

## Activity Notebook Guidelines - Music 360 - McLamore

### Activity Notebook Checklist **Re-read these pages several times during the quarter!**

- \_\_ Interior Organization, Table of Contents, and Exterior Appearance (10 pts)
- \_\_ Your Weekly Lesson Plans (20 pts each) and all classmate lesson plans
- \_\_ Index (and **explanation** of its organization) (20 pts)
- \_\_ State-Adopted Textbook (Integrated Program) Evaluation Questionnaires (20 pts each)
- \_\_ Comparison of State-Adopted Textbooks (10 pts)
- \_\_ Recorded Materials Evaluation / Comparison (10 pts)
- \_\_ Presentation Lesson Self-Evaluation (10 pts)
- \_\_ Peer Lesson Evaluations (please put in front pocket, alphabetized by peer's last name, to simplify redistribution) (5 pts each)

### **The Notebook is due at the last regular class meeting.**

An important project during this class is to produce a notebook of ideas and information that you can later use as a resource during your teaching career. (Note: you're going to need a BIG binder!) Since this notebook will be a tool for you, your goal should be to make it as wide-ranging as you can. Your own confidence in using music while teaching will be enhanced if you have a reasonably substantial (and accessible) 'bag of tricks' to draw upon. Therefore, this project will be very much one in which "you get out of it what you put into it." Here are the requirements for the notebook:

#### **A. Weekly Lesson Plans (20 points each)**

Each week (beginning third week), you will be preparing a 20-minute lesson plan. The first is for Kindergarten, while the next four will be for combined grades: 1/2; 3/4; 5/6; 7/8. (You can choose to target either grade level, or blend them if you prefer.)

Each lesson plan needs to involve music in some fashion—and needs to be a lesson you can imagine yourself teaching! The Guidelines for these lesson plans are included later in this Reader; you will make enough (hole-punched) copies for everyone in the class. I will be grading each lesson plan (worth a maximum of 20 points) and returning it to you so that you may include it in your notebook. Your notebook will also include everyone else's lesson plans, and the **Index** that you prepare will help you to remember what is addressed in each lesson plan in future years.

Occasionally, two people will turn in lesson plans based on the same concept. Since you cannot know in advance what anyone else's plan will contain, such duplication is understandable, and it is not a problem (frankly, the step-by-step procedures usually will differ in interesting ways). However, you may not use a previously-submitted lesson idea (turned in by you or by any of your classmates) for a higher-grade lesson plan.

The lesson plans are graded as follows:

#### **Mechanics (6 pts)**

Appropriate Citations (2)

Necessary Addenda Included (2)

Appearance: Layout; Hole-punched, Titled, Properly Identified (2)

## **Content** (14 pts)

- Objectives (2)
- Prior Knowledge (2)
- Materials (2)
- Correlation to Content Standards (2)
- Appropriate to Grade Level (1)
- Logical & Complete Plan of Action (5)

## **Score-Busters**

- Typo/Spelling/ Grammatical Errors (-.10/pt each)
- Late (-3 pts/day) [Teachers have to be prepared, no matter what!]
- Repeated version of earlier plan = -5 pts

## **B. Organize It!**

Your notebook grade is based on the following contents:

### 1. **Organization / Table of Contents / Appearance** (10 pts)

You do not need to put page numbers in your binder—in fact, I'd recommend against it—but you need to identify the broad sections and general order in which things appear in your binder in a 'Contents' listing.

An attractive, tidy binder will be more appealing to you and your students and would make a better impression on master teachers, principals, and other visitors to your classroom. Is your binder clearly and neatly identified as \*your\* "Music" binder, both on the spine and on the cover? Is your cover art durable and sturdy? Are your 'tabs' (section dividers) labeled on both sides? Are the pages punched (not poked!) at roughly the same spot for each sheet?

### 2. **All the Lesson Plans** you and others have written this quarter, divided by grade level.

Presumably, within a grade level, you will have organized the lesson plans by the title of the lesson, or the author's name, or by a number you assigned to each lesson. (Please include your own "graded" lesson plans within this compilation.)

### 3. **Index** (20 pts)

An index is not a table of contents; it's a chart or cross-listing of the lesson plans that reflects the different kinds of information each lesson contains. References to a single lesson plan will almost certainly appear more than once in your index. The real purpose of the index is to make your notebook useful to you in years to come, when you've forgotten about many of the teaching ideas contained in these lesson plans. A good index will indicate what a lesson plan contains without having to look at the lesson itself. When you have more than 4-5 plans under a heading, the heading is probably too broad and should be narrowed down. I have included a sample index later in this reader. (I also have previous examples of indices you can examine for ideas, and will demonstrate some in class.) You should include an explanation of your indexing strategy.

