginsberg, Levine: Physical Education: BSSFC (handout)

JULY 8: Musical Elements: Developmental aspects of music in learning.
CDR/ Music education pedagogies including methods of Dalcroze, Kodaly, Orff,
207 are explored for techniques and insights into children's learning. Using Family Songs as a starting point, the connections between music and culture are developed for applications in the school and classroom.

Readings due:

Johnson, C. (n/a) Music in the classroom (n/a). *The Arts and Learning: Interdisciplinary Resources for Education*. Albany: SUNY
 Kenny, S. (1989). Music centers: Freedom to explore. *Music Educators Journal*.
 Ostwald, P.F. (1990). Music and the emotional development in children. In Wilson, F. (ed). *Music and child development*. St. Louis. MMB
 Weinberger. N. 1998). *The music in our minds*. Educational Leadership.

Websites:

<http://artsedge.kennedy-center.org/>
<http://schools.nyc.gov/Teachers/Resources/Classroom/Arts/default.htm>
<http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>
<http://www.emsc.nysed.gov/ciai/arts/artstand/home.html>
http://artsedge.kennedy-center.org/teach/standards/standards_k4.cfm

Assignment due: Homemade Instruments

**JULY 13: Expanded learning and resources at:
 AMNH The American Museum of Natural History**

**Learning in Music and Movement is extended through a collaboration with The American Museum of Natural History’s collections in The Hall of Human Origins and the Cultural Halls. Students will learn more about the evolutionary and cultural connections of music and movement through visits and teacher resources. The role of music, instruments, and dance is examined through the collections and objects available to teachers and children. AMNH is a FREE resource for city schools and is a significant resource in planning for diversity in the classroom. Students will learn about the classification of instruments worldwide.

**Meet at the 77th St. Entrance between Columbus and Central Park West
 At 5:00 p.m. Roberta’s cell: 917-455-1082**

Assignment due: Guided Lesson Plan & Ideas for Curriculum Project

JULY 15: Elements of Movement throughout the school day and year
CDR Developing physical awareness through the mind/body connection. Theories and pedagogies on physical learning and development are linked with activities for the classroom and school community. Basic movement principles are examined in a developmental context for children using Laban’s principles of movement. Movement activities for the classroom, generating routines and lesson plans to integrate with classrooms studies.
GYM (Move to gym: 9th floor) Repertoire of cooperative games, use Of equipment and development of physical skills.

Readings due:

- Altman, R. (1992). Movement in early childhood. *In Explorations With young children*. Pp.229-239 (handout)
- Andress, B. (1991) From research to practice: Pre-school children and their movement responses to music. *Young Children*

**JULY 20: Curriculum Integration: Music and Movement in Content Areas
CDR**

Singing in the Classroom: The importance of singing for language social development. How to develop a singing and music program in the classroom for transitions, themes, and joy in learning.

Music and Movement for a Range of Learners: Using technology to Enhance learning in music and sounds for all students. Music and Movement techniques for students with special needs.

Integrating Music and Movement into the Classroom: The Arts are especially strong means for integrating and enlivening classroom subjects and themes. Methods and examples of how to integrate music and movement will be discussed. Standards in the Arts define the importance and place of the arts in education. An examination of how to connect the curriculum and standards in the arts.

Readings due:

- Ayers, J.A. (1979). Sensory integration and the child. Los Angeles, WPS.
- Griss, S. (1994) Creative Movement: A language for learning. Educational Leadership. 51; 5
- Kenney, S. (1989). Music centers: Freedom to explore. *Music Educators Journal*.
- Lamme, L.L. (1990). Exploring the world of music through picture books *The Reading Teacher*.

Websites: <http://www.songsforteaching.com/specialneeds.htm>
<http://kids.niehs.nih.gov/musicchild.htm>
www.mta.info/mta/aft/muny/

Assignments due: Curriculum Projects

**JULY 22: Music and Movement Curriculum Project ‘Market of Ideas’
CDR**
Students will share their curriculum projects and interact through Conversation and dialogue.

