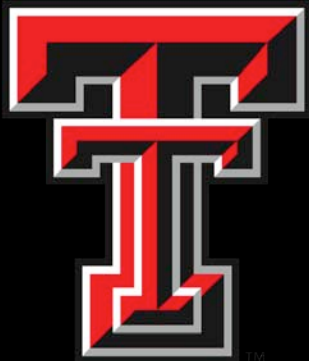


# It's A Balancing Act:

Music Integration for Elementary Education Majors

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# Abstract

Elementary education majors may be the single most frequently studied group of collegiate students, perhaps simply because of their availability. Virtually every music education unit teaches at least one or sometimes many sections of music for elementary education majors. At our institution, as is probably true of many schools, those courses are taught by doctoral students who are experienced public school teachers and are under the guidance of a faculty mentor. Can one class possibly give future elementary teachers everything they need, or will most not teach music anyway? In our particular state, an estimated 70% of music classes are taught by music specialists, leaving 30% to be taught by the elementary education majors who populate our non-major classes. So that all-too-often solitary music class is of great importance.

What should be the content of these non-major music classes? How much music literacy is necessary? Should the class focus on each student's individual musical skills or on how to teach music? What is the relationship between performance skill development and the ability to use music as a tool integrated within the total curriculum? Should these non-majors learn to be musicians? Or should they learn to use music to teach social studies, language arts, culture and other classroom studies? If 70% will not actually be teaching music, what musical dispositions should be emphasized? Should they learn about the musical characteristics of children? Is it important that non-majors develop a respect for what music specialists can contribute? Clearly it is a delicate balancing act, and these questions must be answered within the context of a single "Music for Elementary Education Majors" course.

Doctoral students with 6 semesters of teaching such courses and their faculty mentor will describe their own journey in developing curriculum to address these questions. They will discuss the issues, explain their experiences, and include materials and examples of their particular balancing act. None of the presenters believes they have achieved the answers to these questions, but would like to explore possibilities as they address the important question of how best to balance theory and practice for elementary education majors.



# It's a Balancing Act

Practice

Theory

Integrating  
Music

Teaching  
Creatively

Singing

Playing  
Instruments

Reading  
Music



# The Balancing Act

We are limiting our discussion to:

Developing Community

Building Music Literacy and Expansion

Practicing and Applying-Music Integration



# This class DOES NOT...

.....prepare students to be music teachers



# This class DOES...



Empower classroom teachers to take not just songs, but “music elements” and help them be proactive in the integration of those elements in their everyday teaching.



