TEACHING EXPRESSION AND COMMUNICATION
THROUGH MUSIC AND COLLABORATIVE ARTS

By

GoEun Kim

Liberty University

A MASTER’S CURRICULUM PROJECT PRESENTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN MUSIC EDUCATION

Liberty University

April 2021
TEACHING EXPRESSION AND COMMUNICATION
THROUGH MUSIC AND COLLABORATIVE ARTS

by GoEun Kim

A Curriculum Project Presented in Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Music Education

Liberty University, Lynchburg, VA

April 2021

APPROVED BY:

Dr. Rebecca Watson, D.M.A., Chair of Music Education: Committee Advisor

Dr. Kathryn Wert, D.A., Associate Professor: Committee Reader

Dr. Stephen Müller, Ph.D. Dean of the School of Music
Acknowledgments

I would like to show my sincerest appreciation to my advisor, Dr. Rebecca Watson, for professional guidance, advice, and encouragement throughout this project. Thank you for trusting and supporting me when I faced the wall in the thesis process and thought I couldn’t make any process. I would like to respectfully acknowledge Dr. Kathryn Wert for kindly agreeing to be a reader and for her skilled input and support. I also would like to thank Liberty University School of Music professors and staff for their encouragement and support throughout my journey from my undergraduate to graduate years. It was an honor for me to be with this amazing and family-like community.

While studying abroad, apart from my family, I would like to express my deepest gratitude and love to my family, who I miss the most, for their endless love and unwavering support. Thank you for trusting me, nurturing, and supporting me until now. I would like to extend special thanks to my love, pastors, brothers, and sisters in Christ who supported me in prayer. I am so blessed to have every one of you in my life.

Above all, I would like to thank the Father God for the grace and salvation through His only Son, Jesus Christ. Thank you for the great and constant love that no one can give. I could do all things because of the strength, ability, and guidance that God has provided through the Holy Spirit. There were many times when I wandered in the journey of my life, but every time You light my path so I could take a step by step. Thank God for the countless blessings in my life. Your plan is perfect, which is greater than mine. I trust in You and will forever walk with You, my LORD. I couldn’t do all things without God, and I give all for Him. I live by grace and for His glory; My lips will praise You and lift Your name on high forever.
Music and art are vehicles for creative expression that people have practiced throughout history to express and communicate their thoughts, emotions, feelings, and experiences. Art is the purest and most unique form of self-expression, but today’s perception of art is usually accessible for people who are naturally gifted or specialize in a particular art form. Children have the potential to understand, learn, and enjoy music and art if given a chance to explore creative expression. Especially during pre-adolescence or adolescence, many young children find it difficult to express themselves outwardly because they are concerned about peer relations and people’s expectations. While an advance in technology provides many benefits to society, young children are often widely exposed to the media and they may learn inappropriate ways of expressing themselves and communicating with others. This study seeks to offer solutions to the lack of opportunities for young children in a transitional phase of adolescence to experience various musical and artistic expressions through the designed curriculum, Music and More (M&M): See Appendix A. Successful implementation of the curriculum may help students express and share their thoughts and feelings confidently through music and art expressions.

**Keywords:** Music and art expression, music and art appreciation, creative expression, communication, self-expression, music and art therapy, praxial-learning, pre-adolescence, adolescence, children’s expression, child development, music and art education
Contents

Acknowledgments .......................................................................................................................... i

Abstract ..................................................................................................................................... ii

CHAPTER ONE: INTRODUCTION ............................................................................................. 1

   Background .............................................................................................................................. 1
   Statement of the Problem ......................................................................................................... 3
   Statement of the Purpose ......................................................................................................... 5
   Significance of the Study ........................................................................................................... 6
   Research Questions .................................................................................................................. 6

CHAPTER TWO: LITERATURE REVIEW .................................................................................... 8

   The Impact of Music and Art Experiences .............................................................................. 8
      Music and Art Appreciation for Children .......................................................................... 8
      Teaching Creativity through Various Artistic Activities .................................................... 11
   The Importance of Self-Expression and Communication .................................................... 15
   Teaching Children Entering Adolescence and the Need for Guidance .............................. 18

CHAPTER ONE: METHODOLOGY ............................................................................................ 22

   Introduction ............................................................................................................................. 22
   Design of Study and Procedure ............................................................................................... 22

CHAPTER FOUR: RESEARCH FINDINGS .................................................................................. 24

   Curriculum Design: Music and More (M&M) using the ADDIE Model ......................... 24
      Analysis Phase: Fostering Self-Expression through Music and Arts .............................. 25
      Design Phase: Providing Various Ways of Creative Expression ..................................... 27
      Development Phase: Guidance for Students in Communicating Creative Expression ...... 29
      Implementation and Evaluation Phase: Learn by Doing and Create Own Expression ...... 32

CHAPTER FIVE: CONCLUSION ............................................................................................... 34

   Summary .................................................................................................................................. 34
   Limitations and Recommendations for Further Study ......................................................... 34

BIBLIOGRAPHY ......................................................................................................................... 37

Appendix A (Detailed Curriculum) ............................................................................................ 43
CHAPTER I: INTRODUCTION

Background

An English philosopher and writer, Roger Scruton, said, “Art and music shine a light of meaning on ordinary life, and through them we are able to confront the things that trouble us and to find consolation and peace in their presence.”¹ People express their thoughts and feelings in some form, and by doing so, they often gain pleasure and express themselves. Such self-expression is a human instinct. Known as one of the oldest cave paintings during the Paleolithic Age, the Altamira cave paintings provide evidence that people expressed themselves through art even before civilization developed.² Since then, people have continued to express themselves, and as a result, art has developed in an attempt to communicate themselves through music and collaborative arts.

People want to express themselves, and the desire for expression is not only for those who express “well” or “beautiful” but for all people. In the book, If You Want to Write: A Book about Art, Independence, and Spirit, a journalist, and writer Brenda Ueland insisted that everyone is talented, original, and has something important to say – through expressing oneself:

Everybody is talented because everybody who is human has something to express. Try not expressing anything for twenty-four hours and see what happens. You will nearly burst. You will want to write a long letter or draw a picture or sing, or make a dress or a garden. Religious men used to go into the wilderness and impose silence on themselves, but it was so that they would talk to God and nobody else. But they expressed something: that is to say they had thoughts welling up in them and the thoughts went out to someone, whether


silently or aloud. Writing or painting is putting these thoughts on paper. Music is singing them. That is all there is to it.³

Self-expression is an exhibition of self – the totality of oneself. According to the Collins dictionary, it is “the expression of your personality, feelings, or opinions, for example, through an artistic activity such as drawing or dancing.”⁴ Self-expression is what all humans do to express themselves and to share with others. To put it another way, it is also sharing one’s talents and originality with others.

Self-expression involves sensing, which is “the ability to take the world in and relate to what surrounds by acting out.”⁵ Self-expression allows people to facilitate the understanding of themselves, process their thoughts and emotions, and communicate with others. The author of Speech Communication: A Redemptive Introduction, Donald H. Alban, asserted that to be a human is to be a communicator, with communication being God’s gift to humanity.⁶

Music and artistic expressions are used to paint one’s thoughts and feelings as a form of creative expression. These art forms have been an integral part of life used to express and communicate what people think and feel across cultures, languages, or ethnicities. Some argue that music or arts can be used as a common or universal language across cultural and linguistic boundaries.⁷ Still, it is a universal expression because music and arts are abstract in that the

---


meaning or feeling can be understood differently by individuals. Therefore, music or arts may not deliver an exact message as language does but have the power to impress and communicate where language cannot reach by itself. Although music and arts are not definitive as a language, people can interact with others beyond the imagination through music and artistic expressions.

Statement of the Problem

Today, many people think that expressive arts exist for talented people or those who express “well” or “beautifully.” However, creative self-expression is not only for the expressive artists but for all people to engage with their thoughts and feelings through music and arts. A Norwegian film director and human rights defender, Deeyah Khan, also said, “Self-expression should not be a challenge that demands extraordinary talent but should be right accessible to all.” Art is the purest and most unique form of self-expression, yet today’s misconception of self-expression through music and arts can limit one’s creativity and individuality.

Many students find it difficult to express themselves outwardly because they are concerned about peer relations and other people’s thoughts. They tend to follow the popular groups at school and often hide or ignore their inner voice. Especially as children enter adolescence, they experience significant physical, psychological, moral, emotional, and social changes. It is a particularly crucial period where many changes occur as children establish their values and identities with increasing independence.

---


The difficulty of expressing oneself is a challenge to many children, and its continuation can negatively affect their mental health. According to 2021 Youth Data from Mental Health America, 13.84% of adolescents in the past year have at least one major depressive episode (MDE), and more than 2.3 million adolescents have severe major depression.\(^\text{10}\) Compared to previous data, the number of young people with both MDEs and severe MDEs is increasing every year. Growing up with a lack of love, respect, and compassion, many children find it difficult to open up to others and often experience mental and emotional difficulties. Many children feel happy when expressing themselves through creativity and self-expression through music and arts may benefit child development.

However, according to an article “Collegiate Connections: Music Education Budget Crisis,” Emily Dawn Slaton noted that music and art are lightly treated as “secondary” or “additional” in the United States educational system that students may or may not study according to a school’s tight budget.\(^\text{11}\) Understanding one’s values, thoughts, feelings, and dreams through creative expressions is essential, but due to lack of curriculum that helps children learn to acknowledge, express, and manage their behaviors and emotions, many students may not have learning opportunities for developing their skills that can help students to navigate life challenges. Although there are many studies of self-expression and the benefits of music and art activities for children, which will be discussed in the next chapter, it is still slow in becoming a systematic curriculum.

---


Statement of the Purpose

According to Criss Jami in her poetry, Salomé: In Every Inch in Every Mile, she mentioned that “Everyone has their own ways of expression. I believe we all have a lot to say, but finding ways to say it is more than half the battle.” She mentioned that individuals have the potential to understand, learn, and enjoy the music and arts if given a chance to explore the means of expression. Self-expression can be guided through music and art education, which provides students opportunities to experience the variety of arts, learn to express themselves in a healthy manner, and discover their favorable creative expressive tools.

This study aims to present a curriculum that can facilitate children’s expression and communication by exploring various music and arts activities. The proposed curriculum applies to upper elementary students, grade levels from 3-5 who are pre-adolescent or “tweens.” Tweens are around the age of 9-12. This curriculum covers developmental variables, necessary implications, and applications for teachers to consider planning curricular or lesson plans according to their school requirements.

The course will teach students how to portray their thoughts and emotions through creative expression confidently and examines how music and art education can foster children’s self-expression, self-confidence, and healthy emotional and social development. Students will have opportunities to discover their abilities in creative expressions through a curriculum called “Music and More (M&M): Expression and Communication Through Music and Collaborative Arts”: See Appendix A. This curriculum will offer students an opportunity to participate actively

---


and engage in class through praxial activities and projects to develop skills in strategic areas of diverse musical and artistic expressions from the curriculum. With the curriculum that emphasizes self-expression through music and arts, students will reflect on their unique identity, learn how to navigate challenges, and communicate individuality in creative and healthy ways. Ultimately, implementing this curriculum will help students to pursue a lifelong appreciation for music and arts.

Significance of the Study

DJ and performing artist Martin Landsky quoted, “Music is an art form of expression; it should bring the inner side of an artist to the surface, give the world an insight of an artist to the surface, and give the world an insight of his vision, it is a form of communication.” Through this curriculum, students can learn to understand and communicate through a cross-collaboration of artistic resources. Music educators can learn to understand the significance of self-expression through music and arts and consider applying suggested studies in their teachings, and children can be encouraged to experience enjoyment and fulfillment when expressing themselves freely.

Research Questions

Music and art educators ask how to teach children more effectively through music or art. It is an educators’ responsibility for their programs throughout their careers to help students succeed both academically and spiritually. In order to determine fundamental knowledge in creating this curriculum, four Research Questions will be investigated:

---

Research Question 1: “How do children aged 9-12 who are in a transition between childhood and adulthood express themselves authentically communicate with others through music and collaborative arts?”

Research Question 2: “What are the benefits of self-expression and communication through creativity?”

Research Question 3: “What effect, if any, does the study of music and arts have on the well-being of children during adolescence?”

Research Question 4: “How can music education or this project help adolescents to express themselves with positive attitudes?”

These research questions will guide the direction of research, and this project will answer these questions on the grounds of scholarly resources.
CHAPTER II: LITERATURE REVIEW

The following chapter will review related literature focusing primarily on the impact of music and art experiences, the importance of self-expression and communication, and the need for guidance for teaching children entering adolescence. These previous researches will validate the purpose of the project, guide the study, and provide context for the created curriculum that can be successfully employed in music education.