In order to give you some **feedback** on your in-progress index (and to prod you to get to work on it!), **I will examine your index (AND your explanation) during Week 6.** I will write comments and suggestions only at this time; points will not be assigned until your final version is submitted.

#### 4. Comparison of California State-Adopted Textbooks and Materials

Two large sets of music education materials (listed below) have been adopted by the State of California for use in the public schools:

<i>Spotlight on Music</i> - Macmillan / McGraw-Hill	[WC780 MACM]
<i>Making Music</i> - Silver Burdett	[WC780 SILV]

These include a host of other instructional aids, including recordings. Copies of these materials have been deposited in Kennedy Library, in the Teacher's Resource Center on the second floor (the music materials are in "WC 780").

**Be sure you look around the shelves in order to examine all the support materials for each grade.** Both sets have great merit, although the curriculum of each is organized somewhat differently. Please—reshelve the set when you are finished examining it, as a courtesy to your classmates.

- A. Choose one grade level (K-6) that appeals to you and use it as a basis of evaluation for the two sets of state-adopted textbook materials. Fill out a questionnaire for each set (**20 points each**). One questionnaire is due in **Week 6**; the second is due **Week 8**. (These may be hand-written, but must be legible.) **Late Penalty:** 2 points per day
- B. Prepare a one-page typed comparison of the sets (not just the teacher's editions), weighing their respective strengths and weaknesses. Be sure to say which one you would choose to use in your classroom, and why. **Due:** Week **10** (turned in as part of your Activity Notebook) (**10 points**)
- C. Recorded Materials Evaluation/Comparison (10 points)  
In addition to your examination of the integrated set textbook materials, I would also like you to compare the recorded materials that accompany each set. These materials have been moved to the music building (the specific location will be announced in class).

Using the same grade level you selected above, choose at least two songs or pieces from each edition and listen to them with the appropriate lesson in front of you. After describing the performances, consider their value. How well do the tunes integrate with the suggested lesson? (This means you must look at the lesson in the Teacher's Edition!) What is the caliber (quality) of each performance? Are words easy to understand? Do you think students will enjoy or be turned off by the performance—why? Do you think the selections are appropriate to the age group? **Type** up a comparison that discusses the merits and drawbacks of each edition's cds, being sure to identify the specific tunes and lessons you evaluated. **Due:** Week **10** (turned in as part of your Activity Notebook)

Note: **Headphones** can be checked out from the Learning Commons desk, so you can listen to music without bothering other library patrons.

## 5. Presentation Lesson Self-Evaluation (10 points)

A questionnaire is provided later in this reader for you to use in critiquing the lesson that you yourself taught. You will be videotaped during your lesson, and the video recording will be kept in the music department office (Room 129). There is a VCR and TV in one of the listening rooms. Turn on the TV and set it on channel 03 in order to use the VCR. **Due:** Week 10 (turned in as part of your Activity Notebook)

The Music Department Office hours are:

Monday - Thursday	8 am - 4:30 pm; 7-10 pm	Saturday	9 am - 1 pm
Friday	8 am - 4:30 pm	Sunday	12 - 4 pm

## 6. Peer Lesson Evaluations (5 points each)

During the last few weeks of class, when we are teaching our individual lessons, you will evaluate each of the lessons taught each day (not your own, of course!) by filling out a brief questionnaire for each. This is meant to be supportive feedback for your peers, so your comments should be honest but as constructively presented as you can manage. (Please do not fill these out during class, since this would distract you from participating in the lessons, but you may wish to have a piece of scratch paper handy to jot down brief comments.) I have never seen a "perfect" lesson (nor have I ever taught one myself), so evaluations that leave some questions unanswered will not earn full credit. Moreover, to say "Everything was great; I have no suggestions" will also not earn full credit—we ALL can improve, and the only way we'll grow as teachers is to hear what it is that we could do even better. Evaluations should also be free from spelling and grammatical errors (including the spelling of the "teacher's name"). **Due:** Week 10 (turned in as part of your Activity Notebook)

**Please put the peer evaluations—in alphabetical order by the peer's last name—in the front pocket of your binder**, so that I can distribute your comments to the person who taught the lesson (you can omit your name if you want your comments to be anonymous).

## 7. Other Materials (optional)

Some people choose to include their class notes, tests, etc. in the binder. These materials are not required, but feel free to incorporate them if you wish. (Because the notebook is due on the last day of class and will not be returned to you until the final exam, be sure to keep with you any materials you need for studying.)