



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Integrating Music Across Content Areas
Course Number	OL 5597
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Music is all around us! It sparks emotion, strengthens memory, and connects multiple systems in the brain which makes it an amazing tool to use in the classroom. This course will focus on how music can be integrated into classroom routines and lessons to enhance students' learning experiences. Participants will look at music's affect on the brain, its role as a teaching tool, and the social-emotional impact music has on students. You will explore ways to integrate music into your content area and make plans for implementation, learn strategies to use music as a social emotional support and create activities to foster cultural awareness. Unleash the power of music in the classroom to boost creativity, engagement, and academic achievement.

Course Objectives:

1. Use prompts about integrating music, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Define music integration and examine the benefits of this type of cross-curricular instruction.
3. Identify strategies for music integration aligned with educational objectives.
4. Implement the use of a music resource, tool, idea, or strategy to enhance student engagement in your classroom.
5. Create activities in your classroom using music to foster cultural awareness and social and emotional skills.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

- DiDomenico, J. (2017). Effective Integration of Music in the Elementary School Classroom. *I.e.: inquiry in education*, 9(2), 4. <https://digitalcommons.nl.edu/ie/vol9/iss2/>.
- Franke, M., Kazemi, E., & Chan Turrou, A. (2018). *Choral Counting & Counting Collections: Transforming the PreK-5 Math Classroom*. Steakhouse Publishers.
- Harney, K. (2020). *Integrating Music Across the Elementary Curriculum*. Oxford University Press.
- Hart, K. (2022). *The Mindful Music Classroom: Practical Strategies for Social Emotional Learning*. Alfred.
- Peterson, E. (2023). *The Inspired Classroom*. Retrieved June 28, 2023, from <https://theinspiredclassroom.com/>.
- Svard, L. (2023). *The Musical Brain: What Students, Teachers, and Performers Need to Know*. Oxford University Press.
- Wentlent, A. (2020). *Music Mosaic: Exploring the Music of America through Project-based Learning*. Alfred.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<p>Connection to Statement of Intention and Awareness</p>	<p>Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</p>	<p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p>	<p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p>
<p>Summary of Learning</p>	<p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p>	<p>Coursework includes two general connections to course content.</p>	
<p>Description of Positive Influence or Transformation</p>	<p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p>	<p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p>	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about using music in your content area.
2. Summarize your previous knowledge or experience with using music in your classroom.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: What is Music Integration and Why is it Effective?

For as long as there have been humans, there has been music. It's a part of our daily lives from singing in the shower to celebrating special events. Music is all around us and sparks emotion, memory, and other parts of our brain making it an amazing tool to use in the classroom! To start this application, read this "How Music Primes the Brain for Learning," by Holly Korbey. Next, watch one or more of the videos below about the cognitive connections between music and the brain. Consider new insights, shifts in thinking, as well as ideas that challenge you.

How Does Music Affect Your Brain? Tech Effects WIRED	Your brain on music Alan Harvey TEDxPerth
Music's power over your brain, explained Michael Spitzer	The Fascinating Neuroscience of Music

All coursework is to be completed in the Teaching Channel online environment.

Now, to share your new understanding of music integration and its effectiveness, identify 2 quotes or sections that stood out to you in the resources above. Write your thoughts (insights, connections, questions, etc.) in one paragraph or more *per quote or section*.

4. Application: Classroom Environment

Throughout the day, music has a positive impact on student learning and engagement. As you begin this application, reflect on the ways you currently incorporate music into your lessons. Think about where, when, and how you might use music in your daily routines and the goals or skills that could be reinforced during those times.

Choose one or more of the following resources based on your interests, then complete the application that follows.

1. Music During Work time: Easy Collaboration Songs (Video)
2. Classroom Culture: "How to Improve Your Classroom Culture With The Music List," by Matt Christenson
3. Self-Management: "Music Cues," by Matt Vaudrey
4. Multiple Uses: "8 Engaging Ways for Incorporating Music Into Your Classroom," from Flocabulary

With these new perspectives on using music in your classroom, think about how you could modify your daily or weekly classroom routines to incorporate music. In two paragraphs or more, describe a routine that you would like to add music to or a new musical routine you will start.

Include the following in your routine description:

- What part of your class time/day the routine occurs
- Explanation of the routine you'd like to implement or how you will add music to it, including sequence steps (ie, first...second... then...)
- Explanation of how the newly designed routine aligns with the research and better supports learning

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Music as a Teaching Tool

Music can be much more than a way to support a classroom learning environment. Music integration is also a way to use music as a teaching tool by merging musical concepts and experiences with the specific curriculum of other academic content areas like literacy, math, or social studies. Some teachers might believe they need to be musically trained to incorporate music this way but there are many resources available to fit your specific needs. Watch this video to learn just how easy it can be!