# Developing Community

The need to create a cohesive unit to allow for an open learning environment

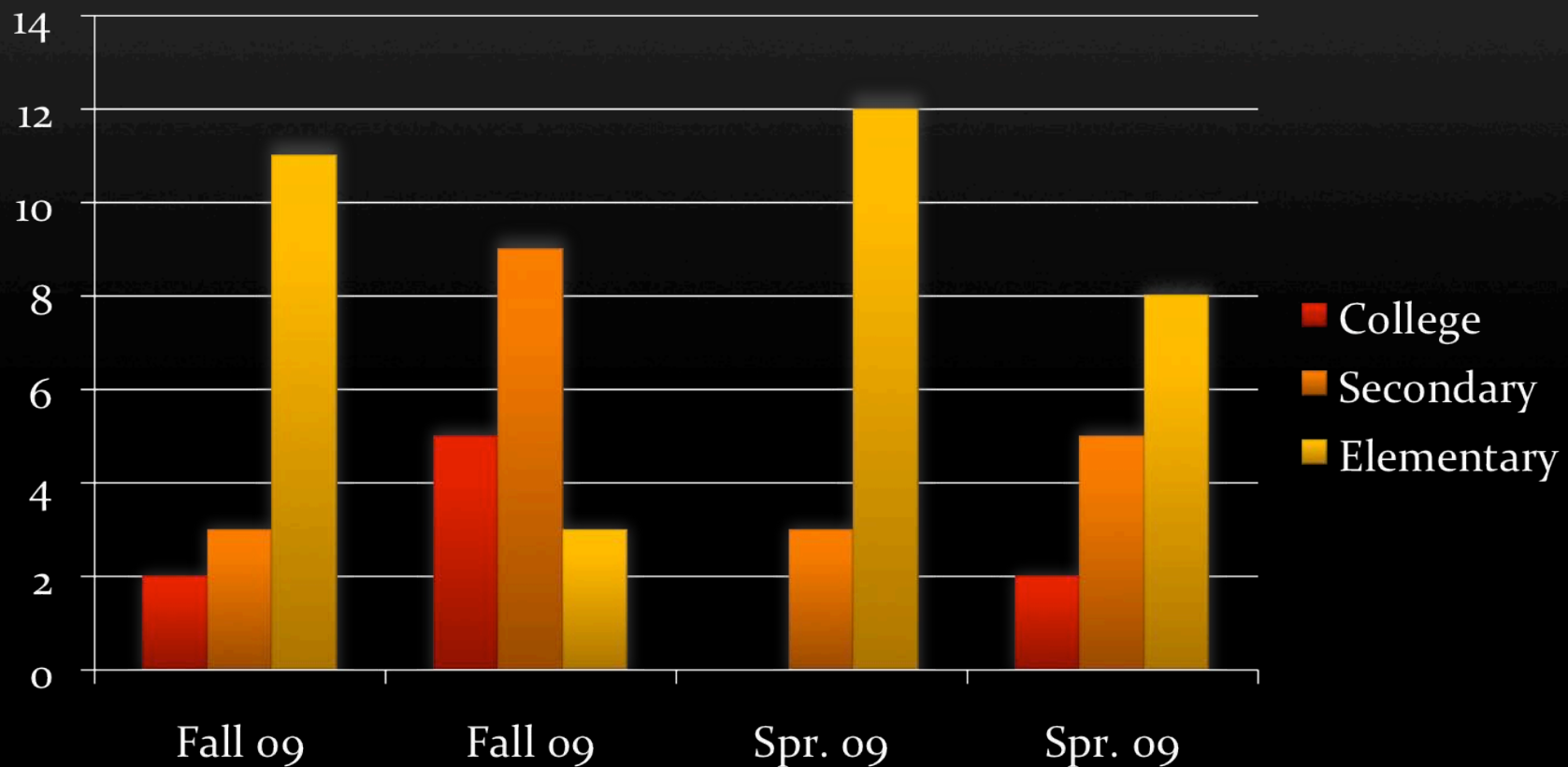
# Initial Community

HIGH  
Anxiety

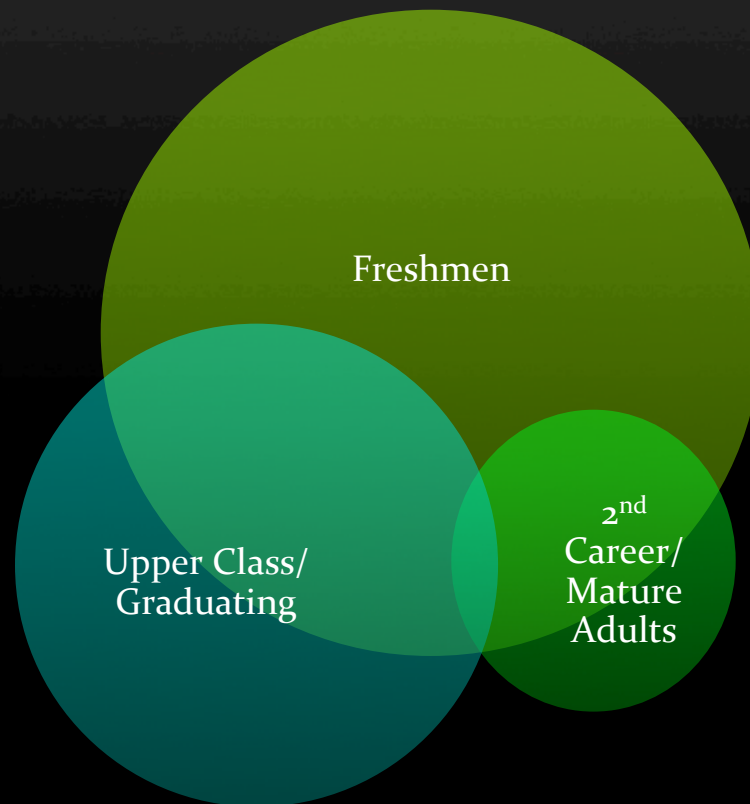
LOW  
Self Efficacy



# Varied Music Experience Levels of the Community of Our Classes



# Variety of Age and Life Experience of the Music Class Community



# Exercises to Foster a Productive Music Learning Community

## # “New Best