

ED 589 Artie & Denise: Inspired in Indianapolis 2022

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Course Credit: 1.0 graduate credit
Dates & Times: Online: July 19–July 21, 2022
Meets daily from 9:30 a.m. – 6:00 p.m. EST

LMS LINK: <https://workshops.musicplay.ca/> (for the course)

COURSE DESCRIPTION:

Teachers will actively participate in online learning to further develop their understanding of designing music lesson plans for sequential instruction, assessment, instructional strategies, and curriculum. Specific applications will be made to practice, as teachers will outline a lesson using a template for one of their projects.

This course is appropriate for general music teachers. Classroom teachers, instructional coaches, music therapists, and administrators are invited to join us.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Apply the necessary musical skills to create and adapt music activities that support sequential student learning in the music classroom.
2. Select and analyze songs and/or other music activities presented in the webinar for use in your own music classroom. These may include teaching rhythmic and/or melodic music concepts, playing ukulele and/or recorder, designing music centers, using children's books in the classroom, and performing movement activities and singing games
3. Create a general-music lesson based on one of the concepts or activities observed in the webinar.
4. Reflect upon lesson planning procedures and how to possibly adapt those lesson plans to a virtual learning environment.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

No text is required. All sessions, including the question and answer sessions, will be recorded and available to view for 60 days. Session handouts will be available to download.

COURSE REQUIREMENTS:

1. Attendance all day for every webinar (total of three days)
2. Develop proficiencies in teaching rhythmic and melodic music concepts, playing ukulele and recorder, designing music centers, using children's books in the classroom, and performing movement activities and singing games.
3. Create a general-music lesson based upon one of the music concepts or activities observed in the webinar.
4. Respond to three daily discussion board postings.
4. Compose a reflection paper explaining based upon the questions listed in the grading rubric below.

In order to receive a passing grade, the participant must complete the following course requirements:

1. Full-day attendance at every webinar (total of three days)

2. Discussion Board Postings: Three (3) responses, one for each day, with each response based upon activities observed during the webinar. Students should analyze, synthesize, reflect, and respond to the questions listed in the grading rubric below. Answers should be written in complete sentences for each question.
3. Lesson Plan Outline: Participants will complete a lesson plan outline using the attached planning template, this should be turned in using the Assessments feature in the LMS.
4. Reflection questions: Students will answer the questions listed in the grading rubric about their prepared lesson. Students may want to consider how their lesson would be adapted if taught in a virtual environment instead of a live teaching situation. Answers should be written in complete sentences for each question.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Attendance	10%	10 points
Discussion Board	20%	20 points
Lesson Plan Outline	40%	40 points
Reflection Questions	30%	30 points
	100%	100 points

Grade Scale: Grading will be Pass/Fail: A minimum score of 80% (80 points) is required to pass

GRADING RUBRICS:

	Zero points	Full points
Attendance (10%)	Missed one or more sessions of a daily webinar	Attended all sessions every day for three days

Discussion Board Daily Questions (7 points each day) {20%}

1. What information from today's webinar will help you in your role as an educator?
2. What activities were most valuable from today's webinar and why?

Grading Rubric for Discussion Board Questions

Zero points	Half points	Full points
Questions were not adequately answered after each session. No reflection on what was presented in the daily webinar. Many grammatical errors.	One question was adequately answered. Some reflection on what was presented in the daily webinar along with strengths and challenges for some of the activities discussed. Some grammatical errors	Both questions adequately answered. Much reflection on what was presented in the daily webinar along with strengths, challenges, and goals for all activities discussed. Few if any grammatical errors.

Lesson Plan: Must follow the template and include these following activities: (40 points) {40%}

(a) singing, (b) playing instruments, (c) moving, (d) music reading, (e) creating, (f) transfer, and (g) assessment. These activities may be introduced in any order. A transfer activity is one in which the concept (idea) can be transferring into another subject area, either arts non-arts. For example, a lesson activity if one contains a rhythmic or melodic pattern, you could relate where else one would find patterns (math, weather, art work). Any of the activities observed in the webinar may be used in the lesson plan.