History Moments: Music as a Teaching Tool

Then review one or more of the following resources to explore music as a teaching tool:

- "Using Music During Instruction to Support Cognition," by Judy Willis
- "How to Integrate Music Into the Core Elementary Subjects," by Jessica Peresta
- "Using Music In the Secondary ELA Classroom to Boost Engagement," and "15 More Songs for Teaching ELA," by Danielle Hall
- "Sing a Song of Social Studies: How-to Incorporate Music into Your Curriculum," by Kay Gandy

To apply your learning, schedule a meeting (in-person, over the phone, video call, or asynchronous conversation) to chat with someone about your thoughts on how you could start using music as a teaching tool. This would be a great opportunity to reach out to another educator who already uses music in their classroom or the music educator in your building for suggestions and/or collaboration ideas. Once you've scheduled and completed the meeting, share a summary of your conversation. Please submit the following:

- Rationale for seeking this person's input, assistance, expertise, etc.
- 3 ideas or questions you had prepared in advance
- A 2-paragraph summary of your conversation, including key takeaways, possible challenges, and next steps

3. Application: Music in Your Content Area

Each academic discipline has its own unique ways it connects to music. For example, analyzing lyrical texts as a way to identify elements in a literacy lesson. Another example is teaching social justice songs from different events in history to foster a deeper understanding of the issues. In this module, you will start to enhance your ability to use music to promote learning skills and concepts in one specific content area.

Please choose one or more videos/articles to review based on the content areas you teach or find your own related resources, then complete the application that follows.

All Contents:

"Cross-Curricular Connections - Class Notes from YourClassical," from YourClassical

Literacy:

- Music and Literacy Webinar from Music Play
- "Using Music to Teach Early Literacy Skills," by Ginger Dohmen
- "Music and Literacy - National Council of Teachers of English," by Lisa Fink

Social Studies

- Using Music to Teach Black History | American Black Journal Clip
- "The Freedom Riders and the Popular Music of the Civil Rights Movement," from NEH-Edsitement
- "Music from Across America," from NEH-Edsitement
- The TeachRock collection of lesson resources
- Genius Lists - Songs Based on Historical Events

All coursework is to be completed in the Teaching Channel online environment.

Math & Science

- The Geometry of Music
- MathScienceMusic.org
- Mathematics in Music (Lesson Plans & Printables)," from Teacher Vision
- "The Functional Relationship Between Math And Music," by Reema Krishnan

World Languages

- MUSIC and LANGUAGE LEARNING - 7 Benefits!
- You CAN Learn Languages With Music. Here's How.

After reviewing one or more of the resources for inspiration, either create an innovative mini-lesson that incorporates music into a selected content area or describe how you will use a lesson plan you discovered in the resources above in your own classroom. (Note: In Module 3 you'll have the option to build a mini-unit, so you may want to consider picking a lesson that could be a part of a larger 5-lesson unit).

You can submit the mini-lesson in a lesson plan format of your choice, however please ensure the following are included:

- Grade level
- Topic/content area
- Objectives/Learning Targets
- Brief 2-sentence description of the lesson
- Sequence of lesson steps (What will you say/do? What will students say/do?)

Submit your completed mini lesson with your Module coursework. If sharing a document link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Cultural Awareness and Social-Emotional Learning

Music has amazing and powerful benefits for the social and emotional development of students and can also build cultural awareness in addition to academic benefits. In fact, music teachers often incorporate these skills without even realizing it. As you read through one or more of these articles, think about how you could intentionally incorporate social-emotional learning (SEL) and cultural awareness strategies into your own teaching.

Cultural Awareness

- "Music as a Tool to Build Empathy in an Anti-Racist Classroom," by Czarina Jimenez
- "How Integrating Different Music Traditions in the Classroom Can Enrich Learning," Louis Ford & JoDee Scissors

Social-Emotional Learning

- "Music Education and Social-Emotional Learning: The Heart of Teaching Music," by Scott N. Edgar, Ph.D.
- "Musical Creativity Is in the DNA of SEL," by Fleischmann, Schroeder, and Edgar
- "Understanding the Psychology and Benefits of Music Therapy," by Lia Peralta
- Integrating Music Into Social and Emotional Learning in Preschool | Edutopia," by Laura Petillo, Kerry Carley Rizzuto

All coursework is to be completed in the Teaching Channel online environment.

- “How Music Supports Teaching Social And Emotional Learning Skills,” by Sean Arnold

To apply your learning, identify where in your curriculum you could add music to support cultural awareness and/or social and emotional well-being.

Using a structure like the table below, describe 3 or more existing activities, skills, or lessons and explain how and why you will add music.

You may recreate the table below or write in narrative form.

Previous Activity or Skill	Musical Addition	Cultural or Social/Emotional objective:
<i>Example: Discussion of events surrounding 9/11 attacks</i>	<i>Example: Listen to songs written after 9/11 such as Sheryl Crow’s “Out of Our Heads” and John Vanderslice’s “Exodus Damage”</i>	<i>Example: Compare and contrast how musicians use music in different ways to express their feelings. Students then create their own lyrics surrounding a recent event in their lives.</i>
<i>Example: Morning Meeting</i>	<i>Example: Start Morning Meeting with “The Listening Song”</i>	<i>Example: Reminds students how to be empathetic listeners</i>

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you’d like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet “A” criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Please submit your plan with your coursework submission.

Examples:

- Detail implementation of a new music integration program for your school or district
- Create a program for new teachers in your district on how to use music as a teaching tool

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for implementing music integration
- Introduce your colleagues to the overall philosophies behind music integration
- Share recommendations for increased involvement of families and community in music integration and programming in your school or district

All coursework is to be completed in the Teaching Channel online environment.

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate new musical pieces into an existing unit plan used with your students
- Design a unit empowering students to select and/or create music to demonstrate learning

3. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.