The Impact of Music and Art Experiences: Music and Art Appreciation for Children

Many educators and researchers believe that music and art education are crucial in early childhood development. According to *Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed*, the Art Education Partnership’s research on the benefits of music education showed that music education equips “students with the fundamental abilities to learn, to achieve in other core academic subjects, and to develop the capacities, skills, and knowledge essential for lifelong success.”15 The research lists the benefits of music education under three main points based on high-quality and evidence-based studies, promoting early educational experiences in music for children, “Early and sustained educational experiences in music deliver multiple, reinforcing, and cumulative impacts that help prepare young people to learn, achieve, and succeed.”16

Susan Frey showed that art appreciation significantly impacts children in understanding and expressing themselves as they begin to experience, think, and understand the

---


16 Ibid., 5.
world. According to Ann S. Epstein, art appreciation is valuable for children to be artistic in the fullest sense, which involves making artworks and developing an understanding of aesthetics. She provided several benefits of art appreciation: mode of learning through people (artists) and objects (the work they create), a deepening of children’s understanding of the world, development in perception, cognition, fine motor skills, language, and social interaction.

In the book *Learning Sequences in Music: A Contemporary Music Learning Theory*, American educator and researcher Edwin E. Gordon insisted that the early years of life are essential for establishing a foundation for lifelong music development. He developed Music Learning Theory which emphasized listening or *audiation*, intentionally hearing or thinking music in one’s head without any sound physically being present.

Gordon insisted that a child’s musical experiences profoundly impact understanding and achieving in music, which is the foundation of music appreciation and the ultimate goal of teaching. He wrote, “The better students understand music, the more they enjoy music, although they may not necessarily like all they understand. Without denying aesthetic qualities of music, students best learn to understand when they hear the music of all cultures, eras, styles, and forms and then decide for themselves what they will listen to, perform, and compose.”

---


19 Ibid.


that children could appreciate music and arts deeply if there are chances to explore various artistic experiences with the teacher’s guidance.

In a study on “Young Children’s Learning Process of Musical Conceptions Presented in Musical Appreciation-oriented Musical Expression Activities,” Sang-Mi Lee used qualitative methods collecting data from the recordings, participated observations, and informal interviews with teachers. The analysis showed that children with a variety of musical experiences or activities expressed their feelings and ideas concretely and diversely. Various expressive activities through music appreciation have positive effects on children to help them understand the beauty of artistic meaning of works, and the enjoyment of music, and their lives.

Musical experiences have a positive impact on children, but artistic experiences also allow them to appreciate music and arts, connecting their thoughts and emotions. Yun Kyoung Son, Sin Duk Kim, and Kyu Soo Kim developed a study of “Art Activity Connected with Music-Listening on Children’s Expressing in Painting.” The results showed that the experimental group of children demonstrated a significant increase in children’s expression in painting.

The Associate Professor of Teaching and Learning and the director of the Virginia Early Childhood Policy Center, Angela Eckhoff, also emphasized that guided exploration to visual arts experiences should be offered to children using Ms. Lee’s pedagogical approach on engaging

---


children in three essential elements of early arts education: viewing, making, and appreciation.\textsuperscript{24} Eun Young Kang and Mi-Sook Choi suggested that children’s arts and culture education programs should consist of literature, arts, music, drama, physical expression, movie, and pictures.\textsuperscript{25} This teaching-learning method with diverse artistic activities improves children’s creativity and emotional intelligence. Playing with art mediums such as music, collaborative arts such as creative writing, painting, dance, and drama may stimulate reflective action for kids’ thinking development. Research showed the benefits of music and art appreciation through experiences. It is suggested combining music and art activities in a curriculum or educational program for children’s creativity, self-expression, learning, and development.

Teaching Creativity through Various Artistic Activities

Pablo Picasso once said, “Every child is an artist. The problem is how to remain an artist once we grow up.”\textsuperscript{26} The author of \textit{Praxial Music Education Reflections and Dialogues}, David J. Elliott, believed that children with potential music abilities and praxial learning would benefit: “Young children are natural music makers. All children possess musical intelligence and the capacity for developing musicianship not just as consumers, but also as performers and creators of music.”\textsuperscript{27} Professor of Music and Director of Music Education at Eastern Washington


University, Dr. Sheila C. Woodward, described children’s musical capacities of how they respond to music and make creative expressions themselves:

Children spontaneously make music in free play both alone and in groups; they communicate and express their thoughts and feelings through music; they create and imitate melodies and rhythms; they chant, beat, tap, stamp, dance, or clap, using whole songs, short fragments, individual words, nonsense syllables, games, calls, jeers, rhymes, exclamations, and stories. They make music on and with their heads, fingers, hands, limbs, or whole bodies, incorporating musical and/or nonmusical objects into their music making.²⁸

Children often desire to express their creativity, and diverse music and artistic expressions can help them develop their creative skills. Elliott stressed that it is most significant to provide practical experiences, not formal knowledge, in children’s learning which is the essence of praxial education – learn by doing.²⁹

The values and aims of music education are realized through musical actions-through musical thinking-in-action and knowing-in-action. Musical understanding exhibits itself in action. Hence music curricular should be organized in relation to the various ways musical practitioners think musically in action. Just as real music cultures depend on the musicking of practitioners for their experiences, continuation, and evolution, music making is the engine that powers each music’s curriculum-as practicum.³⁰

Various methods of artistic activities will give children to learn by doing and help to navigate their creativity. There is a rich literature of studies illustrating the benefits of engaging in creative activities such as making music, artwork, writing, dancing, and many more. Music and art exposure provide several advantages to kids, including mental, emotional, educational, and creative outlets. Research of “How Do Artistic Creative Activities Regulate Our Emotions?” using Emotional Regulation Strategies (ERS) showed that engaging in creative artistic activities

²⁸ David J. Elliott, Praxial Music Education Reflections and Dialogues, 250.

²⁹ Ibid., 253.

³⁰ Ibid., 428.
affects emotions and mental health.\textsuperscript{31} Michelle Lefevre’s study also showed that artistic activities could be used as a tool “to increase the avenues for engagement, expression, and communication and assist with furnishing the fullest picture of each child.”\textsuperscript{32}

Since children understand the world through countless experiences, it is essential to create an environment where children can actively engage in experiencing various music and art activities and discover their creativity in arts. An art specialist and a Professor at Rhode Island College, Christine Mulcahey, asserted that providing rich art activities for children can teach an appreciation for diversity, encourage storytelling of one’s experiences to arts, guide decision-making, and foster imaginative and critical thinking skills.\textsuperscript{33} In another study, an internationally recognized expert on creativity and innovation, David H. Cropley, insisted that the creativity of all individuals can be encouraged through creative experiences in the classroom.\textsuperscript{34} A creative environment for students resulted in better learning, improved mental health, and societal benefits in preparing all young people for the richest and most productive life possible.

Elliott, in \textit{Music Matters}, described what creativity in music means and guidelines for teaching students how to be creative in music-making: “Creating is a particular kind of making or doing that results in tangible products or achievements that people deem valuable, useful, or

\begin{thebibliography}{99}
\end{thebibliography}
exceptional in some regard.\textsuperscript{35} Elliott argued that creative achievement in music happens when an individual makes a tangible result that can be judged by the members of the field. The various activities allow students to make creative artworks and share them with others. Teaching creativity through multiple activities can foster one’s uniqueness and enables him or her to think creatively, manage thoughts and feelings, enjoy making creative artworks, learn about others’ differences, and courageously take risks.

Children can explore creativity in class when there is a variety of educational activities with well-planned guidance with goals and learning objectives. Andrea N. Coulson and Brigid M. Burke, in the study of “Creativity in the Elementary Music Classroom,” argued that developing students’ creativity begins with developing creativity in teachers. When teaching students to be creative, teachers must consider opportunities for musical problem-solving.\textsuperscript{36} They must also create measurable goals and objectives. Teachers should observe student’s ability levels when developing appropriate learning activities.

John Kratus is a Professor Emeritus of Music Education from Michigan State University, and he emphasized the three components of the act of creativity that are based on a system for developing goals and objectives, “the person is who is creating, the process of creation, and the product that is created.”\textsuperscript{37} Cultivating opportunities for artistic activities or experiences help students to grow and express their creativity.


The Importance of Self-Expression and Communication

Cuban-American author, Christian De La Huerta, described the importance of self-expression of human life, being oneself in fullness.\(^\text{38}\) Courtney E. Ackerman defined self-expression as a way that people share themselves, “Self-expression is, at its core, the action of expressing yourself, and it can take a wide variety of forms. You can use your words, your facial expressions, your body, your movements, clothing, actions, and possessions to express your authentic inner self.”\(^\text{39}\) Children also express themselves in many different ways and improve self-expression skills. She emphasized that one should practice expression skills in various ways of speaking, writing, body language, artistic endeavors.\(^\text{40}\)

According to the study of “Culture and Self-expression,” Heejung S. Kim and Deborah Ko provided the benefits of self-expression, which must be practiced by all people to present themselves reflectively.\(^\text{41}\) “Self-expression is a notion that is closely associated with a horde of positive concepts, such as freedom, creativity, style, courage, self-assurance, and even healing and spirituality.”\(^\text{42}\) Self-expression also helps to relate with others and engage in deep relationships. Korean researchers Sang-Hwan Park, Jang-Ei Kim, Byung-Ro Bang discovered that self-expression and self-acceptance have interdependencies: Self-expression and self-acceptance affect the acceptance of other people's perspectives and improve communication.


\(^{40}\) Ibid.


\(^{42}\) Ibid., 325.
capability. Self-expression and communication are interrelated. Author, Judith E. Glaser, agreed that self-expression is “the most important ways for people to connect, navigate, and grow with each other.”

According to Joseph Wilner, creative self-expression is not limited to artists but is a fundamental part of being human. Individuals connect with each other more deeply, allowing them to experience empathy and understanding. He also suggested five ways to help people express themselves more fully: through speaking, writing, dressing, dancing, singing, and playing music. Children can benefit by communicating their thoughts and feelings through creative expressions. Pittsburg Public Schools Art Director, Mary Adeline McKibbin, stated how art experiences or activities are crucial in child development and the need for music and art programs:

Art activities are important to the child’s development. It is important that he develop as an individual, understand himself, direct his emotions to creativity, be sensitive to his environment, and sympathetically aware of the creative efforts of others… Art experiences sharpen as well as enrich other learnings. The broader the sense appeal, the deeper the emotional response the more effective the learning. Art can stimulate the language arts and vitalize the social studies through the child’s self-identification with the art experience. Such child can communicate ideas and feelings enlightening to the teacher and satisfying to the child.

---


Individuals choose to portray their thoughts and feelings in their own styles through diverse types of arts. In *Music Therapy and Addictions*, David Aldridge and Joerg Fachner described how people express themselves through performing music, and each expresses differently according to their own styles and cultures:

The benefit of performing music is that it is also both integrative and expressive, bringing modes of consciousness together through coherence and timing. We become entrained to others by attachment and through emotional expression. Performing music, like performing ourselves, is not only integrative for personal coherence, but also joins us to others. We are able to express ourselves with a style that is our own but is also informed by and relevant to our culture.\(^{47}\)

Self-expression helps children connect with their inner selves and other people. Practicing self-expression develops self-awareness and self-esteem. People use their preferences and values to choose one over the other and improve decision-making and problem-solving skills.

Many studies have shown that self-expression is used as therapy through arts to reduce stress, anxiety, depressive symptoms and increase resilience and confidence.\(^{48}\) Researchers at the Georgetown Behavioral Health Institute insisted that expressive arts therapy allows children to express themselves in healthy ways with developmental benefits: “Expressive arts therapy is taking these modalities and using them to enhance individual development and growth. The right mix can improve overall well-being and contribute to lowering anxiety and stress, improving self-awareness and self-esteem, strengthening relationships, regulating behaviors and advancing

---


In the book *Arts Activities for Children and Young People in Need: Helping Children to Develop Mindfulness, Spiritual Awareness, and Self-Esteem*, Diana Coholic addressed the problem of many children and young people struggling with their life situations.

Children who become clients of child protection authorities and/or end up in mental health systems have often suffered some form of abuse neglect or major instability in their lives and the life of their family. They may have been abandoned by their parents, witnessed violence and drug use, and not had enough food to eat. We know that many children are resilient, but we also know that these type of experiences harm children and affect abilities to cope and function in school and at home. They also shape how children feel about themselves and think about the world. Consequently, they are many needs that include, but are not limited to, building healthy coping strategies, improving self-esteem, developing self-awareness, learning social skills, and understanding how to focus and relax – through arts-based methods.\(^\text{50}\)

She suggested an art-based method that is similar to art therapy in guiding children and young people: to understand, pay attention, use their imagination, resolve issues, explore their feelings, thoughts, and behaviors, and develop strength in self-awareness, self-esteem, and resilience.\(^\text{51}\)

Art-based methods can help children and youth improve the resilience of self-esteem, self-expression, and communication. Overall, the significance of self-expression is used in various fields of study through music and arts, encouraging people’s health and well-being.

**Teaching Children Entering Adolescence and the Need for Guidance**

When children enter adolescence, they experience numerous physical, psychological, and social changes as their reasoning skills, rational thought, and moral judgment develop. An American research psychologist, Carroll E. Izard, and an Associate Professor in the Department


\(^{51}\) Ibid.
of Psychology at Wayne State University, Christopher J. Trentacosta, asserted that identity and emotional development are important as children experience extreme emotions of both positive and negative during adolescence. In the article “Adolescence,” Mihalyi Csikszentmihalyi noted that children start to establish their personal values during the transition to adulthood as they emotionally separate from parents and begin to spend time with friends or peers in settings with minimal adult supervision. He also indicated that adolescents find gratification in participating in activities involving physical movement, yet schools’ opportunities have dwindled because of budget concerns. When children enter adolescence, it is necessary to help them develop their children through various activities and proper guidance from schools and homes.