Friend” Introduction

- # Introduce each other in pairs in front of the class. Group teaching.

## # Scar Stories

- # Students share an injury story with the class. Gets students in front of class by themselves. Solo teaching.

## # Personal Surveys

## # Known Children’s Songs

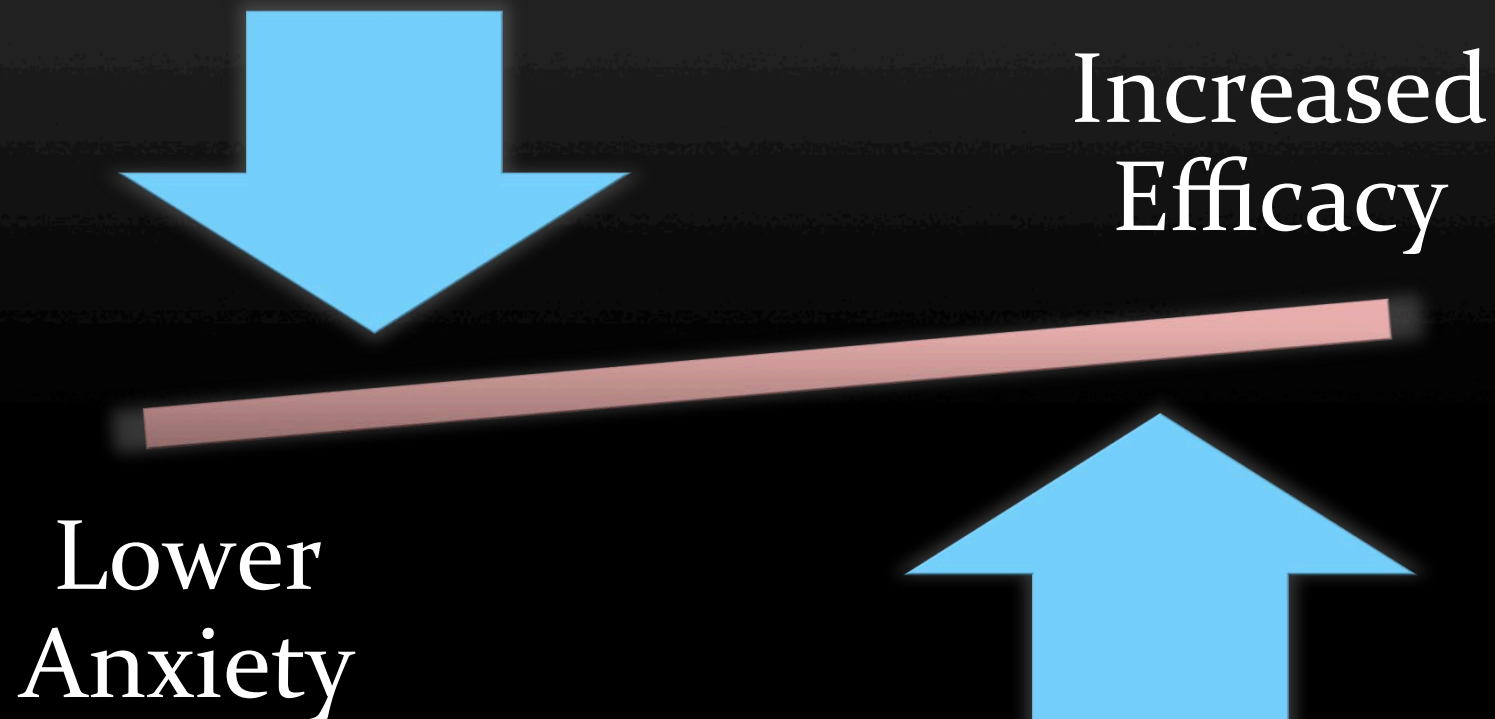
- # List all the songs you know. Do not edit. Emphasizes knowledge without musical skills....students *do* know something about music.

