Making Music Count
How to incorporate music into the regular classroom

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*Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to medical school were admitted, the highest percentage of any group. 44% of biochemistry majors were admitted. As reported in “The Case for Music in the Schools,” Phi Delta Kappa, February 1994
• The Subservient Approach

The Subservient type of integration where the arts are used strictly as a vehicle for other academic objectives. It is the most commonly used approach to arts integration" (Giles & Frego, 2005). In this approach, students are enabled to excel academically through proper Implementation of artistic expression throughout specific subject areas, while directly correlating it to the standards.
The Affective Style

The Affective Style is found when teachers use the arts as a way of changing the overall mood of the classroom, such as trying to create a calm atmosphere after recess or using the arts to achieve goals such as creative expression or building self-esteem" (Giles et al., 2005). In so doing, they prepare for academic tasks that lie ahead and potentially face each assignment with deeper meaning, seeking a comprehensive outlook, previously anticipated through art.
• The Social Integration Style

Social Integration Style uses the arts as a vehicle towards participation in school or community events, and is often exemplified in the form of school programs, assemblies, or holidays. During performances, students are asked to speak publicly in front of an audience, which will enhance public speaking skills and increase self-confidence. Students understand and develop their creative expression, which can be used in the classroom.
The Co-equal, Cognitive Style

The Co-Equal cognitive Style occurs when teachers incorporate objectives that require both cognitive skills as well as aesthetic principles. The style places arts objectives on the same importance level with other subjects. In a classroom using this style, the arts curriculum is being taught integrated with reading, math, social studies and science. The arts curriculum is used to enhance teaching.

https://youtu.be/cYvw7_TrAXs
Why Choose Music as a vehicle for learning?

- In the sometimes harsh reality of limited time and funding for instruction, the inclusion of the arts in every student's education can sometimes be relegated to a distant wish rather than an exciting reality.

- It doesn't have to be that way. The basic message is that music programs in the schools help our kids and communities in real and substantial ways. You can use the following facts about the benefits of music education, based on a growing body of convincing research, to move decision-makers to make the right choices.

How to incorporate music into a regular education classroom?

Elementary

Sing to Learn

4th grade Science Objective

Use a model of a simple wave to explain regular patterns of amplitude, wavelength, and direction

https://youtu.be/RdXOpXv5PIY
2nd grade Science Objectives

- Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials (tuning forks, water, bells) and sound

Activities
- Tuning fork and Water
- Drum and Pennies with mallet
- Boom whackers
2nd grade
Social Studies
2.21 Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of 1812
https://youtu.be/vPKp29Luryc
https://youtu.be/RU-GK63iDGY

Use lyrics to songs to identify nouns and verbs
Imagine Dragons song “Radioactive”
https://youtu.be/aE2GCa- nyU
5th grade Social Studies Objectives

- Empress of the Blues, Bessie Smith  [https://youtu.be/6hb33_t-P5g](https://youtu.be/6hb33_t-P5g)
- W.C. Handy [https://youtu.be/oQkLFTcdgH4](https://youtu.be/oQkLFTcdgH4)
- 5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN) • W.C. Handy, **Bessie Smith** • automobiles, **radios**, and nickelodeons • **Harlem Renaissance** • WSM, Grand Ole Opry • Charles Lindbergh and the Spirit of St. Louis • mass production, “just in time” inventory, appliances
When Marian Sang

https://youtu.be/X7qKJmFAGs0

Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers, Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.
Middle School

Songs as writing prompts
John Williams or movie themes
https://youtu.be/MWrt0m-cOkU

Jingles to Teach Persuasive
https://youtu.be/BP6xviGyD8I

Commercials jingles are a great way to show that people are writing persuasively in many genres and in many modalities. Have students analyze a jingle as you might analyze an article or review. Better yet, have them write one.
Middle School and High School

- Sound Trak of my Life

- Students write in a narrative style to describe 8-10 songs that are their favorite and why they are important to them. Then they create a jacket cover “retro vinyl” style to describe and create artwork as a project to show their work, using lyrics to describe their project and how they came to choose these songs.
Reviews as Literary Analysis

Music reviews are persuasive, sure, but they are also a form of literary analysis. Look at Amazon reviews or Rolling Stone reviews for elements of analysis. Have students listen to the music they are referring to. Did the reviewer miss the boat? Do they agree with the review and what evidence can they bring to the table to prove their analyses?
United States History

- Billy Joel’s *We Didn’t Start the Fire*
- **Unit 8: Period 8: 1945–1980**
- You’ll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period.
- Topics may include:
  - The Cold War and the Red Scare
  - America as a world power
  - The Vietnam War
  - The Great Society
  - The African American civil rights movement
  - Youth culture of the 1960s
- [https://youtu.be/cDPnsTRAvIM](https://youtu.be/cDPnsTRAvIM)
Brain breaks:

In Elementary
- Scarves  https://youtu.be/wzL8seKE-FA
- Rhythm Games with a Ball
- Rhythm games with sticks
- Movement  https://youtu.be/A-p9v5hed0w

Middle and High School
- Line Rider  https://youtu.be/wRAuyVcGwQ0
Music is a catalyst for all learners!

The unintentional effect on student achievement

https://youtu.be/Eu9_i9t1m_Q

Math scores for our 5th grade grew exponentially, rose 5 deviations above the mean in one year. Exposure to intensive rhythmic work helped us to go from a Focus School to a Reward school in 3 years.
Although children are only 24 percent of the population, they're 100 percent of our future and we cannot afford to provide any child with a substandard education.

Ed Markey