Guiding children during the transition is vital for child development. Although there are various ways of self-expression, many young students find it difficult to be themselves due to peer relations, other’s thoughts, and people’s expectations. As it has been addressed earlier in this paper, many young people who are the future of society live with mental illness without proper psychological and emotional care. Research from Georgetown Behavior Health Institute stated that it is common for many young people with mental health disorders and undesirable behaviors during adolescence: “The pressures of responsibilities, emotions, and relationships can be particularly intense among teens and young adults, as they have not learned how to manage difficult aspects of life at their young age. Also, their brains are still developing, and it is

---


common for teens to act unreasonably or engage in risky behavior.”\textsuperscript{54} While it is a common problem to all, children or adolescents can promote healthy expression of self and communication with others.

Many studies agreed that creative self-expression through music and art could help the young manage their thoughts and feelings. According to the research on self-expression in adolescents in residential care through arts and cultural education programs, an Associate Professor in the Department of Music Education at Chosun University in Korea, Jungeun Cho, found that arts and cultural education enhance self-expression and the emotional stability of adolescents.\textsuperscript{55} An expressive arts model was also used as a treatment for substance-abuse groups as educational and experimental approaches. American psychologists Evie Adelman and Lincoln Castricone showed that the treatment “increased self-expression, self-awareness, an enhanced sense of relatedness to others, and a strengthened conviction that each person has responsibility for the quality of his/her own life.”\textsuperscript{56} Expressive and creative arts are also used as a therapy for trauma survivors as well.\textsuperscript{57} Creating a playful platform for children or pre-adolescents will give opportunities to express themselves in diverse ways improving self-expression and communication skills preventing adverse outcomes.

\textsuperscript{54} “Normal Teenage Behavior or Mental Health Issue? Know When to Seek Help,” Georgetown Behavior Health Institute, February 2, 2018, https://www.georgetownbehavioral.com/blog/normal-teenage-behavior-or-mental-health-issue.


Many children spend lots of their free time on electronic devices using the web, texting, playing games, listening to music, watching videos to communicate with one another. A study, “The Internet and Social Life,” showed that the effects of Internet use are dependent on the particular goals of users, such as self-expression, affiliation, or competition through interpersonal communication, which can bring either positive or negative.\(^{58}\) Although there are merits from children’s accessibility to media, including music videos and visual arts, some demerits from media exposure such as depression, anxiety, lowering self-esteem, poor body image, loneliness, online crime, addiction, cyber bullying, and stalking.

Jodi L. Whitaker and Brad J. Bushman’s article, “Online Dangers: Keeping Children and Adolescents Safe,” stated that four common topics of the danger of online media for children are: 1) exposure to sexually explicit material, 2) concerns about identity formation and protection, 3) cyber-bullying, and 4) internet addiction.\(^{59}\) Children can imitate violent and inappropriate behaviors learned from the Internet, such as speaking bad words and expressing sexual desire in wrong ways, leading them to express themselves in an unhealthy manner.\(^ {60}\) Whitaker and Bushman warned that “The implications of sharing one’s real identity or constructing an avatar to represent oneself present online issues with identity formation and protection in children and adolescents.”\(^ {61}\)

---


CHAPTER III: METHODOLOGY

Introduction

The study will utilize a historical research method design. The chapter describes how the literature was used for historical review – studying, understanding, and interpreting past events and current curriculum analysis. The research investigated different perspectives of educators and researchers using different types of evidence, including books, journal articles, recorded data, and online resources. The purpose of historical research is to reach new conclusions that present facts and historical information, as well as interpretation of the data and what should be learned from each source.

Design of Study and Procedure

Each generation makes interpretations based on the evidence through the vast historical data available in each period. Sometimes reinterpreting previous works replaced by something new provides different perspectives on the current time and situation. Through the lens of historical research, a foundation of the study can be built with various views and information of what has been done, what worked well, and what still needs investigation.

The Information or Digital Age has come with the industrial revolution and the technology advances today. It allows people to securely protect and preserve a greater amount of data online or on portable devices. It also offers convenient access for individuals to share multiple studies. Taking these advantages of digital resources, the paper will be based on data provided online in Korean and English sources. As the author of this thesis is fluent in Korean as well as English, quotes, and interpretations of Korean resources will be directly cited or guided by the writer’s translation. Using various data from different cultures can bring diverse perspectives and strengthen the claim of this project.
This historical approach was implemented to present the new curriculum needed for children and schools today. It will answer the Research Questions mentioned in Chapter One through the benefits of music and art experiences, self-expression, and the need for a new music and art education approach. The new curriculum was designed with the foundations of historical research and emphasized music and art to benefit children’s learning and development. This project promotes the importance of self-expression through music and art. It suggests that music educators and schools apply the designed curriculum for children to express and communicate their individualities in creative and healthy ways.
CHAPTER IV: RESEARCH FINDINGS

Indian social reformer Kailash Satyarthi said, “Education is a birthright for every child, and that denial of education is totally unacceptable.”62 This chapter will supply an overview of the curriculum, which will provide musical and artistic experiences for preadolescent children to explore their unique identity through musical and artistic expressions successfully. It will address how research findings support the proposed curriculum that allows children to joyfully and authentically express and communicate through music and collaborative arts.

Curriculum Design: *Music and More (M&M)* using the ADDIE Model

Music and arts are excellent vehicles for self-expression and communication for children through creation. Elementary music classes often teach music theory, history, singing, and musical instruments. The proposed curriculum is uniquely designed for children to express themselves and experience more than just music by adding more artistic elements into music education. The design of this curriculum is a praxial-based course providing a platform for students to participate in engaging activities such as music-making, drawing/painting, creative writing, dancing, drama, and photography. An innovative and art-driven curriculum will open a way to explore the diversity of art and help children find different ways to express themselves and communicate. The curriculum design utilizes the ADDIE model, which a method for designing instructional curricula or training. ADDIE is an abbreviated word that stands for Analysis, Design, Development, Implementation, and Evaluation.63 This model represents “a

---


dynamic, flexible guideline for building effective training and performance support tools” for students and educators. This chapter will discuss the detailed structure and design of the curriculum in each stage of ADDIE: See Appendix A.

**Analysis Phase: Fostering Self-Expression through Music and Arts**

In the Analysis phase, the instructional problem, the student audience, the learners’ characteristics, recommended textbooks, learning outcomes, and instructional goals are identified to visualize the big picture of the curriculum needs. The research findings showed problems with many children who find difficulty expressing themselves to others, especially as they enter adolescence. This curriculum targets children aged around 9-12 who are experiencing or about to experience significant changes as they move into adolescence. The rationale for the chosen student audience is that adolescence is vital for children to develop self-reliance and identity.

There are no prerequisites for this course since this curriculum is designed for students who do not have a music or art education. However, students who have experience in music or art classes will express themselves more creatively through various methods. Since the student audience for this curriculum is upper elementary students or preadolescents, textbooks are unnecessary but can be used as a supplementary. Recommended books can also provide more opportunities for students to learn and experience music and art outside the classroom. This curriculum is designed to integrate music and art to give these children more creative ways of expressing themselves.

---

64 Richard Culatta and Greg Kearsley, “ADDIE Model.”


66 See Appendix A under the course syllabus for the detail information of the recommended books.
By exploring various artistic experiences, educators and parents should help children creatively reveal their creativity. Darby E. Southgate and Vincent J. Roscigno stated that “Music involvement is a form of cultural capital that seems to provide cognitive and social tools that help students successfully navigate the educational terrain.” 67 An Associate Professor at the School of Psychology of the University of Ottawa, Dave Miranda, also insisted that music is a developmental resource in adolescence in which “music can create a window to the everyday psychological, social, and cultural needs of contemporary adolescents.” 68

This curriculum with an emphasis on self-expression through music and collaborative arts can provide children to express themselves and grow healthy and confidently. In the book, *The Expressive Arts Activity Book: A Resource for Professionals*, Suzanne Darley and Wende Heath also agreed that art has a remarkable ability derived from its symbolic function to help people “weighed down by disease and dis-ease to be uniquely human with marker pens, clay, and pipe cleaner and heal in the process.” 69 Research supports the developmental importance of music and arts for children. Robert M. Sapolsky said, “Making art is active and generative, amid the loss of control and predictability of illness. Making art creates images for which there are no words or, perhaps, even no conscious awareness. And making art can help explain the inexplicable.” 70

---


70 Ibid.
Design Phase: Providing Various Ways of Creative Expression

Children can learn to appreciate arts and to express themselves through creative activities. This curriculum is designed to integrate music and art to provide children with more creative ways of expressing themselves. Diana Coholic developed a program called HAP (Holistic Arts-Based Program) that supports the proposed curriculum.\(^\text{71}\) It provides an opportunity for young people to explore the benefits through arts-based mindfulness activities, helping them improve self-awareness, feel better about themselves, learn healthy expression of feeling, and develop more effective strategies at home and school. Coholic mentioned the usefulness and effectiveness of arts-based methods in teaching children:

Holistic arts-based methods are effective for various reasons. In general, these methods are fun, non-threatening, inclusive and strengths-based. By ways of these methods, children can learn new skills and coping strategies, shore up their defenses, develop a deeper understanding about themselves and others, and improve their self-esteem…Arts-based and experimental methods are an excellent way to access, express and process transpersonal issues, thoughts, experiences and feelings. Some experiences and feelings are difficult, or even impossible, to describe in words, but they can be captured and expressed in an arts-based creation or activity.\(^\text{72}\)

Usually, therapy through music or art expression is mainly conducted as a treatment that students receive, depicting difficulty in their thinking process and behavior after mental or emotional suffering.\(^\text{73}\) The practice of self-expression through music and arts through this curriculum can prevent or minimize difficulties children will encounter in the future. Therefore, it is suggested that teachers guide young people to creatively and confidently solve their emotions and thoughts through music and artistic expression. This project also suggests educators provide these

---


\(^\text{72}\) Diana Coholic, *Arts Activities for Children and Young People in Need: Helping Children to Develop Mindfulness, Spiritual Awareness and Self-Esteem*, 11-12.

opportunities for children in advance as instructional teaching for self-expression through various musical and artistic experiences.

A full twelve weeks of detailed lesson plans are provided in the Design phase, including the learning objectives, delivery methods, activities or exercises, content, assignments, and assessment tools. This curriculum is designed as a residential course with discussions, presentations, demonstrations, hands-on experiences, group works, and instructor support. The learning objectives are based on Bloom’s Taxonomy, a hierarchical model emphasizing six learning levels in sequential order for constructing cognitive outcomes: remembering, understanding, applying, analyzing, evaluating, and creating.74 Upon successful completion of this course, students will be able to: 1) Define various ways to express through music and art, 2) Describe basic music or art elements using terminology, 3) Practice and experience different ways of music and art expressions, 4) Compare music and arts with prominent characteristics, 5) Create one’s unique expressions by an understanding of music and art expressions.

Weekly lesson plans are divided into five phases according to the learning objectives for students to learn step by step. This project is centered on praxial education where students can spend more time doing or active learning in the classroom. The National Association for Music Education stresses the National Music Standards, which are focused on a student’s ability to carry out the three artistic processes: Creating, Performing, and Responding.75 Regelski also emphasized the active learning experience, which promotes the joy of art-making, “A basic criterion of a curriculum based on praxis, then, is to help students to develop to a basic level

---


where, at the minimum, they begin to enjoy and derive ‘good time’ from performing music, yet
where they are also aware of other models of skill or specialization toward which they can
aspire.”76 Every week, students will engage with various music and art expression methods,
participate in fun activities, projects, and listen and watch videos or audios of different types of
music, arts, and performances. Instructor(s) will deliver lessons each week and guide students in
the learning process to embrace individual interests through music and arts. In the article
“Meaningful Art and Aesthetic Experiences for Young Children,” Angela Eckhoff stated that
“As children and teachers engage in viewing, making, and appreciating art, they experience the
visual arts in a deep, meaningful way that encourages wonder, imagination, expression, and
communication.”77

Development Phase: Guidance for Students in Communicating Creative Expression

The next phase is the Development phase, which Richard Culatta and Greg Kearsley
stated as “where developers create and assemble the content assets that were created in the
Design phase.”78 The development chart has an example of a lesson with expository and
narrative scripts. It also contains a colorful and easy-to-understand pictograph displaying the
curriculum’s overall concept through a step-by-step process. Gagne’s Nine Events of Instruction
are also included to help teachers imagine how the lesson should be laid out, what materials are
going to be used, and how to implement the curriculum in their own instruction. Northern Illinois
University Center for Innovative Teaching and Learning recommended using Gagne’s nine

76 Thomas A. Regelski, Teaching General Music in Grades 4-8: A Musicianship Approach, 192.

77 Angela Eckhoff, “Meaningful Art and Aesthetic Experiences for Young Children,” YC Young Children 72,

78 Richard Culatta and Greg Kearsley, “ADDIE Model.”
events of instruction with Bloom’s Taxonomy “to design engaging and meaningful instruction.” Educators can take this example of teaching to provide helpful guidance for students to express and communicate their identities through music and arts.

