

Unpacking Teaching Standards Brainstorming Session Results

The following document contains teaching strategies that were the results of brainstorming sessions at the:

- 2018 State Music Conference session titled “Teaching What You Love: Unpacking the Performance Standards That Speak to Your Students”
- 2019 CMP (Comprehensive Musicianship through Performance) Summer Workshop at Edgewood College

The task of the brainstorming sessions were to take a performance standard found within a specific process component and unpack and create a list of teaching strategies for the following standards:

- **Creating:** General Music – Grade 4 and Grade 5
- **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 they have used at their 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: General Music Class – Grade 5

Ensemble Strand – Novice Level

Artistic Process: Creating

Process Component: Plan and Make

Performance Standards: *Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic music ideas. MU:Cr2.1.5b*

1. Write an antecedent phrase to a given consequent phrase using a pentatonic scale
2. Create a two-chord ostinato with a composed melody over the top
3. Compose a four-measure melody for their recorder
4. Compose a melody using traditional or non-traditional notation of their choosing
5. Using GarageBand, create a loop
6. Students will keep a composing log and add a few measures to it each class
7. Compose a rhythm to fit over a two-chord ukulele pattern
8. Choose two-chords on an autoharp to create an ostinato

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.1la*

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: High School Band, Choir or Orchestra

Ensemble Strand – Accomplished Level **Artistic Process: Performing** **Process Component: Analyze**

Performance Standards: *Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. MU:Pr4.2.E.lla*

1. Identify and describe the form of a given piece of music
2. Identify phrasing irregularities
3. Analyze music and identify a specific chord and label the name of the chord
4. Identify and describe places in music that use dissonance
5. Label juxtaposition of harmony and text
6. Analyze and label appropriate cadences
7. Identify areas found within the music that utilize chromaticism
8. Identify key changes

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.la*

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.

School Band, Choir or Orchestra

Ensemble Strand – Proficient Level

Artistic Process: Responding

Process Component: Interpret

Performance Standards: *Explain how to support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and personal research. MU:Re8.1.E.1a*

1. Discuss meter relationship to movement in a dance
2. Explain how the elements of music are being treated and speculate on composer intent
3. Use background story of the music to decode the compositional expressive devices
4. Discuss how traditions of certain types of music affect a performance
5. Teacher will model how to interpret music using one element of music and speculate on a composer's musical intention. Students will then select another element of music and a unique moment found within the music and come to their own conclusion of the composer's musical intention.
6. Examine and discuss the lyrics of a piece of music and determine how the music supports its meaning

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

Scenario: High School Band, Choir or Orchestra

Ensemble Strand – Intermediate Level

Artistic Process: Connecting

Process Component: Broaden

Performance Standards: *Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.*

MU:Cn11.1.E.8c-WI

1. Discuss as a group how different cultures or ethnicities make music and determine how they may be different
2. Discuss how music making in other countries, hemispheres, and/or cultures are similar and different
3. Create a listening activity that highlights unique examples of music and have students look for commonalities
4. Learn a dance of a culture. Discover the uniqueness of the music for the dance
5. Establish a video pen pal
6. Have students research music found in local communities and determine why it is important for each community
7. Have students research music found in different parts of our country and determine why regional music exist. For example, examine urban hip-hop versus the music found in other parts of the country.
8. Compare and contrast music from the 1940's with today's music.