## # Collecting CDs of Students’ Music

- # Allows students to share part of their “music life” and possibly apply it to the classroom. Informs instructors of their students’ preferences.



# After Community Exercises



# The Desired Community

- # Trusts members of the class in order to better explore abilities and application of music
- # Has open lines of communication for shared learning
- # Is able to think beyond preconceived musical ideas
- # Is a cohesive unit of learners
- # Has begun to function on a common groundwork of musical understanding

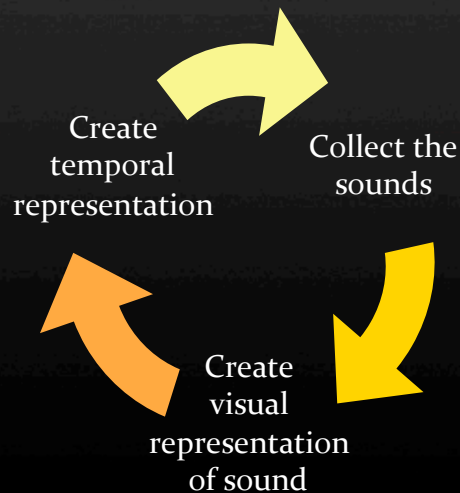


# Example: Collecting Sounds Activity

- # Builds community
- # Draws on current student knowledge
- # Allows students to make a connection into music literacy



# Collecting the Sounds of our Environment!



- Discovery of the sounds in our everyday world
- Create a visual representation of sound (notation)
- Discovery of need for representation of sound and its relation to time (rhythm)

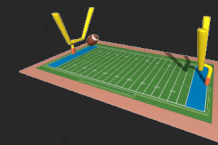
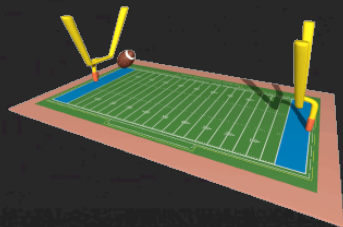


# Music Literacy and Expansion

The need for teachers to identify and select appropriate materials and activities beyond their preconceived notions.



# Connection to Music Literacy... and leveling the playing field!



Pitch - Music alphabet in relation to treble clef, and contour of melody

Music- the organization of collected sounds

Pitch

Music  
(Organized sound)

Rhythm

Rhythm – Basic relationship of whole, half, quarter, and eighth notes (mainly in common time, but highlight meter relationship).



# Expansion of the definition of music!

**MUSIC**  
**music**  
**music**

Anything with

- Semi-organized sounds
- Rhythmic patterns
- Sound representations
- Movement



# Practicing and Applying- Music Integration

The need to provide structured teaching opportunities and assessments for teacher growth and empowerment.



# Reinforcement through Teaching Episodes

## Four Peer Teaching Episodes

# Music (assessment)

# Reading

# Social Studies

# Math/Science

(All levels K-6 guided by  
state curriculum.)



# Assessment of Peer Teaching Episodes

Main question: Was the use of music or musical element an effective tool to meet the objective of the subject at hand?



# SELECTED RESEARCH & MATERIALS RELATED TO MUSIC FOR ELEMENTARY EDUCATION MAJORS

## MATERIALS

*Music Course Content for Elementary Education Majors*

*Integrating the Arts with Other Elementary Classroom Subjects*

*Selected Textbooks for Music Courses for Elementary Education Majors*

*Websites Related to Music for the Classroom Teacher*

## TEACHER CHARACTERISTICS

*Attitudes & Dispositions of Elementary Education Majors*

*Musical & Instructional Skill Development of Elementary Education Majors*

*Inspiration for the Classroom Teacher*



## *Music Course Content for Elementary Education Majors*

Gauthier, D., & McCrary, J. (1999). Music courses for elementary education majors: An investigation of course content and purpose. *Journal of Research in Music Education*, 47, 124-134.