The rationale for providing various ways to express creativity is not to make children express themselves in every way. Instead, it is to help students find the best way of expressing themselves among various methods of music and arts because each child has different interests and talents. Since each child is unique and different, educators should create a space where children can freely express their inner voices through creative expressions rather than put them into a frame using the set rules. A music educator and the author of *Teaching General Music in Grade 4-8: A Musicianship Approach*, Thomas A. Regelski suggested educators to teach students with timed practice, supervised practice, and guided practice, “Do not just leave students to their own practicing ideas. Students need to be taught how to practice, and they need plenty of opportunities to practice in class and, if needed, after class.” Education or instructional training can guide children to understand learning materials, make and share their own expressions with others, and enhance the learning outcomes.

An experimental platform for children or adolescents to practice self-expression and communication through music and arts can foster their well-being. Prominent Hungarian composer Zoltán Kodály believed music education’s ultimate goal is to educate the whole person logically and sequentially – developmental, cumulative, and continuous. He said, “The pure soul of the child must be considered sacred; what we implant there must stand every test, and if we

---


plant anything bad, we poison his soul for life.”

Music and arts are used as a tool to help students find and display who they are, not what the world wants them to be. Through this curriculum, students will develop their ability to hear their inner voices, which is the first step to make expressions truthful, creative, and whole. Students will also learn to practice and work collaboratively with others.

To communicate their artistic expression, learners must develop the ability to understand and decode music and art to express and share their desire for expression and shared with others. Authors of The Expressive Arts Activity Book: A Resource for Professionals, Suzanne Darley and Wende Heath, said, “Art and creativity are what distinguishes us as human beings, and through art, we can connect with and help other human beings, no matter what their age, gender, cultural background or diagnosis maybe.”

The director of the Virginia Early Childhood Policy Center, Angela Eckhoff, also mentioned that “As children learn about art and artists from around the globe, they will have increased opportunities to understand and relate to other artists’ expressive and imaginative selves while they explore and develop these aspects within themselves.” With plenty of artistic collaboration and social involvement in a classroom, students can perform, share, and learn from others. By devising these benefits, this curriculum included praxis group projects, discussions, and group presentations.

---


82 Darley and Heath, The Expressive Arts Activity Book: A Resource for Professionals, 12.

Implementation and Evaluation Phase: Learn by Doing and Create Own Expression

The following phase is Implementation, a preparation stage before teaching where the instructors rehearse tasks that need to be done in advance and prepare necessary items to run the class, such as preparing supplies for projects, PowerPoint Presentations for lessons, testing technical elements, recruiting praxis groups, and making quizzes and tests. Since this course is designed to offer various ways of creative expression, teachers are encouraged to bring a variety of musical and artistic materials for students to experience for this curriculum.

Lastly, the Evaluation phase consists of two parts: formative and summative. According to Jeff Odell, “Formative means assessment for learning—the results can help teachers plan instruction to meet their students’ current needs. Summative means assessment of learning—the results are for evaluation or accountability.”84 Examples of formative assessments of the designed curriculum are evaluation worksheets, a talent show, class discussion, and participation, etc. There will also be many engaging and fun activities and games throughout this course where instructors can observe students’ understanding of the learning. Students’ learning can be measured through summative assessments such as quizzes, tests, presentations or performances, and simple writing assessments.

Students can learn from their mistakes which is an essential part of the learning process, and by letting them be mistake-makers through music and arts, they will be creative artists. Engaging instruction and elements in teaching music education involving interactive and collaborative techniques will provide children to be present in music and art-making joyfully.

84 Jeff Odell, “What Are Formative and Summative Assessments?” Achievement Network, October 2, 2019, https://www.achievementnetwork.org/anetblog/eduspeak/formative-vs-summative-assessment?gclid=CjwKCAjwpKCDDBhBPEiwAfGzixRQxBpSbtOtsodze0YDzVJKmgsuzNmAQ9iSqwM5Xp_AuKi1RmwBoCbd8QAvD_BwE.
renowned American music educator, Bennett Reimer, noted that humans are gifted with enjoying music, “Staring in infancy (probably in the womb) and lasting throughout life, people naturally, spontaneously, and joyfully “groove” with – relish and are enchanted with – sounds they from or others have formed to give musical pleasure or significance. Music for the sheer pleasure of its formed sounds is a benefit deeply and innately valued by people – a human benefit serving human needs for a joyful experience.”85 Elliott said, “Music education should enable learners to participate in musical communications, to “speak” music musically – to express musically what they think and feel musically by means of improvising and composing.”86 As Epstein said, “Children create meaning in their lives by producing their own expressions through artworks and discover meanings in the art created by others and world.”87 Through creative experiences in class, self-expression will ultimately help children gain lifelong enjoyment and an appreciation of music and art.


CHAPTER V: CONCLUSIONS

Summary

Music and art are more than just developing artistic skills; but they exist all around in people’s lives, communicating and defining who we are. This curriculum project is designed to help current and future music educators guide children entering adolescence by teaching them how to communicate and express true feelings through music and art expression methods. The designed curriculum, “Music and More (M & M&M): Expression and Communication through Music and Collaborative Arts,” provides tools and techniques to apply in music or art lessons based on their school settings and conditions. This project includes twelve weeks of lessons that can be used together with engaging activities, projects, and instructions. Research findings showed that a design curriculum focused on self-expression and communication can be an effective education plan for children to grow in many ways. The praxial and student-centered course will prepare students to practice creative expressions to share their unique stories with the world around them. The proposed curriculum can provide a new direction for music education and contribute to future music education development.

Limitations and Recommendations for Future Study

This designed curriculum is a guide for instructors to develop their own lesson plans. Education should be responsive to the times, and educators should approach students accordingly. There can be limitations of applying the curriculum to a school for several reasons. Some schools or institutions may not have all the resources needed for this class since this curriculum includes various artistic activities and projects. Although the curriculum is designed to be easy for most children to follow, educators may need to incorporate additional guidance in teaching for students who may need modifications in order to follow the curriculum. Some
teachers may also not have the background, experience, or confidence to teach all these art forms.

For recommendations, instructors can take the designed curriculum to revise the details according to the present needs of the students and available resources. As Regelski suggested, “In teaching, as in life, the whole is always much more than the simple addition of its parts. In teaching, that extra something is the professionalism of the teacher in adapting, adjusting, altering, and advocating change all according to local circumstances.”

Curriculum can be developed with new ideas and concepts added by educators according to their situations and cultures. For instance, different activities and projects can be added to the curriculum, and educators will build new ideas of teaching based on the designed curriculum.

Recommendations for this project encourage educators in this field to bring their ideas, concepts, questions, and research for curriculum development. Also, one must be professionally prepared to utilize this curriculum to teach children as Regelski insisted on professionalism for the educators; they must be equipped before teaching in the field and help students joyfully express themselves. Regelski mentioned in his book, “Imagine the irony of a doctor complaining to the nurse that all people in the waiting room are sick! Students in schools are exactly “sick,” but teachers exist to meet students’ educational deficiencies just as doctors exist to meet patients’ health problems.”

From a Christian perspective, teachers should represent a model of good works as Titus 2:7-8 says, “In everything, set them an example by doing what is good. In your teaching, show integrity, seriousness, and soundness of speech that cannot be condemned so that those who

---


89 Ibid., 249.
oppose you may be ashamed because they have nothing bad to say about us.” Music and art are indeed God’s gifts and instruments. It allows us to communicate through its beauty and emotion beyond the walls of language, culture, gender, ethnicity, beliefs, and many more, bringing all together in unity. Music and art are from God and for God. I believe music education offers the best tool to each student according to his or her level of understanding, and music helps them express themselves and get connected with the ultimate purpose of music, to praise God.

---

90 Titus 2:7-8, NIV.
BIBLIOGRAPHY


Odell, Jeff. “What Are Formative and Summative Assessments?” Achievement Network. October 2, 2019. https://www.achievementnetwork.org/anetblog/eduspeak/formative-vs-summative-assessment?gclid=CjwKCAjwpKCDBhBPEiwAFgBzjxRQxBpSbtOtqjodZe0YDzVJKmgsuzNmAQ9iSoqwM5Xp_AuKi1RmwBoCbd8QAyAVD_BwE.


COURSE SYLLABUS

NAME OF COURSE:

MUSIC AND MORE (M&M): EXPRESSION AND COMMUNICATION THROUGH MUSIC & ARTS

COURSE DESCRIPTION

This course will explore how to express thoughts and feelings through music and arts that enhance artistic presentations and child development. It will provide students with opportunities to experience various methods of musical and artistic expression. This praxial course provides students with opportunities, including praxial activities, to develop skills in strategic areas of diverse musical and/or artistic expressions. This curriculum focuses on expressing thoughts and feelings using music and art, understanding the basic musical and artistic elements, gaining knowledge through active engagement, developing creative skills, and communicating with others. By the end of the course, students will acknowledge and communicate their expressions through a cross-collaboration of artistic resources.

RATIONALE

Many students find it difficult to express themselves outwardly because they are concerned about peer relations and others’ thoughts. Especially during pre-adolescence and adolescence, students experience physical, psychological, moral, emotional, and social transition. It is a particularly significant period where many changes occur as students establish their values and identities as they increase independence. Individuals have the potential to understand, learn, and enjoy the music if given a chance to explore the means of expression. Music and art are conduits that can help students to express and communicate with others.

I. PREREQUISITES

None

II. RECOMMENDED RESOURCE PURCHASE(S)


III. **ADDITIONAL MATERIALS FOR LEARNING**
   
a. Writing materials (pencils recommended)

b. A folder or binder used for this class ONLY

c. A notebook for this class ONLY

d. Personal instruments or tools (if a student want to use them in performance or project)

IV. **MEASURABLE LEARNING OUTCOMES**
Upon successful completion of this course, the student will be able to:

A. Define various ways to express through music and art

B. Describe basic music or art elements using terminology

C. Practice and experience different ways of music and art expressions.

D. Compare music and arts with prominent characteristics.

E. Create one’s unique expressions by an understanding of music and art expressions.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**
A. Class Participation/Attendance:
Students are expected to participate in class because attendance is a crucial aspect of this course. Most classes involve activities, and students will be assigned a grade in accordance with their comprehension and application of the material in class. There will be classwork to be completed during a class period to facilitate the learning process, and there could be occasions where classwork becomes homework.

B. Binder/Folder

Students will keep their lesson notes, homework, projects, and class materials that they received in a binder/folder. Students will be able to keep a record of the learning and their works. The instructor will check students’ binder/folder at the end of the semester for the grade. Total of 50 points.

C. Projects: Express Yourself through Music and Art! (6)

Students will express their thoughts and feelings through music and art. Projects allow students to apply knowledge, skills, and processes from previous learning to display their understanding. Projects include diverse types of expressions such as drawing, painting/coloring, creating music/instrument(s), writing poetry, designing dance choreography to music, taking pictures, etc. Instruction will be given by the instructor for each project.

E. Praxis Group Assignments: Express and Communicate with Others! (4)

Students will be assigned to a praxis group at the beginning of the semester. There will be 4 group projects, and students will collaboratively work together to express themselves through music and art. Instruction will be given by the instructor for each group assignment.

E. Performance (both individual and group)

There will be a specific instruction given to one’s chosen music & arts expressions.
Examples of music & arts expressions includes…
Singing, playing instruments, painting/drawing, photography/video, dance/choreography, creative writing, etc.

Individual Performance: The student will be given a topic and using the music & art expressions to demonstrate or present one’s understanding of the topic creatively.
Group Performance: Each group will be given a topic and using the music & art expressions, students will creatively demonstrate or present their understanding of the subject. Every student needs to participate to earn points.

F. Simple Writing Assignment (4)

This assignment will help students reflect on themselves and write their thoughts and feelings into the expressive form of words. Simple writing assignments will allow students to think and understand themselves creatively. There will be 6 simple writing assignments throughout the semester, and each will have a simple question(s) to answer. Submit the works through Google classroom on due dates.

G. Midterm Quiz

Students will take a cumulative written quiz to evaluate a student’s level of understanding and progress of instructional objectives. The midterm quiz will have 15 questions of multiple choices, matching, true or false, fill in the blank, and short answers. Students will complete the quiz during the class period.

H. Final Test

Students will have a written test in class, which summarizes the lessons they learned throughout the course. The final test will contain 25 questions of multiple choices, matching, true or false, fill in the blank, and short answers, including listening portions.

