



Leading the Way: Arts Integration Strategies for TK-6 Music Specialists

CASMEC
San Jose, California
Saturday, February 18, 2017

CLINICIANS:
Jennifer Coull, jcoull@fcoe.org
Elizabeth Robertson, erobertson@fcoe.org
Fresno County Superintendent of Schools

Clinic Materials: <https://goo.gl/WjLyfR>

SUMMARY

This clinic will empower TK-6 music specialists to take leading roles in their school and district arts integration programs. The clinicians will share strategies for opening communication between music specialists and classroom teachers. Participants will leave with practical tools and resources for their classroom and all their colleagues.

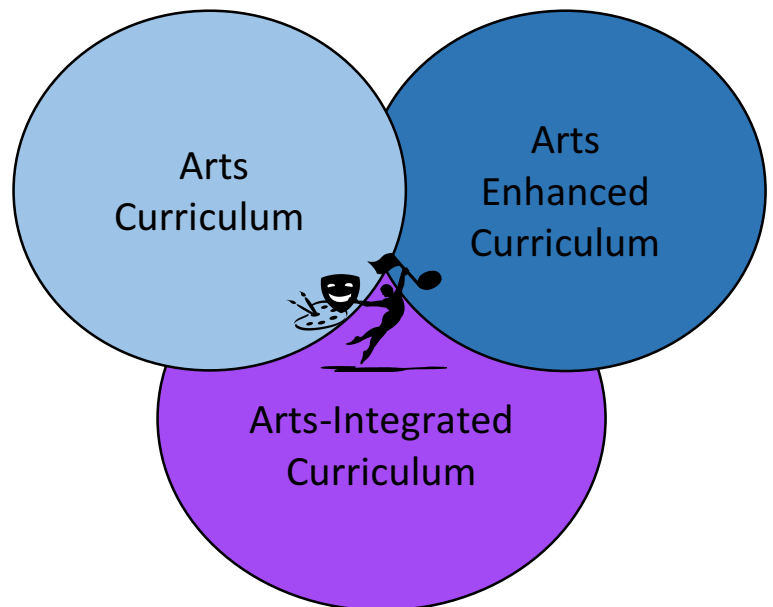
ARTS IN SCHOOLS

Arts Integration is...

an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING through an
ART FORM.

Students engage in a **CREATIVE PROCESS**
which **CONNECTS** an art form and
another subject area and meets
EVOLVING OBJECTIVES
in both.

 The Kennedy Center



LISTENING

1) Children Listen



Child-ren, list - en what inst-ru-ment is play - ing? - - I hear a (Instrument) .

2) Drum Game-Fun Game

Students move as directed by the chant. Teacher can change the number of beats.

___ (movement) eight beats and ___ (movement) eight beats. Drum game, fun game, here you go, and ___ 2-3-4-5-6-7-8 and ___ 2-3-4-5-6-7-8

E.g. Skip eight beats and hop eight beats. Drum game, fun game, here you go and, skip-2-3-4-5-6-7-8 and hop-2-3-4-5-6-7-8

3) Soundscape with newspaper (rub, tap, crunch, wad)

COLLABORATING

1) Gimme a Beat (song and chant)



Gim-me a beat, and I can make mu - sic. Gim - me a song to sing.

6



Gim-me some friends, and I can sing with them. I love to sing!

Chant: I like music. I like to sing. I like music. I love to sing!

2) “Viennese Musical Clock” (See video and audio)

3) Mirroring Movements to Smooth and Choppy Music (audio)

CONNECTING TO CONTENT

1) Onomatopoeia Poem

Weather

Eve Merriam (1916-1992)

Dot a dot dot dot a dot dot
Spotting the windowpane.

Spack a spack speck flick a flack fleck
Freckling the windowpane.

A spatter a scatter a wet cat a clatter
A splatter a rumble outside.

Umbrella umbrella umbrella umbrella
Bumbershoot barrel of rain.

Slosh a galosh slosh a galash
Slither and slather a glide.

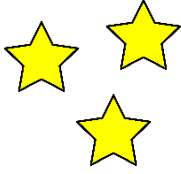
A puddle a jump a puddle a jump
A puddle a jump puddle splosh

A juddle a pump a luddle a dump
A pudmuddle jump in and slide!

2) Steady Beat with Nursery Rhymes (See Video)

3) Piggyback Songs

TASK: Summarize your learning by rewriting the lyrics to Twinkle, Twinkle Little Star. Share by singing your new lyrics.



**Twinkle, twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are**



Line 1:

Line 2:

Line 3:

Line 4:

Repeat line 1:

Repeat line 2:

FURTHER READING

Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Thousand Oaks, CA: Corwin (Sage Publications).

Knight, J., Knight, J.R., & Carlson, C. (2015). *A reflection guide to better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Thousand Oaks, CA: Corwin (Sage Publications).

Gottman, J.M. & DeClaire, J. (2001). *The relationship cure: A 5 step guide to strengthening your marriage, family, and friendship*. New York, NY: Random House.