

# Unpacking Teaching Standards Brainstorming Session Results

The following document contains teaching strategies that came out of a brainstorming session at the 2018 State Music Conference.

The session was titled “**Teaching What You Love: Unpacking the Performance Standards That Speak to Your Students.**”

The task of the brainstorming session was to take a performance standard and create a list of teaching strategies for the following standards:

- **Creating:** General Music – Grade 4
- **Performing:** High School Band, Choir or Orchestra
- **Responding:** Middle School Band, Choir or Orchestra
- **Connecting:** High School Band, Choir or Orchestra

While “unpacking” a standard (or creating teaching strategies), participants were reminded and encouraged to:

- Consider some of your effective teaching strategies that you have used at your school.
- Remember that strategies can be simple, meaningful and enjoyable to teach and learn.
- Create student centered task.
- Be creative and try something new.

Below are the results:

## Scenario: General Music Class – Grade 4

### Ensemble Strand – Novice Level

#### Artistic Process: Creating

##### Process Component: Imagine

**Performance Standards:** *Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr1.1.4b*

1. **Extend or build upon a current song**
2. **Experiment with creating a pentatonic accompaniment**
3. **Change rhythms from triplet to duple patterns**
4. **Using recorders, create simple warm ups**
5. **Use improvisation on a section of music; end on do; end on la**

6. **Generate new musical ideas using call/response on drums; recorders**
7. **Create a musical improvisation based on a response to text or imagery**
8. **Create your own verse to a familiar tune**
9. **Using rhythms, generate a simple rap based on your name**

## **Scenario: High School Band, Choir or Orchestra**

### **Ensemble Strand – Accomplished Level**

#### **Artistic Process: Performing**

##### **Process Component: Rehearse, Evaluate & Refine**

**Performance Standards:** *Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. MU:Pr5.1.E.lla*

1. **Record part of a rehearsal, play back and self/group reflect**
2. **Listen to YouTube videos; evaluate or reflect**
3. **Discover and identify similarities and differences in different versions of YouTube video of the same piece**
4. **Work with section leaders to identify areas of strengths and weaknesses**
5. **Students submit recordings of themselves via Google Classroom along with self-reflections and/or evaluations**
6. **Using WSMA Large Group Rubric, find multiple videos of good/not so good ensemble performing the same repertoire and evaluate**

## **Scenario: Middle School Band, Choir or Orchestra**

### **Ensemble Strand – Proficient Level Artistic Process: Responding**

#### **Process Component: Analyze**

**Performance Standards:** *Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. MU:Re7.2.E.1a*

- 1. Using repetition, notice the similarities and differences between passages.**
- 2. Determine which element is most important in a specific location within the music. Determine if it is more than one element.**
- 3. Think like a composer. Ask the question, why did a composer do that in the music?**
- 4. Student try different interpretations of the music to determine the appropriate technique or style. For example, play a forte section piano or play a passage all legato versus staccato and understand how they alter the response to music.**
- 5. Identify and determine how harmonic changes move both performer and listener through time. Examine how tension and release in harmony move us.**

## **Scenario: High School Band, Choir or Orchestra**

### **Ensemble Strand – Intermediate Level Artistic Process: Connecting**

#### **Process Component: Personalize**

**Performance Standards:** *Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.E.8b-WI*

- 1. Journaling**
- 2. Use entrance and exit tickets**

- 3. Draw pictures**
- 4. Actively listen for something new in music**
- 5. Play with a wrong style, then play correctly**
- 6. Give a piece of music a narrative**
- 7. Have students create their own story**
- 8. White out/cover up all tempo/dynamic markings and have students put them back in**
- 9. Compose their own piece of music**
- 10. Share personal or researched background to a piece of music**
- 11. Examine how a piece of music touches you or makes you feel**
- 12. Compare and contrast using popular music**