VI. COURSE GRADING AND POLICIES

A. Total Semester Grade Points: 1000 Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation/Attendance</td>
<td>300</td>
</tr>
<tr>
<td>Binder/Folder Check-up</td>
<td>50</td>
</tr>
<tr>
<td>Projects (6 @ 30pts ea)</td>
<td>180</td>
</tr>
<tr>
<td>Performance (both individual and group)</td>
<td>140</td>
</tr>
<tr>
<td>Praxis Group Assignment (4 @30pts ea)</td>
<td>120</td>
</tr>
<tr>
<td>Simple Writing Assignment (4@ 20pts ea)</td>
<td>80</td>
</tr>
<tr>
<td>Midterm Quiz</td>
<td>50</td>
</tr>
</tbody>
</table>
Final Test 80 points

**Total** 1000 points

B. Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1000-980</td>
<td>979-930</td>
</tr>
<tr>
<td>A</td>
<td>979-900</td>
<td>929-880</td>
</tr>
<tr>
<td>A-</td>
<td>929-880</td>
<td>899-830</td>
</tr>
<tr>
<td>B+</td>
<td>899-830</td>
<td>879-800</td>
</tr>
<tr>
<td>B</td>
<td>879-800</td>
<td>829-800</td>
</tr>
<tr>
<td>B-</td>
<td>829-800</td>
<td>799-700</td>
</tr>
<tr>
<td>C+</td>
<td>799-700</td>
<td>779-690</td>
</tr>
<tr>
<td>C</td>
<td>779-690</td>
<td>729-650</td>
</tr>
<tr>
<td>C-</td>
<td>729-650</td>
<td>699-600</td>
</tr>
<tr>
<td>D+</td>
<td>699-600</td>
<td>629-590</td>
</tr>
<tr>
<td>D</td>
<td>629-590</td>
<td>599-0</td>
</tr>
<tr>
<td>F</td>
<td>599-0</td>
<td></td>
</tr>
</tbody>
</table>

C. Academic Integrity:

Academic integrity is a fundamental value of teaching and learning. Students found to have engaged in academic dishonesty will receive academic and disciplinary penalties. Academic dishonesty includes cheating or copying the work of another student or websites, plagiarism, unauthorized use of cell phones in class, and unauthorized communication between students during the quiz or test.

D. Unexcused Absence:

One’s participation is crucial, and a student’s unexcused absence in class will be reported to the parent/guardian. A note signed by the parent/guardian showing the dates and reasons for the absence needs to be submitted 1-2 days earlier to the instructor. If not, within 1-2 days after the student returns to class. Please communicate all absences or any circumstances in advance as possible with the instructor personally or by email.

E. Late Assignment/Project

All of the course assignments/projects should be submitted ON TIME.

If the student is unable to complete assignments/projects by the given due date, the late work will be accepted up to 7 days after the original due date. After a week, the assignment/project will not be accepted, which results in zero credit. If the student cannot complete an assignment/project on time for any reason, they must contact the instructor prior to the assignment or performance due date. Late works that are submitted after the due date without prior approval from the instructor will receive the following deductions:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Deduction</th>
<th>Examples (ex. Actual grade worth 100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Day(s)</td>
<td>10%</td>
<td>Maximum up to 90</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Grade Percentage</td>
<td>Maximum Credit</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>3-4 Days</td>
<td>15%</td>
<td>Maximum up to 85</td>
</tr>
<tr>
<td>5-7 Days</td>
<td>20%</td>
<td>Maximum up to 80</td>
</tr>
<tr>
<td>After a week</td>
<td>0%</td>
<td>No credit given</td>
</tr>
</tbody>
</table>

All works must be turned in time. However, students who received zero on their assignment/project, if for any reason, can make-up their work on Make-Up Day. Make-Up Day allows submission of missing work during 24 hours on a scheduled day, near the end of the semester. Students may or may not earn full credit. Students may also receive zero on their work.

F. Responsibilities and Expectation

**Student:**

a. Plan to work ahead and complete assigned work on time and return it to the teacher.

b. Complete all assignments or projects within the time limits given by the teacher or be subject to appropriate late work guidelines.

c. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty completing any work or project.

d. Work collaboratively with assigned praxis group.

e. Evaluate his/her own work for accuracy and seek clarification as needed from the teacher.

f. Maintain academic integrity and honesty. Academic dishonesty may result in academic and disciplinary penalties.

**Parent/Guardian:**

a. Establish a specific time, place, and manner for schoolwork to be completed.

b. Provide the supplies and materials necessary to complete homework.

c. Monitor as needed; however, do not do homework for the student.

d. Assist the student in planning a schedule for school works

e. Initiate communication with the teacher as soon as concerns arise.
## CURRICULUM PROJECT – ANALYSIS CHART

### PART I: CURRICULUM INFORMATION

<table>
<thead>
<tr>
<th>Student</th>
<th>Course for which you are creating curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GoEun(Elena) Kim</td>
<td>Music and More (M&amp;M): Expression and Communication through Music &amp; Arts (RES)</td>
</tr>
</tbody>
</table>

**Recommended Textbook(s) for Class:**


**Identify the problem:**

Many students find it difficult to express themselves outwardly because they are concerned about peer relations and others’ thoughts. Especially as children enter adolescence, they experience significant changes as they approach puberty. Children are exposed to dangerous behaviors, including drugs, sex, alcohol, bullying, and more these days. Art is the purest and most unique form of self-expression, but today’s perception of art is usually accessible for naturally gifted people or specialize in some ways. Individuals have the potential to understand, learn, and enjoy the music and arts if given a chance to explore the means of expression. Music and art are conduits that can help students to express and communicate with others freely and joyfully.

**Who are the learners and what are their characteristics?**

Upper elementary students grade levels from 3-5 who are pre-adolescent or “tweens.” Tweens are at the age around 9-12, where they are in pre-adolescence, leaving childhood and entering adolescence. Especially during pre-adolescence and adolescence, students experience physical, psychological, moral, emotional, and social transition. It is a particularly significant period where many changes occur as students establish their values and identities as they increase independence. Some of the tween’s characteristics are increased fears of feeling embarrassed in front of others, a more rebellious nature, an attempt at trying multiple types of sports, arts, and other activities, more emotional ups and downs due to hormone fluctuations.

**What is the new desired behavior?**
The students will be able to visualize thoughts, emotions, and express feelings using music and art. The students will gain knowledge and understanding of musical and artistic expressions. The students will be able to develop their understanding of basic musical and artistic elements and communicate with others through music and art expressions. The students will be able to explain their favorite way(s) of expression(s) using appropriate music and art vocabulary. The students will authentically express themselves through music and art. The students will be able to create and improvise through comprehensive music learning and group activities. The students will gain lifelong enjoyment and appreciation for music and art.

**What are the delivery options?**

This course is residential and meets Monday, Wednesday, and Friday for about an hour per class. All synchronous delivery.

**What are the pedagogical considerations?**

The class will discuss and experience various aspects of music and art expressions. The instructor will deliver lessons each week and guide students in the learning process. The students will engage with various music and art expression methods, participating in activities, working on projects, watching and listening to videos or audios of music, arts, and performances. The teacher will guide basic musical and artistic skills to embrace individual interests through music and arts. Students will practice and work collaboratively with their praxis group. Class is designed for students to explore the diversity of music and art expressions and help them to navigate thoughts and feelings through creativity.

**What learning theory applies to your curriculum? Why?**

The cognitive learning theory applies to this curriculum because the mental process of thinking and understanding in learning is crucial. This theory can guide students to understand how their thought processes work and build better learning opportunities. Jean Piaget’s theory also applies, which focuses on how environments and internal structures impact children’s learning. The students will be able to develop schemas in different stages of learning. Positive reinforcement will help students better learn to express through behaviorism learning theory, emphasizing external forces’ influence in education. Constructivism learning theory follows next, which will help students create their own unique learning and understanding by bringing the previous classroom. Connectivism learning theory applies when students learn and develop connections with students’ interests, digital media, and group interaction. Edwin E. Gordon’s music learning theory applies to this curriculum, emphasizing how music is learned when people learn, primarily through audiation, music aptitudes, and music learning in logical and sequential manners. Thomas A. Regelski’s active learning theory can be applied for teaching students who are ‘tweenagers’ in his term going through pre-or early adolescence. In his book, *Teaching General Music in Grades 4-8*, active learning theory is described throughout the chapters, promoting students’ musical independence and lifelong involvement in music.
### Part II: Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the course, the student will be able to:</td>
</tr>
</tbody>
</table>

1. Define various ways to express through music and art.

2. Describe basic music or art elements using terminology.

3. Practice and experience different ways of music and art expressions.

4. Compare music and arts with prominent characteristics.

5. Create one’s unique expressions by an understanding of music and art expressions.
## CURRICULUM PROJECT – DESIGN CHART

**Part I: A full twelve weeks of curriculum**

| Student: GoEun(Elena) Kim | **Course for which you are creating the curriculum:**  
Music and More (M&M):  
Expression and Communication through Music & Collaborative Arts (RES) |
|---------------------------|--------------------------------------------------------------------------------------------------|

**Concept Statement:**
This course will explore how to express thoughts and feelings through music and art that enhance artistic presentations and child development. It will provide students with opportunities to experience various methods of musical and artistic expression. This praxial course provides students with opportunities, including praxial activities, to develop skills in strategic areas of diverse musical and/or artistic expressions. This curriculum focuses on the expression of thoughts and feelings using music and art, understanding the basic musical and artistic elements, gaining knowledge through active engagement, developing creative skills, and communicating with others. By the end of the course, students will communicate their expressions through a cross-collaboration of artistic resources.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Define various ways to express through music and art. | Week 1:  
- Discuss various ways of expression & communication.  
- Interpret various musical and artistic expressions (Music, rap/chant, dance, creative writing, photography, theater/drama, painting, etc.)  
- Identify the key characteristics of each method/way of expression.  
- Recognize how music’s sound can prompt different emotions and thoughts; how drawing/painting helps one express a character.  

Week 2:  
- Review the variety of methods/ways of expression. | Week 1:  
- Lesson, “Diversity of musical and artistic expressions.”  
- Discussion of student’s favorite method/way of expressions – Scavenger Hunt activity  
- Listening activities (Students engaging with various types of music and connecting emotions & thoughts to listening examples)  
- Listening Worksheet  
- “Blind-Draw the Music” Activity (Students will close their eyes and listen to a part of the music. They will randomly pick color utensils and draw what they hear/feel on the paper without looking at it.)  
- “Draw the music” activity (Students will listen to music and paint a picture with color utensils. This time, they will pick color utensils and draw what they hear/feel on the paper with eyes open) | Week 1:  
- Formative assessment: observation of class discussion and paintings during “Draw the music” activity, Listening Worksheet  
- Project 1 – Choose the music from the list. Use artistic elements such as line, shape, shade, and colors to draw/paint the music.  
- Simple Writing Assignment 1  
  - What kinds of music/art expression(s) do I love the most? Why?  
  - Describe your week in one color and explain why. |
<table>
<thead>
<tr>
<th>Week 2:</th>
<th>Week 3:</th>
<th>Week 4:</th>
</tr>
</thead>
</table>
| ● Relate emotions and thoughts to one’s own expression.  
● Use body gestures, facial expressions, dynamics in singing.  
● Demonstrate singing in call-and-response form.  
● Interact and communicate with classmates with musical expressions. | ● Praxis groups will be announced in class.  
Lesson, “Feel and Describe it with your body and tone.”  
Singing demonstration with different emotions using appropriate elements of music  
Practice section singing (class will be divided into 4 sections and sing as instructor commands)  
Personal practice time  
“Call-and-response” singing group activity (A word will be provided by the instructor each time around. Each student will take a turn to sing a part of music that has the word using body gestures, facial expressions, and dynamics. Others singing in response) | ● Formative assessment: observation performance during “Call-and-response.”  
● Section singing activities  
● Praxis Group Assignment 1 - Choose a song that best describes your praxis group and practice singing together using expressive elements: body gestures, facial expressions, dynamic, timbre, etc. (Memorization of the lyric suggested for the freedom of expression)  
● Simple Writing Assignment 2:  
- How often do you express yourself?  
Do you think it is important to express oneself? Why?  
- Do you express yourself in music or art? In what way(s)? |

### Week 3:

2. Describe basic music or art elements using terminology.

- Learn the basic music and art elements.
- Identify essential musical and artistic elements from listening or seeing music and artworks.
- Learn to be more expressive and confident.
- Attain a heightened understanding that will open ears, minds, and souls to the deeper levels of musical thought.

- Basic Musical & Artistic Elements Jeopardy Game
- Videos on expressive performers or artworks
- Lesson, “What makes it expressive?”
- Praxis Group Presentation 1
- Evaluation worksheet (It consists of two parts: 1. Individually write attributes and musical elements that students observe during other groups’ presentations, 2. Self-assessment reflecting themselves)
- Comparison between music and artworks

### Week 4:

- Lesson, “Need a rest moment in creating effective and expressive performance.”
- Rest position/moment, demonstration, and rhythmic dictation
- Dynamics of Loud and quiet

- Formative assessment: observation scores after playing “Basic Musical & Artistic Elements Jeopardy Game”, observation of praxis group presentation
- Evaluation worksheet (part of class participation)
- Project 2 – Create your own music! On music score, finger-paint note head using different colors for each pitch. Connect the note with stems/flags.

- Simple Writing Assignment 3
3. Practice and experience different ways of music and art expressions.