Lesson Plan #:	<h1 style="text-align: center;">MUSIC LESSON PLAN</h1>	
Date:		
Grade Level:		
Concept: (1 point)	Materials (1 point)	
Welcome (3 points)	Activity #1 (5 points)	
	Objectives:	
Transition:	Activity #2 (5 points)	
	Objectives:	
Transition:	Activity #3 (5 points)	
	Objectives:	
Transition:	Activity #4 (5 points)	
	Objectives:	
Transition:	Activity #5 (5 points)	
	Objectives:	
Transition:	Activity #6 (5 points)	
	Objectives:	
Transition:	Assessment (5 points)	
Zero points	Half points	Full points
Less than four of the required seven activities with transitions. Limited connection between content from webinar and lesson plan included. No clarity in instructions, pacing, or appropriate sequencing. No reflection on strengths, challenges or goals for children and teacher included.	Four of the required seven activities with transitions. Some connection between content from webinar and lesson plan included. Some clarity in instructions, pacing, and appropriate sequencing. Some reflection on strengths, challenges or goals for children and teacher included.	All of the required seven activities with transitions. All connections between content from webinar and lesson plan. Included. Much clarity in instructions, pacing, and appropriate sequencing. Much reflection on strengths, challenges or goals for children and teacher included.

Lesson
Plan
Grading
Rubric

Reflection Questions over Lesson Plan (6 point each question = 30 points) {30%}

1. How could this activity be altered for use with a different what grade level?
2. Describe one or more positive aspects of the activity.
3. Describe one or more aspects that would need modification for use with your students for live teaching and/or virtual learning.
4. Do you foresee any problems with teaching this activity and if so, what?
5. Would your students enjoy this activity? Why or why not?

Zero points	Half points	Full points
Less than three of the required questions adequately answered. Limited connection between actual lesson plan and classroom implementation. Many grammatical errors.	Three of the five questions adequately answered. Some connection between actual lesson plan and classroom implementation. Some grammatical errors.	All five questions adequately answered. Many connections made between actual lesson plan and classroom implementation. Few if any grammatical errors.

COURSE SCHEDULE:

Course Date or Session number

Topics and Assignments

Presenter

DAY ONE: Tuesday, July 19, 2022

1:00 – 2:00

Meet and Greet / Check-in

2:00 – 3:15

Engage Your Learners - Early Childhood

Denise Gagne

3:15 - 4:30

Artie Almeida

Session #1 – This session will give you ideas that will engage the toughest age group – the early learners!

Old and new favorites will be shared that will have you and your students singing, playing instruments (without chaos!), moving/listening/responding, preparing for reading/writing, and beginning to create music. Denise will share engaging songs, storybooks and activities that are tried and tested with early learners ages 3-8.

Learning Targets:

- Participants can deliver music instruction in a variety of ways, including via body percussion, non-pitched percussion, found sounds and more.
- Participants can engage students via children's literature, folk songs and instruments.
- Participants can highlight curricular connections between music and other subjects.

DAY TWO: Wednesday, July 20, 2022

8:15 – 8:30

Welcome and Introductions

8:30 – 9:45

All Things Percussion!

Artie Almeida

Kids love percussion instruments and you'll love these lessons that utilize non-pitched percussion, hand drums and large drums, as well as non-traditional percussion instruments like Kickballs, Firestix and Pop Toobs. Our focus will also be on the building blocks of music, including beat, rhythm, form and phrasing.

Learning Targets:

- The participant will explore the delivery of rhythmic instruction in a variety of ways, utilizing pitched and non-pitched percussion, found sounds, and more.

9:45 – 10:00

Question and Answer Session

10:00 – 11:15

Music Theory That's Fun

Denise Gagne

Worksheets can be great tools, but many kids learn the most through games, manipulatives and centers. In this session, we'll have fun learning to read and write music using a variety of strategies. You'll play note name and rhythm games that are easy to set up in your classroom and FUN for kids of all ages and abilities.

Children who are musically literate are given the tools to become life-long music makers. In this session we'll explore fun ways to teach theory: games, ball bouncing, bean bags and many activities!

Learning Targets:

- The participant will learn to gamify teaching concepts.

- The participants will learn activities to increase student engagement.

