

What do you believe someone named “Rambo” would look like?



What do you think “Rambo” would be like?



Put your hands together for . . .

The image features the word "RAMBO" in a large, white, sans-serif font centered on a dark blue background. The background is filled with a pattern of semi-transparent, light blue gears of various sizes. On the left side, there is a vertical strip with a colorful, textured appearance, possibly representing a film strip or a collage of images in shades of orange, yellow, and brown.

RAMBO

How to help you recognize Rambo.

- ✦ We want to be certain that everyone makes Rambo feel at home here at the workshop.
- ✦ Outcome –
 - ✦ Workshop participants will be able to visually recognize Rambo and aurally respond with an appropriate greeting without looking at his name tag.

Strategies

★ Visual –

- ★ Place posters with his photo and name around the building.
- ★ Have him perform on his trombone with a big placard printed with his name and an arrow pointing to him.
- ★ Wear identifiable clothing (his brand).

Strategies

☀ Aural

- Have staff speak his name distinctly and with full voice.

☀ Kinesthetic

- Physically associate his name with an appropriate collegial gesture of greeting.

Student-Centered Strategies – Your Turn!

☀ Visual (Suzy's idea)

- ☀ Print the name Rambo on your card three different ways. Each way must represent an expressive way of saying his name.

☀ Auditory (oh, and please stand up) (Mike's)

- ☀ Find a partner and exchange cards. One of you read a card. (The author may assess the success of the sonic realization of the expression sought.) Change roles – the other person reads.

☀ Kinesthetic (Bartholomew's)

- ☀ Through appropriate physical gesture only, inspire your partner to say “Rambo” with desired effect.
- ☀ Sit down when finished.

Time-Release Strategies

- ✦ Not a one night stand, but it might start there.
- ✦ Long term relationship building.
 - ✦ Many thoughtful encounters leading to CMP bliss.

Scaffolding

- ★ You must break it down to every possible step needed.
- ★ Over-planning is far superior to under-planning.
 - ★ To bake a soufflé – crack some eggs and bake it. NOOOOOOOO.....
 - ★ Get ingredients together, read how long to whip eggs Mais oui!

Baby Steps! – again, remember who you are educating.

Strategies

- ✦ Strategies are the HOW!!!
- ✦ How you facilitate the learning.
- ✦ How you reach your goal.
- ✦ How you get them where they need to go.
- ✦ Strategies must be connected to outcomes.
 - ✦ Otherwise they become
 - “ACTIVITIES”!



Strategies

- ☀ This is where you can -
 - Think crazy and wild
 - Think obvious
 - Brainstorm
 - Become the analogy maven!
 - Food
 - Sports
 - Nature
 - Roller coasters for rubato, oncoming trains for crescendos, etc.

Strategies

- ★ Remember who you are teaching (NOT YOU!)– utilize a wide variety of strategies based on learning styles/ modalities – not just your learning modality.
 - ★ Aural
 - ★ Visual
 - ★ Kinesthetic

Kinesthetic Learners –

- ✦ Movement does not have to be chaotic.
- ✦ Think about the following verbs:
 - Clap, bow, shape, step, physically demonstrate.
- ✦ Hallelujah Chorus –
 - **Outcome** - Students will perform with rhythmic vitality.
 - **Strategy** - Have students rest the heel of their right hand on the shoulder of the singer to their right and have them tap eighth notes with their fingers while singing. (p. 49)
- ✦ **Outcome** - Students will demonstrate legato bowing —
- ✦ **Strategy** - Have students find motion that matches the quality of sound they want to make in the music.
 - Move hand like a conveyor belt.
 - Then try on their instrument with the bow
 - Emotional state indicated by the physical gesture which impacts quality of sound and style of playing.

Visual Learners

- ✦ Learn best when they can see or visualize information.
- ✦ Write goals on the board, have handouts, have them write in the music.
- ✦ Hallelujah Chorus –
 - **Outcome** - Students will describe polyphony, homophony and monophony.
 - **Strategy** - Teacher draws icons of each texture on the board and has students discuss how each icon represents the sound of the various textures. (p. 46)
- ✦ String playing –
 - **Outcome** - Students will demonstrate legato bowing —
 - **Strategy** - Each bow stroke is a brick of sound—must be laid close together to look like one long continuous line.