EDUC 591: MUSIC AND MOVEMENT: COURSE REQUIREMENTS

A: COURSE EXPECTATIONS:

- 1: Attendance at each course session.
- 2: More than one absence will raise questions concerning course credit.
- 3: Assignments are due on the dates specified.
- 4: Prior arrangements must be made for any Incomplete work before the final class with the Instructor.
- 5: Grading Criteria: 60% Written Work; 40% Class Participation

B: ASSIGNMENTS:

- 1: Reading Assignments are due on the posted date and will be part of our class discussions.
- 2: Music and Movement Autobiography/Student Information Sheet:
In class: 6/29
- 3: Family Heritage (Song, Dance, Story) Activity: due 7/1

Ongoing Forum Postings: 7/2 to 7/9
- 4: Child Observation: *In-class assignment 7/6*
- 5: Homemade Instruments: *7/8*
- 5: Guided Lesson Plan & Curriculum Ideas: due 7/13
- 7: Curriculum Projects due: 7/20
- 8: Curriculum Project Presentations to group: 7/22

C: REQUIRED TEXT/RECOMMENDED TEXTS:

1: Required:

EDUC 591: Course Readings on course website or handouts

2: Recommended:

Altman, R. (2001) *Jump, Wiggle, Twirl, Giggle*. Scholastic Professional Development Series. NY

Jaffe, N. (1994) *Patakin: World Tales of Drums and Drummers*, Henry Holt and Co., New York.

D: COURSE POLICIES:

- Bank Street College has both a legal obligation and philosophical commitment to making “reasonable accommodations” in order to meet the needs of students with disabilities. Any student requiring specific accommodations should contact Olga Romero, Coordinator of the Office for Students with Disabilities, at 212-875-4468 in Room 636. (If you have any particular learning needs that you would like me to know about, please inform me as soon as possible).
- If you know you are going to be absent, please let me know ahead of time if you can or send me an email.
- You may only miss one class in Summer 2 as each class is a double session and counts for 2 classes.

EDUC 591: COURSE ASSIGNMENTS:

Templates of all the course assignments are provided below. These are to be used as a guide for you work with all written work submitted in typed form. Please inform me if this presents any difficulty for you. Computer labs are open to Bank Street students all summer and are one the C level and 7th floor.

**EDUC 591 MUSIC AND MOVEMENT:
Autobiography and Student Information**

Name: _____ **e-mail:** _____

Phone: _____ **Address:** _____

Grade Level teaching or wish to teach: _____

School: _____

Interests/Abilities related to movement, music, singing, sports, other activity:

Music/Movement Autobiography: Briefly relate an experience or memory you had as a child, adult, or teacher in connection with a distinctive movement or music experience. Please also if you have had exposure to the arts in school or personally. (You can also write on the back or on a separate sheet). **In Class: 6/29**

**FAMILY SONG, MUSIC, OR ACTIVITY:
Dance or movement or physical activity**

The songs and activities we do with our families carry deep personal importance and resonance. They also carry cultural elements as well. Beginning with the personal experience of music and movement in our lives, we will develop an understanding of the elements of diversity that make classrooms and communities the vibrant places they are.

1: Please relate a memory of the songs, music, activities, or dances/physical games you played with your family.

2: When and where did this take place: Why was this important or memorable to you?

3: What significance does this have for your own feeling about music and movement in your life and classroom or curriculum?

4: Any other thoughts you would like to share.

Note: Please submit this as a separate typewritten assignment.

FORUM POSTING GUIDELINES AND RESOURCES:

We are spending two course sessions on the role of music, dance or physical activities in our personal lives, communities, cultural backgrounds and/or global connections. Please use the upcoming Forum assignment (July 2nd-9th) as an opportunity to explore your interests in any of these areas.

At our next course session on July 1st, we will be meeting in the Lower Level Computer Lab. You will be introduced to a range of websites and you will then have an opportunity to do some exploring on your own.

I am including an example of a posting based on my own personal experience:

My mother is Mexican but did not share much of her own cultural experience with us since she wanted very badly for us to assimilate into the mainstream culture of the USA. Ever since, I have had a curiosity and interest in Mexican culture. I have selected websites to follow a trail of cultural transmission from Mexico to our own subway system in NYC.