11:15 - 11:30

Question and Answer Session

11:30 - 12:30

A Musical Journey to Good Choral Singing: Greg Gilpin
Breath, Vowel and Diction

Three “basics” of good choral singing will be explored with physical and vocal warm-ups you’ll enjoy learning and using with your students. Greg will also share instructional ideas on how to achieve uniform vowel and blend, all in a fun-filled and inspiring session that celebrates the choral art!

Learning Targets:

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-

12:30 – 1:30

Lunch Break

1:30 – 2:45

Singing: The Heart of the Program

Artie Almeida

Join your colleagues in lessons and games that will have your children singing joyfully, while addressing pitch, direction, steady beat, phrases and audiation. We will take a Little Melody Walk, go on a picnic, sing with our Beat Buddies and more, during this session that offers students fun and challenging opportunities for musical growth.

Learning Targets:

- The participant can increase student melodic competency via group and solo singing, child-appealing props and movement.

2:45 – 3:00

Question and Answer Session

3:00 – 4:15

Movement Fun, Games and Dances

Denise Gagne

Singing games combine songs, movement, and social interaction in an authentic musical learning experience. When children play singing games, they sing and hear many repetitions of a melody laying the foundation for learning multiple musical concepts. Develop student’s musicality through moving and responding to music. Folk dancing is a fun way to teach phrasing, form and concepts in your music classes. In this session we’ll move, dance and play singing games that teach musical concepts in fun and engaging ways!

Learning Targets:

- The participant will learn how to teach musical concepts using a simple singing game.
- The participant will learn ways to build community for an in-person and distanced classroom.

4:15 – 4:30

Question and Answer Session

4:30 – 4:45

Networking and Sing

DAY THREE: Thursday, July 21, 2022

8:15 – 8:30

Welcome and Introductions

8:30 – 9:45

Create and Perform on the Recorder

Denise Gagne

The recorder is one of the best tools for teaching children to read and play melodies. It’s affordable enough for most students to be able to have one at home. Boom whackers or desk bells are great tools – but few children will have a set of them at home! As it becomes possible to teach recorder again, let’s explore its creative and performance possibilities. Have your students listen and respond to authentic recorder performances. Teach your students pop songs that can motivate kids to expand their range and abilities. Recorder programs can include pop music, classical themes, folk songs, jazz and blues to help students explore many genres.

Learning Targets:

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9:45 – 10:00

Question and Answer Session

10:00 – 11:15

Mirror, Mirror on the Wall, How the Heck Can I Teach it All??

Artie Almeida

Explore unique and motivational lessons to introduce children to basic music theory in age-appropriate ways. We will use pointing pages, non-pitched percussion, stretchy bands and other motivators to lay a solid foundation for our young musicians to carry with them into middle and high school music-making experiences. Where there’s passion . . . there’s retention!

Learning Targets:

- The participant can develop a collection of age-appropriate music theory strategies and materials for instruction.
- The participant can enhance students' retention of knowledge by providing strong academic content in unique, humorous and childlike ways.

11:15 – 11:30

Question and Answer Session

11:30 – 12:30

Choral Repertoire That Teaches and Inspires!

Greg Gilpin

Having the right repertoire is key for engaging both singer and teacher. It creates an exciting and inspiring rehearsal which then leads to an outstanding performance. Bring your heart, mind and voice as we sing through selected choral repertoire sure to bring the passion of text, melody and harmony you've been looking for! There might even be some staging and movement to add some sparkle to your performance!

Learning Targets:

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12:30-1:30

Lunch Break

1:30 – 2:45

Fun with Ukuleles

Denise Gagne

Bring your ukuleles and get ready for a session that lays out a sequence and gives you many great ukulele teaching tips. We'll play, sing, and take some finger breaks. You will be given many resources in this session that will make teaching ukulele easy for you and fun for your students!

Learning Targets:

- The participant will learn the basics of teaching a beginning ukulele class.
- The participant will learn about disinfecting ukuleles and how to use ukulele in the classroom.