<table>
<thead>
<tr>
<th>Week 5:</th>
<th>Week 5:</th>
<th>Week 5:</th>
</tr>
</thead>
</table>
| ● Develop creativity and improvisation skills by making and playing a student-built instrument. | ● Lesson: “Different types of instruments and how it sounds like” | ● Formative assessment: observation of performance during “Improvise to Create a Mood” activity and discussion  
  ● Praxis Group Presentation 2  
  ● Evaluation worksheet  
  ● “Learn to play Instruments” activity using BoomWhackers, Shakers, tambourine, bells, etc.  
  ● Improvisation Relay (Each student will take a turn to improvise with the new instruments they made. While a student is improvising, the rest of the class will keep up the tempo.)  
  ● Project 3 - Build your own instrument. Make an instrument that makes a sound! Bring your own instrument for next week |
| ● Incorporate past learning experiences to create student’s own rhythm and/or melody. | ● Praxis Group Assignment 2 – Using Lummi Sticks, perform 8 measures of the chorus (song list will be provided; 1st time through, everyone keeps the beats and sing together, from 2nd time around, each improvise rhythm. |
| ● Demonstrate leading a song by improvising a line while the other praxial group members keep the beats. | ● Improvisation Relay (Each student will take a turn to improvise with the new instruments they made. While a student is improvising, the rest of the class will keep up the tempo.) | |
| ● Demonstrate the ability to work together in a group collaboratively. | ● Evaluate creative elements by observing other performances. | |
| ● Evaluate creative elements by observing other performances. | | |
| Week 6:                          | Week 6:                          | Week 6:                          |
| ● Connect emotions to sounds (vice versa). | ● Lesson, “Creative thinking, learning, and making”  
  “Improvise to Create a Mood” activity (Brainstorm a list of emotions or moods, write them down on the chalkboard. The instructor will call out a word from the list; the students improvise with their instruments. Students will be divided into | ● Formative assessment: observation of performance during “Improvise to Create a Mood” activity and discussion  
  ● Midterm Quiz  
  ● Simple Writing Assignment 4  
  - What is unique and special about yourself?  
  - What is(are) your creative moment of this week?  
  ● “Improvise to Create a Mood” activity |
<p>| | ● “Lummi Sticks” activity #1 (Class will divide into sections, and each section will have a chance to play a certain rhythm in a different tempo demonstrated by the instructor. Repeat 3-4 times) | |</p>
<table>
<thead>
<tr>
<th>Week 7:</th>
<th>Week 7:</th>
</tr>
</thead>
</table>
| ● Review creativity and improvisation.  
 ● Demonstrate translating creative ideas into visible work by creating art.  
 ● Continue to develop improvisation skills through creative thinking, learning, and making.  
 ● Expand the knowledge and understanding from peer performance/observation.  
 ● Demonstrate a dramatic and expressive presentation.  
 ● Learn to express emotions with appropriate musical and artistic methods. | ● Lesson, “Expressing emotions.”  
 ● Art project using magazines and newspapers (students will draw, crop, and paste to create an art poster.)  
 ● Presentation of art project  
 ● “Poetry in Motion” activity (each group will have a short poem and prepare a dramatic reading of it. Mark with an emotional level or tempo marking).  
 ● Group practice time (10mins)  
 ● “Poetry in Motion” Presentation in-class  
 ● Peer performance/observation  
 ● Evaluation Worksheet |

<table>
<thead>
<tr>
<th>Week 8:</th>
<th>Week 8:</th>
<th>Week 8:</th>
</tr>
</thead>
</table>
| ● Recognize how the sound of music can prompt different emotions. | ● Lesson, “Do & Don’t”  
 ● Field trip to choir rehearsal  
 ● Discussion about the rehearsal  
 ● Videos on different genres of music (part 1 - general types of music) | ● Formative assessment: observation of performances during “Poetry in Motion,” and artwork presentation  
 ● Start preparing for Talent Show (Specific topic will be given. Praxis group will perform using their creative expressions. Ex. Singing, playing instruments, rapping, reading a poem, etc.)  
 ● Project 4 – Listen to the instrument piece and write a poem. (guiding questions: what makes you feel? What makes you think of it? any special memory?) |

4. Compare music and arts with prominent characteristics.
<table>
<thead>
<tr>
<th>Week 9:</th>
<th>Week 10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Relate thoughts and emotions to musical sounds and performance. &lt;br&gt; ● Experience in listening and watching a diversity of music and performance. &lt;br&gt; ● Compare and contrast various genres or types of performances. &lt;br&gt; ● Develop interest in and appreciation for music-making.</td>
<td>● Videos on different genres of music (part 2 - international music) &lt;br&gt; ● In-class Talent Show (Praxis Group Presentation 4) &lt;br&gt; ● Evaluation Worksheet on performances during Talent Show &lt;br&gt; ● “Pick and Explain” game (each student will draw a card from the deck/box and express what it is written in forms of music and art expressions. The rest of the class will guess what it is) &lt;br&gt; ● Collect students’ favorite genres of music</td>
</tr>
<tr>
<td>● Sharing personal experiences of seeing or participating in musical and/or artistic expressions &lt;br&gt; ● “Picture Capture the Moment” presentation (students will explain what each picture is speaking.) &lt;br&gt; ● Peer performance/observation</td>
<td>● Lesson, “Compare and Contrast music and art.” &lt;br&gt; ● Videos on different genres of music (part 3 - student preference) &lt;br&gt; ● “Creative Writing activity” (students will write what they hear using adjectives and music terms) &lt;br&gt; ● Students will be assigned time for individual performance (presentation will be watched only by the instructor)</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Week 10:</td>
</tr>
<tr>
<td>● Develop performance skills by performing in front of the class. &lt;br&gt; ● Analyze and evaluate creative performances performed by classmates. &lt;br&gt; ● Organize personal and group practice apart from class. &lt;br&gt; ● Experience in listening and watching international music and performance. &lt;br&gt; ● Enjoy participating in Talent Show and instill music appreciation.</td>
<td>● Lesson, “Compare and Contrast music and art.” &lt;br&gt; ● Videos on different genres of music (part 3 - student preference) &lt;br&gt; ● “Creative Writing activity” (students will write what they hear using adjectives and music terms) &lt;br&gt; ● Students will be assigned time for individual performance (presentation will be watched only by the instructor)</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Formative assessment: observation of discussion about students’ favorite genres&lt;br&gt;“Creative Writing activity.”&lt;br&gt;Individual performance (Students will choose a song that they want to sing or play and creatively improvise/Students will be given a topic and using the music &amp; art expressions to demonstrate their understanding of the topic.)&lt;br&gt;Project 6 - Design dance choreography to music from the list.</td>
</tr>
</tbody>
</table>
5. Create one’s unique expressions by an understanding of music and art expressions.

<table>
<thead>
<tr>
<th>Week 11:</th>
<th>Week 11:</th>
<th>Week 11:</th>
</tr>
</thead>
</table>
| ● Demonstrate the ability to express one’s opinion and to accept the other’s opinions.  
● Expand music vocabulary. | ● Lesson, “Be yourself.”  
● Guest speaker/artist encourages students to express themselves just the way they are  
● O&A  
● Evaluation Worksheet  
● Review game for final  
● In-class Final Exam | ● Formative assessment: observation of discussion and Q&A section discussion with a guest speaker  
● Final Test  
● Praxis Group Assignment 4 – Rolling paper on expressing your group member. Each praxial group will be written to each group member describing their strength in musical/artistic expression.  
● Simple Writing Assignment 6  
- What do you love the most throughout this course?  
- Any change made to this point from different methods of expressions?  
What do you expect more from now on? |
| Week 12: | Lesson, “Connect-Create-Communicate”  
● Music and Arts Critic (Students will develop critic skills using music and art terminology. Students will distinguish between description and evaluation/fact and opinion)  
● In-class group performance.  
● Evaluation worksheet  
● Sharing learning experience of this class with classmates  
● Praxis Group Presentation 4 | Week 12: |
| ● Interact with various listening examples and video performances to  
● Explain student’s preference for musical and artistic expression  
● Develop interest in and appreciation for music and art making and listening  
● Gain a lifelong appreciation for music and arts  
● Learn to express what one experience in life and to share its special moments in uniquely personal ways. | ● Lesson, “Be yourself.”  
● Guest speaker/artist encourages students to express themselves just the way they are  
● O&A  
● Evaluation Worksheet  
● Review game for final  
● In-class Final Exam | ● Formative assessment: observation of the class activity of “Music and Arts critic,” and praxis group presentation 4  
● Evaluation worksheet  
● Group Performance (Students will choose a song that they want to sing or play and creatively improvise. Each will get a chance to improvise for 16 measures) |

Take a video and submit it to the instructor.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Rational for Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define various ways to express through music and art.</td>
<td>First, children should experience a diversity of musical and artistic expressions. Each child has the potential to creatively and uniquely express oneself through various methods, but there are limited resources or opportunities provided for them. Music and art are creative and incredible vehicles for self-expression in children. Defining diverse ways to express themselves through music and art will expand their knowledge and provide opportunities to express themselves.</td>
</tr>
<tr>
<td>2. Describe basic music or art elements using terminology.</td>
<td>After students learn the various types of music and art expressions, they should learn to use appropriate terminology to describe basic music or art elements. It will make opportunities for children to develop their understanding of music and art and the language we use to describe it. Learning essential musical and artistic elements will also help students to demonstrate their thoughts and feeling more effectively.</td>
</tr>
<tr>
<td>3. Practice and experience different ways of music and art expressions.</td>
<td>Afterward, children will learn to create their own expressions. They should learn to express themselves through music and arts, which is a basic human instinct. Pre-adolescence and adolescence are significant periods shaping one’s identity, worldview, vision, etc. However, many students find it difficult to express themselves to others because they are concerned about peer relations and others’ opinions. Throughout this course, students will learn to experience different ways of music and art expressions. They will also practice expressing and communicating with others in various ways to find the best way(s) to demonstrate their creative expression.</td>
</tr>
<tr>
<td>4. Compare music and arts with prominent characteristics.</td>
<td>After students learn to create their own expression through music and arts, they should learn to differentiate music and arts by their characteristics. There are various types or genres of music and arts, and lack of knowledge may distract students from enjoying the music or arts thoroughly. By comparing multiple music and arts with prominent characteristics, students will develop their understanding of diverse music and arts and relate their emotions/thoughts to musical and artistic expressions.</td>
</tr>
<tr>
<td>5. Create one’s unique expressions by an understanding of music and art expressions.</td>
<td>Music and arts are for humans to enjoy and creatively express through them. Step by step in learning objective, students will be able to express their feelings more confidently. Students will also find the best way(s) of expressing themselves by creating their unique expressions. By the end of the course, students will gain a lifelong appreciation for music and arts, sharing special moments in uniquely personal ways throughout this course.</td>
</tr>
</tbody>
</table>
**Curriculum Project – Development Chart Example**

<table>
<thead>
<tr>
<th>Student: GoEun(Elena) Kim</th>
<th>Course for which you are creating curriculum: Music and More (M&amp;M): Expression and Communication through Music &amp; Collaborative Arts (RES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expository</strong> (example of verbally describing the new content)</td>
<td><strong>Good afternoon, class! It is so good to see you all. Are you ready for the class? Let’s get started! Before we start our new lesson/unit, does anyone remember what we learned last week? Raise your hand to answer the questions. (Pause for students to answer the question by recalling their memory) Yes! We learned about the diversity of musical and artistic expressions. For example, we can express ourselves through music which can be singing, playing instruments, or composing; we can also communicate through dance, painting or drawing, photography, creative writing, and many more. Last week, we learned to express through drawing/painting, and we did some drawing activities connecting our emotions and thoughts to music. Wasn’t that fun? Today, we will be going to try another method of expression, which is... singing! Did you notice that we all have different and unique voices? (demonstrate a unique voice by saying, “Hello, nice to meet you.” Call out few students to speak up their voices) Excellent! How colorful voices do we have in this class? Some people think they can’t sing because they aren’t naturally gifted. But singing is not for those who are gifted but everyone! We all can sing! Singing is just like walking. Most ordinary people can walk if they try, and likewise, we all can sing too. Singing is also very similar to speaking. Did you notice that we are speaking in certain pitches, tones, and tempo just like singing? We will be going to learn to sing, and I will be going to demonstrate singing in different emotions using appropriate musical elements. And you will have the opportunity to express yourself through singing as well. Are you all excited? (Discuss the use of body gestures, facial expressions, dynamics in singing. After the short lesson and singing demonstrations, the class will divide into four sections and practice section singing. Ask students to divide into the praxis group that has been assigned.) Next, we will do another activity very similar to the one that we just did. It is called “Call-and-Response” singing activity. Listen to the instruction carefully. I will draw “a word” from the box, then each of the group members will take a turn to sing a part of the music that has “the word” using body gestures, facial expressions, and dynamics. For example, if the word “night” is given, you can sing “Silent night, holy night” using body gestures and facial expressions that describe the music. When your friend is singing with expression, the rest of your group members will sing in response. Each will take a turn to do so. If anyone having difficulty, please let me know so that I can help you. Don’t forget to imitate the body gestures, facial expressions, and dynamics, which is part of expressive singing.</strong></td>
</tr>
</tbody>
</table>
**Narrative (Presenting the information in a story format)**

I will begin the new lesson/unit with a question recalling their memory from the previous class. Then, I will share interesting facts about singing and encouraging students to feel more comfortable and less pressured. I will demonstrate singing with different emotions using appropriate musical elements and showing body gestures, facial expressions, and singing with dynamics. After the singing demonstration, I will ask students how each singing demonstration represents the different feelings and how body gestures, facial expressions, and musical elements affect singing. I will provide a lesson handout for the lesson. Next, I will place the class into 4 sections for section singing and tell each section to express in singing a part of the song (this can be children’s songs or the songs of students’ favor) with the emotions given in specific key and tempo. In this section, singing will prepare students to individually express singing with emotions for following the “Call-and-Response” activity. After the section singing activity, I will briefly talk about the instruction for the “Call-and-Response” activity and give them a minute to gather up with their praxis group that has been assigned. Then, I will provide a word to the class, and each student will take a turn to sing a part of music that has the word using body gestures, facial expressions, and dynamics; other members in the praxis group will follow singing in response. Each student will do their best to express in singing using emotions and musical elements. After the group activity, I will announce to the class the homework due on that day and future assignments for next week. For assessment and assignment, students should hand in Simple Writing Assignment #1, which is the last week’s assignment that is due. They will be assigned Project 1 for this week: Students will choose the music from the given list and using artistic elements such as line, shape, shade, and colors to draw/paint the music.

