

Integrating Technology into the Music Curriculum

Course Description

Create standards-based lesson plans for music education using Microsoft tools, notation software, recording, and the Internet. Each week, participants will create plans that integrate technology into their own curriculum, discuss possibilities and ideas, and work individually and as a group to create plans. Participants will complete eight daily plans and one larger unit that are readily used with their students.

Course Dates

TBA

Objectives and Goals

Week One

Objective: Participants will explore and identify several technologies for integrating into the K - 12 music curriculum. Technologies include Microsoft, Internet Use, WebQuests, music notation software, MP3 players, MIDI instruments, etc.

Goals: The participants will understand the basic elements of the technology to be used during the course. The participants will describe their experience and the possibilities of various uses of technology in the music curriculum. Students will understand Moodle and how to navigate within it.

Week Two

Objective: Participants will select, identify, critique, and apply Microsoft products, integrating technology throughout the four standards in music education.

Goals: The participants will use Microsoft products to integrate technology throughout the four standards in music education by creating plans that use technology to create, perform, and participate in music; know and use materials and resources; respond to and analyze, and; understand the cultural aspects and contributions of music and musicians.

Week Three

Objective: Participants will select, identify, critique, and apply Microsoft products, integrating technology throughout the four standards in music education.

Goals: The participants will use Microsoft products to integrate technology throughout the four standards in music education by creating plans that use technology to create, perform, and participate in music; know and use materials and resources; respond to and analyze, and understand the cultural aspects and contributions of music and musicians.

Week Four

Objective: Participants will select, identify, critique, and apply Internet resources and WebQuests, integrating technology throughout the four standards in music education.

Goals: The participants will use a variety of Internet resources and Webquests to integrate technology throughout the four standards in music education by creating plans that use technology to create, perform, and participate in music; know and use materials and resources; respond to and analyze, and; understand the cultural aspects and contributions of music and musicians.

Week Five

Objective: Participants will select, identify, critique, and apply music notation software and recording applications (CD, MIDI, video, photography, etc.), integrating technology throughout the four standards in music education.

Goals: The participants will use composition software and recording applications to integrate technology throughout the four standards in music education by creating plans that use technology to create, perform, and participate in music; know and use materials and resources; respond to and analyze, and; understand the cultural aspects and contributions of music and musicians.

Week Six

Objective: Participants, with a partner, will select, identify, critique, and apply several of the above technologies, integrating the technologies into the curriculum, meeting one or more of the standards in music education, and creating a culminating unit.

Goals: The participants, with other musicians, will use several multimedia products to integrate technology throughout the four standards in music by creating an entire unit that uses technology to create, perform, and participate in music; know and use materials and resources; respond to and analyze, and; understand the cultural aspects and contributions of music and musicians.

Week Seven

Portfolio, reflection, course survey

Instructor Profile and Contact

Hello, my name is Judy Coderre. Welcome to class. I am an experienced NYS music teacher with certifications in both Music and Early Childhood/Elementary Education and have earned two Master's; one in Early Childhood/Elementary Education and one in Teaching and Learning with Technology. In addition to these, I hold three Microsoft Office Specialist certifications in Word 2003, Excel 2003, and PowerPoint 2003. I look forward to working with everyone in an open exchange of integrating technology into your curriculum.

I will be "in the classroom" several times each week to read postings, participate in discussions, and general paperwork. Please feel free to contact me at any time at judycoderre@yahoo.com.

Standards

All four NYS standards will be addressed throughout the course. Each week, students are to create standards-based lesson plans, each including at least 2 performance indicators and 2 software/hardware choices.

Prerequisites

A basic knowledge of Microsoft software and notation software will be needed to complete course successfully, as well as the ability to attach documents to email and send.

Software and Hardware

We will be using the following Microsoft products; Word, WordArt or Draw, Publisher, and PowerPoint. We will be using notation software, either Finale or Sibelius are fine. Access to MIDI instruments and/or CD burners gives you more options for writing lesson plans but is not required for this course.

Recommendation for in-service credit

S+ (100%)	S (85%)	S- (50%)	I (0%)
Addresses at least 2 performance indicators. Includes at least 2 software/hardware choices.	Addresses 1 performance indicator and/or includes 1 software/hardware choice.	Addresses 0 performance indicators and/or includes 0 software/hardware choices.	Not submitted.
Plan clearly indicates the performance indicators and their standard/s.	Plan eludes to the performance indicators and/or their standard/s.	Performance indicators and/or their standards are incomplete.	Not included.
Responds to at least one other participant. Asks question and/or makes connection. Response is thoughtful and constructive.	Responds to one other participant. Question/connection is incomplete or response is not constructive.	Responds to one other participant. Question/connection is incomplete or missing. Response is not constructive or is missing.	No response.
20% will be subtracted for each late assignment.			
Plans may be organized in any format, depending on how you are used to writing them or if you intend to use a model requested by your district.			