2:45-3:00

Question and Answer Session

3:00 – 4:15

A Potpourri of Possibilities

Artie Almeida

This collage-style session will offer a wide variety of lessons for elementary music students. Barred instruments, children's books, songs, props, as well as non-pitched and pitched percussion, will offer you lots of possibilities for keeping your students engaged and eager to return to their music classroom the next week!

Learning Targets:

- Participants can increase their library of lessons that deliver melodic, rhythmic and form content via multiple materials, instruments and movements.

4:15-4:30

Question and Answer Session

4:30

Closing Song

About the Clinicians

Dr. Artie Almeida recently retired from 38 years of teaching in the public schools. She was the music instructor at Bear Lake Elementary in Orlando FL, where she taught 1200 K-5 students. Her dynamic student performing groups have performed for AOSA, NAFME, Walt Disney World, Florida Music Educators Association, Georgia Music Educators Association, many general education conferences, and on the NBC Today Show.

Artie's accolades include Florida Music Educator of the Year, International Educator 2006 (Cambridge UK Biographical Society), school level Teacher of the Year 6 times, Seminole County Teacher of the Year, and University of Central Florida Alumni of the Decade. Artie is included in the publications *Who's Who in American Education*, and *Great Minds of the 21st Century*. Artie's 29 publications celebrate innovative delivery systems for K-6 music instruction. *Heavy Academics: Delivered Joyfully!*

Artie was an adjunct professor of music education at the University of Central Florida for 34 years, the saxophone instructor at Valencia State College, the Music & Movement instructor at Seminole State College and a saxophone performer and teacher. Additionally, she performs early music with the Halifax Consort.

Denise Gagne is a music specialist with 40+ years of experience teaching band, choir and classroom music from pre-school to College levels. Her choirs and bands won many awards at Music Festivals and performed for local and national sporting events, on national radio and even for the Queen. Denise has a Bachelor of Music from the University of Victoria, a Bachelor of Education from the University of Saskatchewan, a Diploma in Music from the University of Auckland (pending), and a Post Graduate Diploma in Fine Arts (Kodály Level 3) from the University of Calgary with Lois Choksy. She has completed Orff Level 3 and additional Orff training with Cindy Hall, Jay Broeker, Jos Wuytack and Donna Otto. Denise has served on the boards of the Saskatchewan Music Educators Association, the Saskatchewan Band Association, and served for eight years on the board of the Kodály Society of Canada. Denise is currently managing editor of Themes & Variations, preschool music teacher and frequent visitor to Red Deer elementary school music classrooms. Denise is the author or editor of more than 100 publications for K- 6 music teachers. She has been a workshop presenter in every Canadian province and territory and all 50 states. She presents regularly for Orff and Kodaly workshops, preschool and kindergarten conferences in Canada, the USA, Asia, and Australia!

Greg Gilpin is a celebrated ASCAP award-winning choral composer and arranger and a highly respected choral conductor. He is known throughout the United States leading performances at New York City's iconic Carnegie Hall and Lincoln Center as well as Ryman Auditorium in Nashville, Tennessee. His international appearances include the Sydney Opera House in Sydney, Australia, Royal Festival Hall in London, England and Harpa Concert Hall in Reykjavik, Iceland. Mr. Gilpin is also a producer and musician in the recording industry and is Director of Educational Choral Publications for Shawnee Press, a distinguished choral publisher.

In 2020, Mr. Gilpin's "pandemic pivot" took him down an additional career path by becoming certified as a financial coach and a certified Boss Organizer, creating his own professional organizing business, Maestro Organizing. This work has led to appearances on Fox and NBC network affiliates. Mr. Gilpin can also be seen on the hit TV show "Hoarders", alongside Dorothy Breininger, renowned producer and organizer.

In 2021, Mr. Gilpin wrote the score for the award-winning short film, "Rosie's Rescue" and was awarded "Best Score" for this same movie. He also teamed up with well-known opera singer, Angela Brown, and created the world premiere of a thrilling new arrangement of "What Child is This?", debuted by Ms. Brown and the Indianapolis Symphonic Choir.

The music world is coming back to life and Mr. Gilpin is excited to be teaching, composing, conducting and organizing! He is a proud member of ACDA, NAFME, SAG-AFTRA, and is a Life Loyal Member of Phi Mu Alpha Sinfonia.