**Graphical Organizers**

The colorful and easy-to-understand pictograph below shows the overall concept of this curriculum through a step-by-step process. It implies a meaning that every student can get to the top of the tree to pick up the apples if they follow the steps. Apples imply the meaning of student achieving lifelong music and art appreciation, and finding one’s favorite method(s) of creative expression. Every individual has the potential to learn to understand and enjoy expressing themselves through music and arts, and this step-by-step process throughout this course will help students achieve the goal.
LEARN to express through a variety of musical and artistic expressions!
EXPERIENCE enjoyment in learning and making music & arts!

STEP 1
Define various ways to express through music and art

STEP 2
Describe basic music or art elements using terminology

STEP 3
Practice and experience different ways of music and art expressions

STEP 4
Compare music and arts with prominent characteristics

STEP 5
Create one’s unique Expression by an understanding of music and art expressions

MUSIC & MORE
<table>
<thead>
<tr>
<th>Instruction Event</th>
<th>Describe how each instructional event will be addressed in your instructional unit. Cite a reference from your text as to why this approach will be effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain attention</td>
<td>I will start each class by sharing interesting facts about a lesson/unit topic and asking thought-provoking questions. I will play music before the class begins for students to feel welcome and engage in class. These methods will catch their attention and opening the student’s critical &amp; creative thinking. (Nilson pg. 118-131)</td>
</tr>
<tr>
<td>2. Inform learners of objectives</td>
<td>I will inquire students about the previous unit how that lesson/unit will apply to this unit. Then I will introduce the new unit through PowerPoint presentations or instructor demonstration, playing or showing examples of music &amp; arts expressions that will be studied in this unit. I will explain what students will learn in this lesson and why it is important to know. Next, the student will learn my expectation for the lesson and their input about the new material. (Nilson pg. 50-54, 132, 171-187)</td>
</tr>
<tr>
<td>3. Stimulate recall of prior learning</td>
<td>I will ask questions from the last lesson and briefly review what we learned in the last class/unit. I will conduct pop quizzes or review games (not for grade) to remind students and recall the students’ knowledge and experience in class. (Nilson pg. 55-57, 179, 359-360)</td>
</tr>
<tr>
<td>4. Present the content</td>
<td>After a brief review of the last unit, the new unit will be introduced. The lesson will use various approaches such as group learning, group activities, group projects, games, performances, individual work or project, watching videos, and listening to audio/video. Lessons and activities are scheduled to take place every week. (Nilson pg. 59, 119-123)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Guide learning</td>
<td>Students will learn the given material, and I will be going to have a Q&amp;A section shortly to answer questions that students might have. I can give clarification using demonstration, analogies, and study aids. (Nilson pg. 24-31)</td>
</tr>
<tr>
<td>6. Elicit performance (practice)</td>
<td>Students will be placed in the praxis groups to work on performance assignments and fill out an evaluation sheet to evaluate other group performances as well as self-assessment reflecting themselves. Students will also do simple writing assignments, work on projects, participate in various activities, discussions, and presentations, etc. There also will be quizzes and tests. (Nilson pg. 24-31, 58-59)</td>
</tr>
<tr>
<td>7. Provide feedback</td>
<td>I will ask, “Any question or concern?” “If anyone has questions or need help further, please see me after class to better assist you.” at the end of every unit to give feedback and allow students to seek help after class. Students will get personalized written feedback on assignments and projects. (Nilson pg. 354-355)</td>
</tr>
<tr>
<td>8. Assess performance</td>
<td>Students will have simple quizzes and tests to recall what they have learned in previous classes. Homework will also help students recall or remind what they learned or practiced and what they need to spend more time learning. (Regelski pg. 356-358, 364-399; Nilson pg. 133)</td>
</tr>
<tr>
<td>9. Enhance retention and transfer</td>
<td>Following the lesson, students will be given assignments or homework for them to apply their knowledge to practice themselves outside of the class. (Nilson pg. 237, 241, 251, 326-330)</td>
</tr>
</tbody>
</table>
**CURRICULUM PROJECT – IMPLEMENTATION CHART EXAMPLE**

**Part I: Physical Items and Rationale**

<table>
<thead>
<tr>
<th>Physical Items</th>
<th>Rationale for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student: GoEun(Elena) Kim</strong></td>
<td>Course for which you are creating the curriculum:</td>
</tr>
<tr>
<td><strong>Laptop &amp; Speakers</strong></td>
<td>Music and More (M&amp;M): Expression and Communication through Music and Collaborative Arts</td>
</tr>
<tr>
<td><strong>Physical Items</strong></td>
<td>The laptop will store all the files, documents, and presentations that will be used for this course. It</td>
</tr>
<tr>
<td></td>
<td>will also be used in class running presentations and displaying musical and artistic forms of</td>
</tr>
<tr>
<td></td>
<td>expression. Speakers will help students to hear the sound better and to create a dynamic classroom</td>
</tr>
<tr>
<td></td>
<td>environment. Significantly, the visual, auditory and kinesthetic learning experience is essential and</td>
</tr>
<tr>
<td></td>
<td>necessary for this curriculum. Using these technologies will benefit students learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>(Nilson, 88-89, 320-322)</td>
</tr>
<tr>
<td><strong>Music Instruments</strong></td>
<td>Bringing music instruments in class will provide various opportunities for students to access the</td>
</tr>
<tr>
<td></td>
<td>diversity of music and arts. Musical instruments will introduce in the course for students to look at</td>
</tr>
<tr>
<td></td>
<td>and hear the sounds. Musical instruments will be presented in the class under the direction and</td>
</tr>
<tr>
<td></td>
<td>guidance of the instructor. Bringing physical musical instruments can also get students’ interest and</td>
</tr>
<tr>
<td></td>
<td>attention in class. (Nilson, 46, 377-378)</td>
</tr>
<tr>
<td><strong>Supplies for Artworks/Projects</strong></td>
<td>The supplies for art projects are necessary for students during in-class art activities. Students will</td>
</tr>
<tr>
<td>(Coloring utensils, magazines, papers, scissors, etc.)</td>
<td>use different materials to creatively create their own artwork(s) and present it in the class. The</td>
</tr>
<tr>
<td></td>
<td>teacher will provide most art supplies, and if not, students will be notified to bring them in advance.</td>
</tr>
<tr>
<td></td>
<td>Students can also bring other supplies for the art project if they want to use specific material.</td>
</tr>
<tr>
<td></td>
<td>(Nilson, 321-322; Van B., 213-215)</td>
</tr>
<tr>
<td><strong>Evaluation Worksheet</strong></td>
<td>The evaluation worksheet will help students to think and analyze the performance of music or arts</td>
</tr>
<tr>
<td></td>
<td>critically. It can also be used as a formative assessment to see how students understand the learning</td>
</tr>
<tr>
<td></td>
<td>so far. It will provide a chart with different categories, such as the most vital, weakest points,</td>
</tr>
<tr>
<td></td>
<td>effects, postures, moods, and showmanship. Under each category, guided questions bring thoughtful</td>
</tr>
<tr>
<td></td>
<td>opinions or evaluations by students. Students will individually write attributes and musical elements</td>
</tr>
<tr>
<td></td>
<td>that they observe during other groups’ presentations, and they will also evaluate themselves for self-</td>
</tr>
<tr>
<td></td>
<td>assessment. (Nilson, 321-324, 344-350)</td>
</tr>
</tbody>
</table>
### PowerPoint Presentation
Students can visually see the concept they will learn and attain during the PowerPoint presentation(s). Students will also look at different forms of music and art expressions. Presentations like PowerPoint and Prezi presentations can enhance visual quality (colors, designs, etc.) and the impact of lessons and professional presentations. (Nilson, 189, 261, 317-318, 326-343)

### Document Projector and Ceiling Projector
The ceiling projector allows the instructor to display PowerPoint presentations, videos, and pictures on a screen, which will frequently use in this course. The document projector enables the instructor to show study items in a direct teaching setting, such as writing or drawing on a piece of paper. A ceiling projector must be presented in this course, but the document projector can be optional. (Nilson, 317-318, 326-343)

### Lesson Handouts
The lesson handouts will contain information about the key points of each lesson. Students will be actively participating in class by filling the blanks, matching, circling the correct answer, etc. It will also provide a note section where students can write down questions and make extra notes that they want to remember during the lesson. Students will collect the handouts in the binder to review what they have learned and prepared for quizzes or tests. (Nilson, 79, 98, 232)

### Classroom set-up
The classroom set-up can be changed each time according to the lesson or activities. Mixing up the classroom gives the educator options to switch activities from direct instruction to the learning center and group activities. For example, students will sit in a circle or semi-circle during the discussion and group performance. Different kinds of classroom set-up will build a variety of opportunities for students to board the learning cycle. (Nilson, 118-131)

### Part II: Tasks and Rationale

<table>
<thead>
<tr>
<th>Task</th>
<th>Rationale for Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create quiz and test</td>
<td>Assessment such as quizzes, tests, and exams is necessary to measure growth in knowledge, abilities, and skills. Creating quizzes and tests will produce better knowledge by helping the brain organize materials in clusters to allow better retrieval. Students can also identify what they know and don’t know, which helps them learn from what they don’t know. It will also provide teachers feedback on how well the class grasps the concepts. (Nilson, 312-313, 356-363, 364-382)</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Recruit praxis groups</td>
<td>Students will get into groups and do activities and performances together throughout this course. Assigning praxis groups need to be done ahead of the class. This helps the learner learn to express themselves by interacting with others, which will create active and energetic participation in music-making in a group setting. Collaborate learning can also teach skills of decision-making and problem-solving. (Nilson, 23-30, ch. 15, 235-248)</td>
</tr>
<tr>
<td>Decorate classroom</td>
<td>Decorating the classroom will create a welcoming environment for students as they enter the classroom, and it also will bring a bright and cheerful atmosphere to the class. The classroom will be decorated with colorful music and art shapes, poster, and students’ works on the wall. The visual presentation can reach students of multiple intelligences. (Nilson, 118-119)</td>
</tr>
<tr>
<td>Prepare for instruction and/or demonstration for the lesson, activities, and games</td>
<td>This class involves lots of activities, games, and performances, requiring instruction and possibly demonstration. Explicit instruction and demonstration will help learners to understand what steps they should take in learning. It can be delivered through verbal instruction or video, or PowerPoint presentation. (Nilson, 313, 345-355)</td>
</tr>
<tr>
<td>Prepare printed materials for the class (such as worksheets, lesson handouts, quizzes, etc.)</td>
<td>Printed materials are a great way of teaching students. Most students are comfortable using print materials to learn to look at the lesson’s overall concept and write down notes. It can also be stored in a binder or folder, which students can keep track of what they learned and review for the upcoming quiz or test. (Nilson, 109-110)</td>
</tr>
<tr>
<td>Access to Google Classroom, music teaching app Solfege.io, YouTube, or other video sites</td>
<td>Google Classroom is for digital assessment that students can submit their works on online, and teachers can give instant feedbacks. Solfege.io has a massive song library where the instructor can use it to find music to appeal to students. It will engage learners instantly by teaching them their favorite songs or genres. It may help achieve certain course goals and facilitate certain instructional tasks that are impossible to accomplish otherwise. Watching a video can make a lesson more memorable than listening, which is a great way to teach students how instruments are played and artists performed. The use of technology can make teaching far more effective. (Nilson, ch.4, 75-79; 83-84)</td>
</tr>
<tr>
<td>Contact guest speaker/artist for in-class demonstrations</td>
<td>Providing learners with an example of good music or art-making results allows students to witness live presentations of varied styles and performer’s attributes. Having guest speakers in class can be a great tool for improving a class because it offers a new perspective, inspires learners, creates engagement, and supports student learning. (Nilson, 101, 420-423)</td>
</tr>
</tbody>
</table>
### Part III: Types of Formative Assessment