Aural Learners

(can you hear me now) 😊

- ✦ Learn best when they hear information.
- ✦ Playing an interval better than writing it on the staff.
- ✦ Read handouts or give directions aurally.
- ✦ Hallelujah Chorus –
 - **Outcome** - Students will perform with rhythmic vitality.
 - **Strategy** - Have students use a neutral syllable to imitate the style of the articulation at a certain point. (taaah-tah-tah-tah)
 - Removing the technical problems of singing with the words highlights the rhythmic vitality. (p. 48)
- ✦ **Outcome** - Students will demonstrate legato bowing —
 - **Strategy** - Could you hear holes or bumps, or was it connected and continuously shaped?
 - (Teacher modeled or student modeled.)

Strategies

★ Consider the following methods for involving the students – (p. 44)

- Acting
- Analyzing
- Arranging
- Clapping
- Articulating
- Bowing
- Choreographing
- Classifying
- Composing
- Conducting
- Describing
- Designing
- Discussing
- Drawing
- Evaluating
- Identifying
- Interpreting
- Improvising
- Journaling
- Listening
- Moving
- Notating
- Orchestrating
- Playing
- Recording
- Reflecting
- Researching
- Singing
- Sight-reading
- Verbalizing
- Writing

Student-Centered Strategies (p 50-53)

- ★ Gets the students involved and caring about the results.
 - Dispels the autocratic nature at times.
- ★ Possibilities –
 - Allow students to lead warm-ups.
 - Give students brief writing moments and ask for suggestions, rehearsal strategies or evaluations of musical moments.
 - Invite student opinions on artistic decisions (where a crescendo should begin, which bowing sounds stylistically correct, which vowel color suits the piece.)

Blind Date Introductions! (pp 57-63)

- ✦ How about the introduction?
- ✦ Just read it through?
 - Don't be so boring!
- ✦ Be creative!
 - Give the students the title and ask them, "How do you think it will sound?"
 - Tell an interesting story about the piece.
 - Design a learning episode that helps the students discover the heart of the piece.
 - Start with a musical obstacle. (Friction point) They enjoy being able to conquer it.
 - Teach something by ear first.

CSI

(Composition Selective Identification)

How many different ways can you think of to identify a composition for your students without using the title? Jot them down with your partner.

☀ Did you catch these?

- Articulation
 - Compositional devices
 - Contemporary of the composer
 - Form
 - Instrumentation
 - Meter
 - Scale type
 - Texture
- | | |
|-------------|-----------------------|
| Genre | Composer |
| Key | Historical background |
| Modulations | Language |
| Solos | Rhythmic motif |
| Tonality | Style period |

Strategies (pp. 63-67)

- ☀ Don't forget outside of the class!
 - ☀ Hey, everybody else gives homework!
- ☀ Research
- ☀ Reading
- ☀ Interviewing
- ☀ Listening
- ☀ Practicing!



Action Plan – (this is one step - not a full scaffold)

- ☀ Look around the room at the variety of objects.
- ☀ Visually select one that immediately strikes you as being obviously useful for one of your outcomes.
- ☀ Then pick one that forces you to really stretch your imagination as to how it could be useful for one of your outcomes.
- ☀ Take 3 minutes and then pair and share.

Strategies

- ✦ Strategies for concert presentations
 - ✦ Theme
 - ✦ Interdisciplinary
- ✦ Emphasize the learning that has occurred.
 - ✦ More than just a “learn to play the horn/fiddle, sing a song” class.
 - ✦ Have students introduce their pieces (via spoken announcement or program notes) with historical information, composer background, thematic material—anything they learned to love and appreciate about the music.

Strategy FAILURE!!!!!!!!!!!!!!!

- ✦ It will happen.
- ✦ Just remember - all will live.
- ✦ Breathe and figure out what happened.
 - Miss a step in scaffolding?
 - Directions unclear?
 - Not directly supporting an outcome?
 - Forgot that the cliff was there?



Go Forth and Strategize!