Giles, A., & Frego, R. (2004). An inventory of music activities used by elementary classroom teachers: An exploratory study. *UPDATE: Applications of Research in Music Education*, 22(2), 13-22.

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## *Integrating the Arts with Other Elementary Classroom Subjects*

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Kite, T., & Smucker, T. (1994). Using program music for interdisciplinary study. *Music Educators Journal*, 80(5), 33.



Lipscomb, S.D, & Scripp,L. (2008). Connecting research that reflects the evolving role of music in education. *Teaching Artist Journal*, 6(2), 159-168.

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McDonald, N.L. & Fisher, D. (2006). *Teaching literacy through the arts*. Guilford Publications.

Miller, B. A. (1994/1995). Integrating elementary music instruction with a whole language first-grade classroom. *Bulletin of the Council for Research in Music Education*, 123.

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Miller, B. A. (2003). Integrating elementary general music instruction with a first grade whole language classroom. *Bulletin of the Council for Research in Music Education*, 156, 43-62.



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Schleuter, L. (1997). Toward integrating the arts K-3: Analysis of a university-public school partnership. *Bulletin of the Council for Research in Music Education*, 131, 41.

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Standley, J. (2008, Fall/Winter2008). Does music instruction help children learn to read? Evidence of a meta-analysis. *UPDATE: Applications of Research in Music Education*, 27(1), 17-32.

Whitaker, N. L. (1996). Elusive connections: music integration and the elementary classroom. *Bulletin of the Council for Research in Music Education*, 130.



## *Selected Textbooks for Music Courses for Elementary Education Majors*

Anderson, W.M. & Lawrence, J.E. (2010, 8<sup>th</sup> edition). *Integrating music into the elementary classroom*. Schirmer.

Andress, B. (1998). *Music for young children*. Cengage Learning.

Campbell, P.S. (1998). *Songs in their heads: Music and its meanings in children's lives*. Oxford.

Campbell, P. S., Scott-Kassner, C. & Kassner, K. (2010, 3<sup>rd</sup> edition). *Music in childhood: From preschool through the elementary grades*. Schirmer.

Choksy, L. (1996, 2<sup>nd</sup> edition). *Teaching music effectively in the elementary school*. Prentice Hall.

Crawford, L. (2004). *Lively learning: Using the arts to teach the K-8 curriculum*. Stenhouse Publishers.

Hackett, P., Lindeman, C.A. (2006, 7<sup>th</sup> edition). *The musical classroom: Backgrounds, models and skills for elementary teaching*. Prentice Hall.



Haines, J. & Gerber, LL. (1999, 6<sup>th</sup> edition). *Leading young children to music*. Prentice Hall.

Herr, J & Larson, Y.L (2007, 5<sup>th</sup> edition). *Creative resources for the early childhood classroom*. Cengage Learning.

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Ney, R.E. and Nye, V.T. (1985). *Music in the elementary school*. Prentice Hall.

Richardson, C. & Atterbury, B.W. (2000). *Music every day: Transforming the elementary classroom*. McGraw-Hill Companies.

Rozmaizi, M. & Boyer-White, Rene. (2005, 4<sup>th</sup> edition). *Music fundamentals, methods, and materials for the elementary classroom teacher*. Allyn & Bacon.



## *Websites Related to Music for the Classroom Teacher*

(In most cases: enter the website and search for “music”)

<http://www.songsforteaching.com/>

<http://music4education.com/>

<http://sitesforteachers.com/>

<http://kids.gov/>

<http://www.teachervision.com/>



<http://www.hotchalk.com/>

<http://www.eduref.org/> (The educator's reference desk)

<http://freelessonplans.com/>

<http://artsedge.kennedy-center.org/>

<http://www.lessonplanet.com/>

<http://lessoncorner.com/>



## TEACHER CHARACTERISTICS

### *Attitudes & Dispositions of Elementary Education Majors*

Barrett, J. R. and Rasmussen, N. S. (1996). What observation reveals: videotaped cases as windows to preservice teachers' beliefs about music teaching and learning. *Bulletin of the Council for Research in Music Education*, 130.

