

Instructor: **Aina** Badus

ED. 214 Art, Music, and Creative Movement

Phone: (808) ~~775-9894~~ (Honoka'a) or (808) 235-8585 (Oahu)a mail: ainabadua@aol.com

Castle Outreach Program

Fax: (808) 247-4133

Prey

Text: **Music/Movement** Binder Art Binder Class **handouts**

Syllabus

Syllabus and course content may vary depending on needs of the class.

Field trips for this class will be held on island during **July/August**.

Malama Pono requirement: Massage, Beauty **Parlor**, Nails. Bring in receipt, part of grade.

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Date	Topic	Handouts	Assignments
	PEACE CORNER presentation		
July 12	'Present course objectives	Course Outline	In class essay
	'Preview syllabus and course competencies		One page journal
	'Grading		(weekly)
	'Creating lesson plans	Planning worksheet	Create Lesson
	*Suggestions for good vocal care		
	'Present introductory lessons	Body Awareness	Sing and move with me
	In music and movement	Your Heartbeat	
	'Introduce Ukulele (Case required)	Chords C,C7,F	Make Chord Charts
July 19	*Peaceful Transitions	Developing An instrument Inventory	2 lessons 2 music
	'Pitch, Harmony, Rhythm and Dynamics	Echo Me - Frank Leto	2 movement
	'Present the Instruments	Jam Town Percussion	Recycled Instrument
	'Ukulele	Chords G7, D7, Bb	Tune the Uke
	'Class presentation		
July 26	'Singing-Choosing Songs	Music Binder various choices/selections	Key of C and F Ukulele
	'Movement Games-Songs	Simple hula noho	Pus Melemele
		Hands/gal. plastic bode	Motions, story
	'Class Presentations	Use Echo Me Pattern	Student participation
	'Ukulele	Choice of Song/binder	Small groups

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August 2 No Class (**Indigenous Peoples'** Conference on **Education** Hilo, HI., Aug. 1-71999)Students attending this conference may consider this one Field **Trip** course requirementWIPCE **Hawai'i** <http://www.wipcehawaii.org/>

This **conference** is dedicated **to learning** by **traditional methods** and **stimulating** discussions. Workshops **and** discussions are being planned around **the** Island of **Hawai'i** so you can meet our people and share in our rich history and **perspective**.

Our **culture** is our soul and **foundation** and we must continue in the path of our ancestors, teaching the **children** to **practice** our native philosophy of life.

4 **Wau nō 'O Puulani Kanaka'ole Kanahelo** We **1999 WIPCE HAWAII Committee**

August 9 **Plan FIELD TRIP to Waipio Valley.** Transportation, meals, tents, coolers, etc.
Dinner Fri. Brkf. Sat. Lunch Sat. Clean-up Pau 3:00 pm.

Using Instruments

Percussion

Easy Ways to Play

Using **CD/Tapes**My **Favorites**

2 CD 2 Tapes

Using Literature (**Mo'olelo**)Kaulana **Napua****Song/Movement**

Using Chants

Iku Maumau/Na'u**Harmonize/Unison****Tutu Kana'e**

Ukulele Review

Tune your Uke

Student to play one song

August 13114 FIELD TRIP TO WAIPIO VALLEY OVERNIGHT CAMPOUT

Friday Evening and Saturday until 3:00 [p.m.](#)**Art/Music/Movement** will focus on **'OHANA, KALO, O'OLELO GAMES.****Bring** your ukulele, music binder and camera.Create a simple **PEACE CORNER** for your environment **Lomi** stickGather `ill `ill. Nature **Mobles/Chimes** Nature Paint Brush **Hū** spinning topChoose one **activity** from Art Binder to work on. Individual or small groups.

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August 16	Field trip to Waiplo Overnight Campout -- Monday evening class canceled?		
August 16	Art Workshop Choose a "THEME" Art and Cooking Art and Clay/Dough	Percussion/Kala'au MusidArt group sharing Redpe from Binder See Binder	Variety woods/Materials Connect/extend Ideas Connect and extend ideas Choose one to do with class
<u>NOTE:</u> August 16 tentative schedule subject to change. (See Field trip).			
August 23	Art Workshop Group sharing Clay/Dough Cooking Edible Art Dough Ukulele	Percussion Instruments Kala'au/Maracas Binder Choice Binder Binder Binder	Move to heartbeat/rhythm Variety woods/materials Share lesson with class Share lesson with class Share lesson with class Group participation/leaders
Aug 30	Art workshop Choose "THEME" Healthy snacks Echo me Games Ukulele	Create movement Music/Art Movement Recipe from Binder Group participation How to make music fun Binder	Percussion/Kala'au, Maracas How to connect/extend areas Prepare snack. Everyone eats Leader's choice of music Limbo? Line dancing? Leader leads group
Sept 13	Arts and Crafts Craft Fun Good Earth Art Hawaiian Art Mudworks Healthy Snacks Ukulele	Pom-Poms/Beads Tambourine Helicopter/Homemade Envelope/One string Bass Fiddle/Straw Tooter Dried Bean Pictures Six Pack Ring Weaving Easy Finger Paint The Sharing Basket Maori Poi Balls Koa Haole Salty Fundough Pebble Towers Peanut Butter Playdough Mudworks (122) Banana Chips Cupcones Apple Shake Binder	

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Individual student presentations should cover content areas shared during this course. Please be sure to include activities in **Art/Music/Movement**.

Tonight is also **aha'aina**, (dinner celebration), be creative.

All journals, portfolios, and copies of your presentation should be done on the computer and handed in to me.

Evaluations will be done **BEFORE** class begins.

As part of your portfolio, please bring a 90 minute blank tape to class on August 9. We will tape some of the songs we learned for your personal ~~resource/research~~ curriculum.

Final Exam:

Ukulele **chords/selection of songs/group participation/leading** the class

Include "Echo Me" as part of your presentation.

Mo 'olele will be added to your binder, shared by other students in class.

You will need to "compose" a **short**, simple mo'olelo with simple movement or **music to complement your composition**.

Recycle kit **presentation**. How can this presentation be used in your classroom in music, movement and art?

Use the three period lesson (see music binder) to present your **recycle kit**.

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This is:	the kala 'au	(place on mat)	<u>REMOVE</u>
This is:	the maraca	(place on mat)	REMOVE

<i>This is</i>	<i>the kala 'au</i>	(place both down on mat).
<i>This is</i>	<i>the maraca</i>	

PERIOD 2.

Show me the **kala 'au** (pick up, place in your hand, place back on top of mat)

Show me the maraca (repeat above procedure)

(*Aiwa* **you** are reinforcing. Stay in this period until the child know this lesson well. (One week or longer).

PERIOD 3

What is **this?** (Place object on mat, then remove).

This step is done when teacher is satisfied that the child knows PERIOD 2 well.