<table>
<thead>
<tr>
<th>Formative Assessment Type</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of …:</td>
<td>All students will be assigned to a praxis group for in-class activities and assignments. Students will collaboratively work and learn to make music together joyfully. Evaluation worksheets will be given to students to write down their thoughts of observing a performance or artwork. It will also provide an opportunity for individuals to reflect on themselves (self-assessment). Individual/partner practice time will be provided during the class, and students will spend time practicing what they have learned to participate in various activities and games. Musical/artistic presentation is about becoming an expressive performer of a smaller scale, and it will provide opportunities for learners to express themselves through music and arts. Class discussion will help to bring students’ opinions or creative ideas in class. There will be many engaging and fun activities and games throughout this course where students can experience various expressions. By the end of the semester, students will participate in the talent show. It will provide a platform for students to dress up and perform using the knowledge of what they learned throughout this course. Students will have fun and a great time performing and watching others’ performances.</td>
</tr>
</tbody>
</table>

Praxial Group Assignments, Evaluation Worksheets, Individual/Partner Practice Time, Musical/Artistic Presentation, Class Discussion, In-Class Activities, Games, Talent Show, etc.
### CURRICULUM PROJECT – EVALUATION CHART

**Part I: Evaluation Plan for formative assessments**

<table>
<thead>
<tr>
<th>Student: GoEun(Elena) Kim</th>
<th>Course for which you are creating curriculum:</th>
<th>Rationale for Formative Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Music and More (M&amp;M): Expression and Communication through Music &amp; Collaborative Arts (RES)</td>
<td></td>
</tr>
</tbody>
</table>

#### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Your Formative Assessment Plan</th>
<th>Rationale for Formative Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define various ways to express through music and art.</td>
<td>Students will take notes during the lesson, and after the lesson, students will participate in class discussions. Students will also watch various music and art expressions through PowerPoint presentations and videos. There will be many activities for the student to listen and watch various types of music and arts and fill out simple in-class worksheets.</td>
<td>This formative assessment is apparent in how the lecture/lesson learned by writing down the essential concepts and discussing their thoughts with others. They will learn from the class and also from other student’s feedback. Listening and watching activities will help them hear how music differs from one another and look different. (Nilson, 121, 201-205, 354-355).</td>
</tr>
<tr>
<td>2. Describe basic music or art elements using terminology.</td>
<td>Students will learn basic music and art elements through lessons and games. After instruction or demonstration, students will join in different activities such as “Call and Response,” “Section singing,” “Basic Musical Elements Jeopardy Game,” and “Lummi Sticks Activity.” Students will also learn to describe performances or artworks, explaining the characteristics using terminology by experiencing various activities and completing evaluation worksheets.</td>
<td>In-class activities are the best way to see what they have learned and apply the learning into practice. Students will creatively make music and art through various activities. The evaluation worksheet asks students to write down what they have observed using the terms they learned in class. (Nilson, 25, 36, 294-295).</td>
</tr>
<tr>
<td>3. Practice and experience different ways of music and art expressions.</td>
<td>There will be in-class activities such as “Paint the Music,” “Learn to Play Instruments,” “Improvisation Relay,” “Improvise to Create a Mood,” “Poetry in Motion,” and many more. Students will perform in a group in front of classmates and also present their artworks. There will be lots of opportunities for students to</td>
<td>Again, in-class activities will help students to apply their knowledge into practice. Students will enjoy participating in diverse activities and experience different methods of music and art expressions. Performance/presentation is a great way to see how students put their knowledge and skills into practice. They will present their projects in class. Students will improve their</td>
</tr>
</tbody>
</table>

---

68
experience different types of musical and artistic expression in class.

<table>
<thead>
<tr>
<th>Issue/Strategy</th>
<th>Rationale for Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Compare music and arts with prominent characteristics.</strong></td>
<td>Students will fill out an evaluation worksheet based on their observation of other student’s performances. They will learn to differentiate music and arts with prominent characteristics through watching or listening to different music and arts. Lesson handouts will help students to look at the similarities and differences. They will discuss the similarity, differences, and unique characteristics. Students will use their knowledge to evaluate performances, and the teacher will be able to look at their understanding of the class. (Regelski, 191-195).</td>
</tr>
<tr>
<td><strong>5. Create one’s unique expressions by an understanding of music and art expressions.</strong></td>
<td>There will be a Talent show in Week 9 where students can choose the method of expression to perform. Projects and presentations will be held in the class to create their own way of musical and artistic expressions. Also, there will be fun activities too. A talent show is an excellent platform for students to express themselves through music and art and enjoy watching other students’ performances. Students will also experience and develop skills from activities as well. Throughout the course, students will gain a lifelong appreciation of music (Regelski, 191-195).</td>
</tr>
</tbody>
</table>

### Part II: Evaluation and Reflection

<table>
<thead>
<tr>
<th>Issue/Strategy</th>
<th>Rationale for Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Since the course is mainly praxis-based, students might think that there will be a lack of academic materials provided for them.</td>
<td>This course is designed for students to experience different music and art expressions. The best way for students to get engaged and experience these is by doing, which conveys lots of activities, games, discussions, and performances/presentations. Nevertheless, this course provides enough academic materials for students, such as lectures/lessons, quizzes, tests, and writing assignments. For students to get into the praxis activity, there will always be an instruction or lesson provided for students first, understanding the concept before acting out.</td>
</tr>
<tr>
<td>2. Some students are better at expressing themselves than others.</td>
<td>Every child is gifted with musical ability or the potential to learn, understand, and achieve music. According to Gordon’s research in musical aptitude, few have higher or lower potential, and most persons fall somewhere in the middle with average potential (Gordon, 1999). The levels of musical ability or potential do not mean that students with high potential do well in learning music, and low</td>
</tr>
</tbody>
</table>
potential students do not. Instead, students with different levels of music potential should be guided differently according to their level of understanding, which can foster students learning music. This class will help learners participate in active musical experiences according to their musical level to foster their understanding of making music throughout their lives.

<table>
<thead>
<tr>
<th>3. Not enough time to cover all material since the course covers a considerable range of subjects.</th>
<th>This course will teach students through various methods to experience different ways of music and art expressions. Most of the subjects will be covered in class, and apart from class time, students will spend time studying what they have learned and doing homework. There will be projects and assignments that students practice making their own expressions and writing their thoughts and feeling apart from the class time. This course can provide many directions to go in aside from the description based on the need, and overall it will provide enough materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Although there is no prerequisite needed for this course, the experience of general music/art class and/or instrument learning training is recommended.</td>
<td>Music is for everyone to express and communicate with one another joyfully. Students will learn to find their favorite method(s) of music and art expressions through this course. Every student can take this course and participate in music or art-making. Students with music and art learning or training prior to this course might have more potential to express themselves through music and art creatively. Having an experience of music or art learning will help learners to use knowledge and skills that they have learned to express themselves in various ways.</td>
</tr>
<tr>
<td>5. Performance/presentation in class is a vital part of this course, and students will present their projects and praxial group assignments in class, except the individual performance.</td>
<td>According to this course’s name, this class will have performances/presentations in front of others, expressing themselves and communicating their thoughts with others. The purpose of teaching various means of music and art expressions is to express their feelings and share with others confidently. Most of the in-class presentations will be held in groups, and individual performance will be performed separately. This will prevent negative influence from peer relations. Exceptionally, art and writing presentations will be done in class. The instructor will help and direct students’ presentations.</td>
</tr>
<tr>
<td>6. It is difficult for students to evaluate or analyze performances if a student misses a class. Participation and doing assignments are important.</td>
<td>For students to move on to the evaluation or analysis stage, students should complete assignments every week and participate in classes unless there is a special reason. Each course is designed for the purpose, and missing a class might affect students to lose an opportunity to experience certain types of music and arts. From the beginning of the week to the end, students will learn to evaluate and analyze performances step by step.</td>
</tr>
</tbody>
</table>
**Formative Assessment**

*Evaluation Worksheet* is an ungraded in-class assignment that can be used as a formative assessment. Students will learn to explain and evaluate music, performances, or artworks throughout this course. The evaluation worksheet asks students to write attributes and music & art elements that are prominent and distinct from hearing or observation. Students will individually fill out the worksheet using the terms they learned in class based on their observation and/or hearing. The evaluation worksheet will help students think and interpret music or arts performance critically on their own terms. Formative assessments will be monitored by the instructor to improve the teaching and students to improve their learning.

<table>
<thead>
<tr>
<th><strong>Methods of Expression</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Singing, Instrument playing (name the instruments), Photography, Drama/Play, Dance, Painting, Creative writing, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Describe:</strong> What do you see/hear?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art:</strong> line, shape, form, value, pattern texture, space, contrast, unity, etc.</td>
</tr>
<tr>
<td><strong>Music:</strong> melody, harmony (major/minor), timbre, tempo, balance, rhythm, performance, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Variety of Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some materials used in the artwork/music/performance?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intensity/Dynamic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIQUENESS/CREATIVITY</strong></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>What is the most prominent part that catches your attention? What makes it unique or creative?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MOOD/TEXTURE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the mood or texture. How does it affect your emotion? What makes you feel that way? What makes you think of?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MESSAGE &amp; PURPOSE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it speak to you? Why did the author/artist/musician create this piece?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STRENGTHS / EMPHASIS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some strengths or positive effects? Focal point?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WEAKNESSES / IMPROVEMENT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some weaknesses or things that need to improve? Suggest ways in which the performance/artwork/music could be improved.</td>
<td></td>
</tr>
</tbody>
</table>

Describe (using music/art elements) what you enjoyed the **MOST**. Why?

Describe (using music/art elements) what you enjoyed the **LEAST**. Why?
Summative Assessment

An example of a summative assessment is a midterm quiz. It is a cumulative written quiz based on lessons and handouts. There are 15 questions of multiple choices, matching, true or false, fill in the blank, and short answers. Students will take the quiz in class, and they will have 30 minutes to complete the quiz. The point values are designated at the end of each category of questions. The correct answers are represented by an (*) with bolded text.

==== Music and More (M&M): Midterm Quiz ====

<table>
<thead>
<tr>
<th>Name :</th>
<th>Date :</th>
<th>Period :</th>
</tr>
</thead>
</table>

**True/False:** Identify whether the statements are true or false. Write **T** for true and **F** for false. (2 points for each)

1. Sound is produced by something vibrating. **T**
2. Unison means to play or sing notes on DIFFERENT pitches. **F**
3. When performing, confidence is NOT a big deal when the technique is great. **F**
4. Music and arts is for EVERYONE to enjoy and express through it. **T**

**Fill in the blank:** Write the word(s) in the blank that best completes the statement or sentence.

5. Pitch, melody, rhythm, tempo, harmony, and tonality are _______________ that different features make up music. (3 points)
   * Elements of music

6. _______________ means gradually louder and _______________ means gradually quieter. (3 points)
   * Crescendo, Decrescendo/Diminuendo

7. Four families of the orchestra are: _______________, _______________, _______________, _______________ (4 points)
   * Woodwind, strings, brass, percussion
Short Answer: Answer the following questions.

8. Write down dynamics in music from quietest to loudest with abbreviated indication. (4 points)
* Pianissimo (pp) – Piano (p) – Mezzo piano (mp) – Mezzo forte (mf) – Forte (f) – Fortissimo (ff)

9. Name at least 5 ways of music and art expressions that we learned in class. (4 points)
* Music (singing, playing instruments, rapping), painting/drawing, dance/choreography, photography, drama/play, creative writing (poetry, songs, fictions, etc.)

10. The painting on the left is “Poppy Field.” Using art or music (if you would like to talk about musical ideas) terminology, describe and interpret the painting. Write at least 3 sentences. (5 points)
(ex. colors, materials, technique, mood, feelings, message, etc.)
* The answers may differ by individual and the answer should be related to the painting reflecting one’s thought and interpretation.

Multiple Choices: Circle the correct answer from the number of choices. (2.5 points for each)

11. Which of these would be a response to music?
   a. The music makes you feel happy and dance 
   b. You wrote a poem inspired by the music 
   c. The music makes you draw a picture 
   d. All of the above *

12. In music, what is an ensemble?
   a. A group of musicians playing together *
   b. A person making music alone 
   c. Music without the lyric 
   d. None of the above
13. Which of the following is the most unique, convenient, portable, and inexpensive instrument?
   a. Recorder
   b. Harmonica
   c. **Voice** *
   d. Piano

14. What skills are NOT developed by performing music or art in a group?
   a. Collaboration
   b. Showing respect for other’s viewpoints
   c. Listening
   d. **Bullying** *

**Matching:** Match the words to correct definitions (9 points; 1.5 point for each)

15.

- **Value**  ➔ Treble clef
- **Choreography** ➔ Bass clef
- Dance movements to music ➔ Whole Note = 4 beats
- Describes the lightness or darkness of a color ➔ Quarter Note = 1 beat