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Teicher, J. M. (1997). Effect of multicultural music experience on preservice elementary teachers' attitudes. *Journal of Research in Music Education*, 45, 415-427.

Tuttle, T. T. (1978). A preliminary study of affective shift and psychomotor growth in elementary education students while taking a music materials course. *Contributions to Music Education*, 6, 59-72.

Walls, Kimberly C. (1995). Attitudes of preservice elementary teachers after hypermedia instruction in music fundamentals *Texas Music Education Research* .[http://www.tmea.org/o8o\\_College/Research/Wal1995.pdf](http://www.tmea.org/o8o_College/Research/Wal1995.pdf)



## *Musical & Instructional Skill Development of Elementary Education Majors*

Bowers, J. (1997). Sequential patterns and the music teaching effectiveness of elementary education majors. *Journal of Research in Music Education*, 45, 428-443.

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[http://www.tmea.org/o8o\\_College/Research/Dun1995.pdf](http://www.tmea.org/o8o_College/Research/Dun1995.pdf)

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Killian, J.N. (1993). A comparison of knowledge of children's songs among older adults, college students and children. *Missouri Journal of Research in Music Education*, 30, 8-17.

Koops, L.H. (2008). Using a musicianship portfolio as assessment of music and education course objectives in a "Music for Elementary Teachers" course. *Journal of Music Teacher Education*, 18. 39 - 54.

McCoy, C. W. (1997). Factors relating to pitch-matching skills of elementary education majors. *Journal of Research in Music Education*, 45, 356-366.

Mizener, Charlotte P. (2008). Relationships between attitudes toward classroom singing activities and assessed singing skill among elementary education majors. *Texas Music Education Research*.

[http://www.tmea.org/o8o\\_College/Research/Miz2008.pdf](http://www.tmea.org/o8o_College/Research/Miz2008.pdf)

Myers, D. E. (1990). Musical self-efficacy among older adults and elementary education majors in sequential music learning programs. *Southeastern Journal of Music Education*, 2, 195-202.

Orman, E. K. (2002). Comparison of the National Standards for Music Education and elementary music specialists' use of class time. *Journal of Research in Music Education*, 50, 155-164.



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Wolfe, D. E., & Jellison, J. A. (1990). Music and elementary education students' evaluations of music-teaching scripts. *Journal of Research in Music Education*, 38, 311-321.



## *Inspiration for the Classroom Teacher*

Russell, J. (1996). Musical knowledge, musical identify, and the generalist teacher: Vicki's story. *McGill Journal of Education*, 31, 247.



# It's A Balancing Act!

Practice

Theory

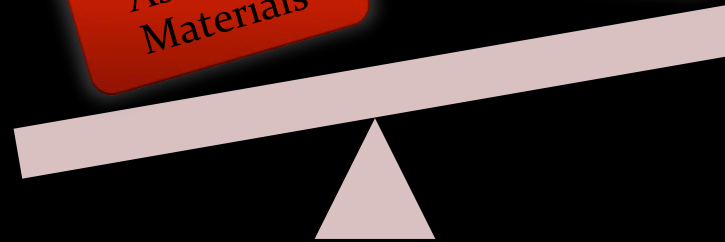
Integrating  
Music

Teaching  
Creatively

Assessing  
Materials

Reading  
Music

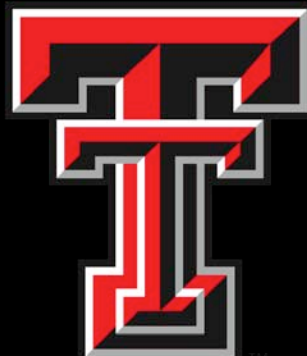
Singing



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