Following cultural transmission:

From Mexico to the New York Subway Musical Journey:

Cinco de Mayo in the subway: Perhaps you have been on the subway when groups from different parts of Mexico play songs from their particular regions of Mexico. These groups play for various events in their own community as well as earning a little extra money on the subway. Here is an example:

http://www.youtube.com/watch?v=BYX7h_4vjgU

Smithsonian Folkways Meet the Mariachi. The Smithsonian Global Sound website is a source of information on many cultures around the world. Cultural context; artists; history; and teacher resources are all available. Click on this website and then click on Mariachi on the left side of the page: <http://folkways.si.edu/jazz/discussion>

Musical Mural: This is a most creative website and way to explore cultural and musical traditions from Mexico. It offers many entry points including community, rhythm, improvisation, etc. Enjoy!

www.musicadelpueblo.com

** Here is the link to the Smithsonian Global Sound website:

http://www.folkways.si.edu/about_us/smithsonian_globalsound.aspx

Also, please see the 'home' website: <http://www.folkways.si.edu/>

EDUC 591: Music and Movement Guided Lesson Plan Template

Lesson Plan Template

**Give your lesson a title introducing the theme. Be creative, make it appealing.*

Use this template to create your own lesson plan for a music or movement experience for your setting.

- 1. AIM/GOALS:** Describe the overall purpose or goal of this lesson. What is the important thing that you want children to get out of it.
- 2. MATERIALS/ SPACE:** What materials are needed to carry out this lesson and where will it take place?
- 3. PROCEDURE:** Describe how you will begin the lesson and then carry it out step-by-step.
- 4. EVALUATION/ ASSESSMENT:** Create 2 or 3 questions to ask that will give an idea of what the children get out of the lesson. This must refer back to the Aim of the lesson.
- 5. FOLLOW-THROUGH:** Provide a couple of follow up ideas to expand possible extensions of this lesson. (be brief)
- 6. COMMON CORE AND ARTS STANDARDS:** Please provide relevant standards from both sources (4-5 standards)

EDUC 591: PHYSICAL ACTIVITY PLANNING TEMPLATE

For this course, we have discussed the urgent need and importance of physical activity in a number of dimensions including:

Large Motor Activity: Outdoor games, cooperative games, using the parachute for exercise and cooperation.

Creative Movement/Dance: Early Adolescents (and the rest of us), need a creative physical outlet for our energies and ideas. Dancing has always been a way for people to meet and enjoy an enlivening activity together.

Personal and Cultural Identity Connections: In all times and places throughout history and across cultures, including contemporary times, the arts, and dance, music, in particular play a role in creating a sense of community and identity.

PLANNING ELEMENTS:

Please use the Template below to think about planning for physical activity in your settings: before, during, and after-school:

- 1: Activity: Will this be an exercise, fitness activity, game, or dance?
- 2: Space: You will need to plan where and when the activity takes place based on the amount of space you need. Be creative in brainstorming this.
- 3: School day/ week: It will work best if you develop a routine for when and where you are going to do certain activities such as warm-ups and games
- 4: Interdisciplinary/Integrated connections: Movement activities lend themselves very well to integration with other subjects. Think about where you can do this.
- 5: School partners: think about whom you can bring in to the school or bring the students to visit/see where dance is a featured activity. Check museums and community organizations.
- 6: Put it in your schedule for the week and give it a try!

Roberta Altman, Instructor

FINAL CURRICULUM PROJECT:

This assignment is meant to build on all you have learned in this course and create a curriculum resource that you can use at your teaching site. It needs to be composed of the following elements:

- *Attractive Cover page with the course number/name, your name, July, 2015 and a TITLE for your theme.*
- *Table of Contents with the following sections:*

1: Rationale: Why did you choose this topic? What age group is it for? What will your students learn from this unit? What outcomes will you try for? Please use citations from your readings.

2: Lesson Plans: You will create 3 lesson plans for this curriculum project based on the Guided Lesson Plan Template.

3: Recommendations: This is a brief recommendation for the reader on the various ways your curriculum project can be put to use and how you plan to put it to use in your classroom.

4: Bibliography and Web resources

5: Appendix: any related materials or resources

NOTES: