Stimulate, Participate, and Motivate: Engaging all Students in the K-6th grade 30-Minute Music Class

Presented by

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CASMEC

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Lesson Planning

- Engaging your students begins with the lesson plan
- Choice of Activities & Repertoire
- Accessible
- Relevant
- Challenge
- Sense of Wonder

MAGIC!!!

Younger Grades

- Students in K-1st grade tend to be easier to engage but still require you to be creative
- Accessibility

K/1st Grade
Rainbow Connection
    Scarves
    Melodic Contour/High & Low/ Smooth & Bumpy

Vocal Exploration
    Stretchy Band
    Melodic Contour
    Improvisation & Composition
    Play it on the xylophone(s)

2nd/3rd Grade

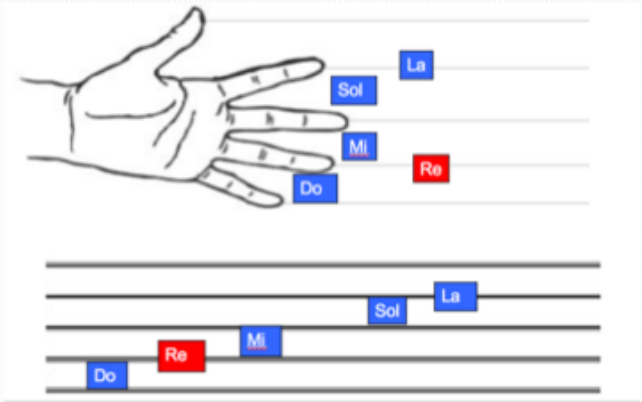
- Students in 2nd & 3rd grades are motivated when they are challenged and stimulated
- Accessibility
- Allow choices and opportunities to problem solve
- When there is choice, students take ownership and make meaning of their choices.

Trepak

- Visuals
- Concept Development- Form
- Creativity with Movement to reflect form

Staff Mats & Buttons

- Concept Development of Pitch
- Pentatonic Scale
- Improvisation & Composition
- Play it on Instruments



Upper Grades

- Students in 4th -6th grades also need to be challenged and given opportunities to make musical decisions.
- Accessibility
- Relevancy and Connections to students lives and interests is key to participation.

Ye Toop Doram
Learn Song & Play Game
Extract Concepts-
Syncopa, Form

Tu tira Mai Nga Iwi
Learn Song & Play Game
Extract Concepts-
Dotted Rhythms
Half Steps

Orff Arrangements of Pop Songs
Happy
Ho, Hey!
Best Day of My Life

Imperial March from *Star Wars*

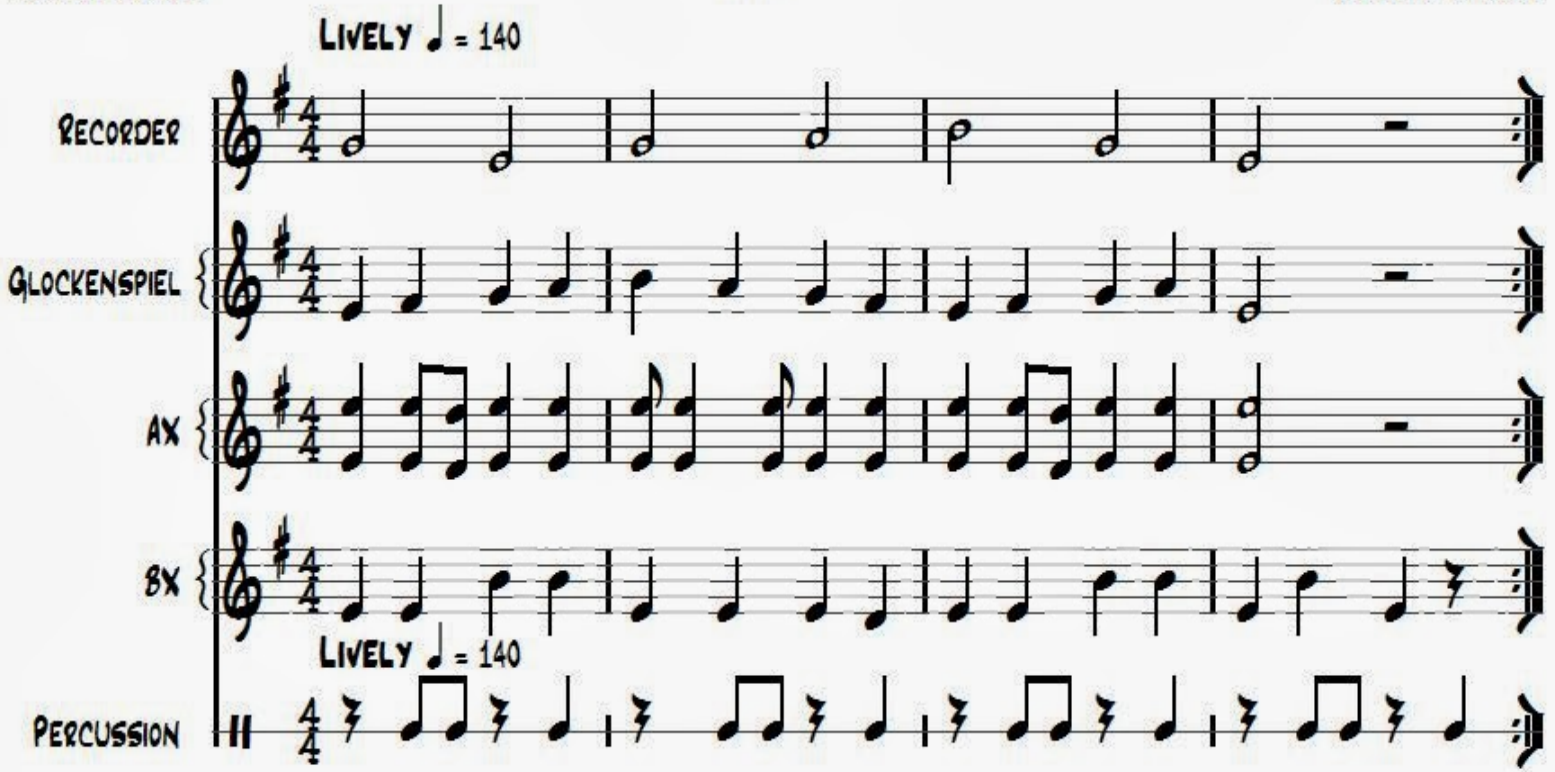
Relevancy/Connection
Global Events
Pop Culture
Personal Interests

A Classrooom Play-Along for

Happy

Arr. Norm Sands

Pharrell Williams



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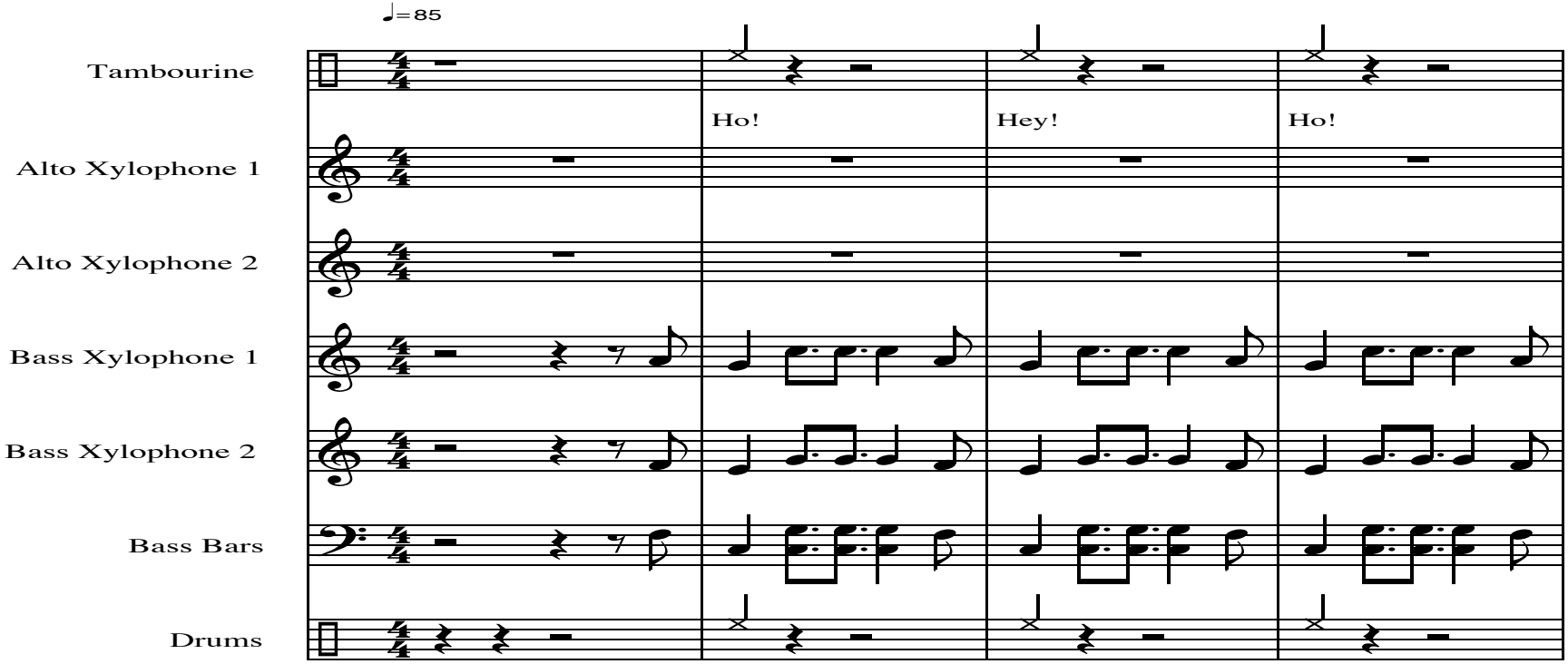
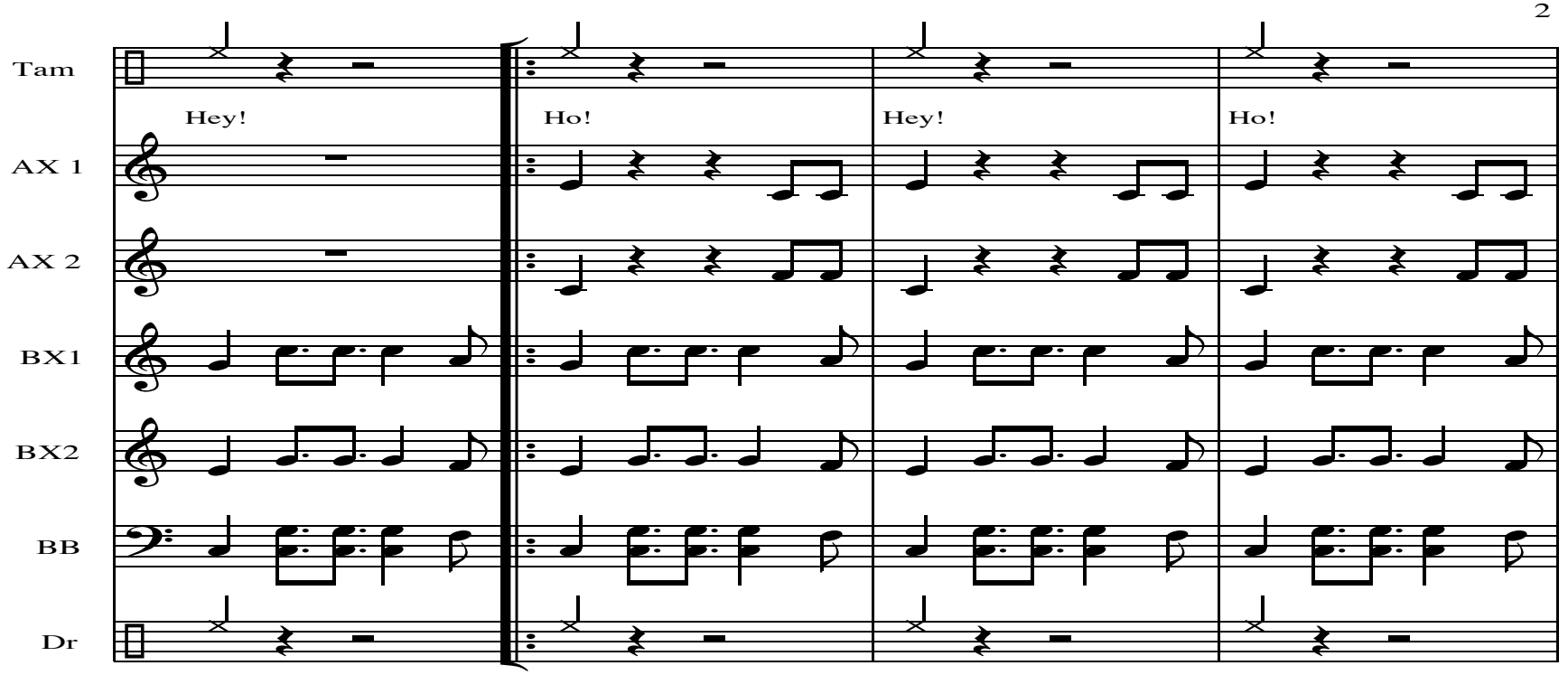
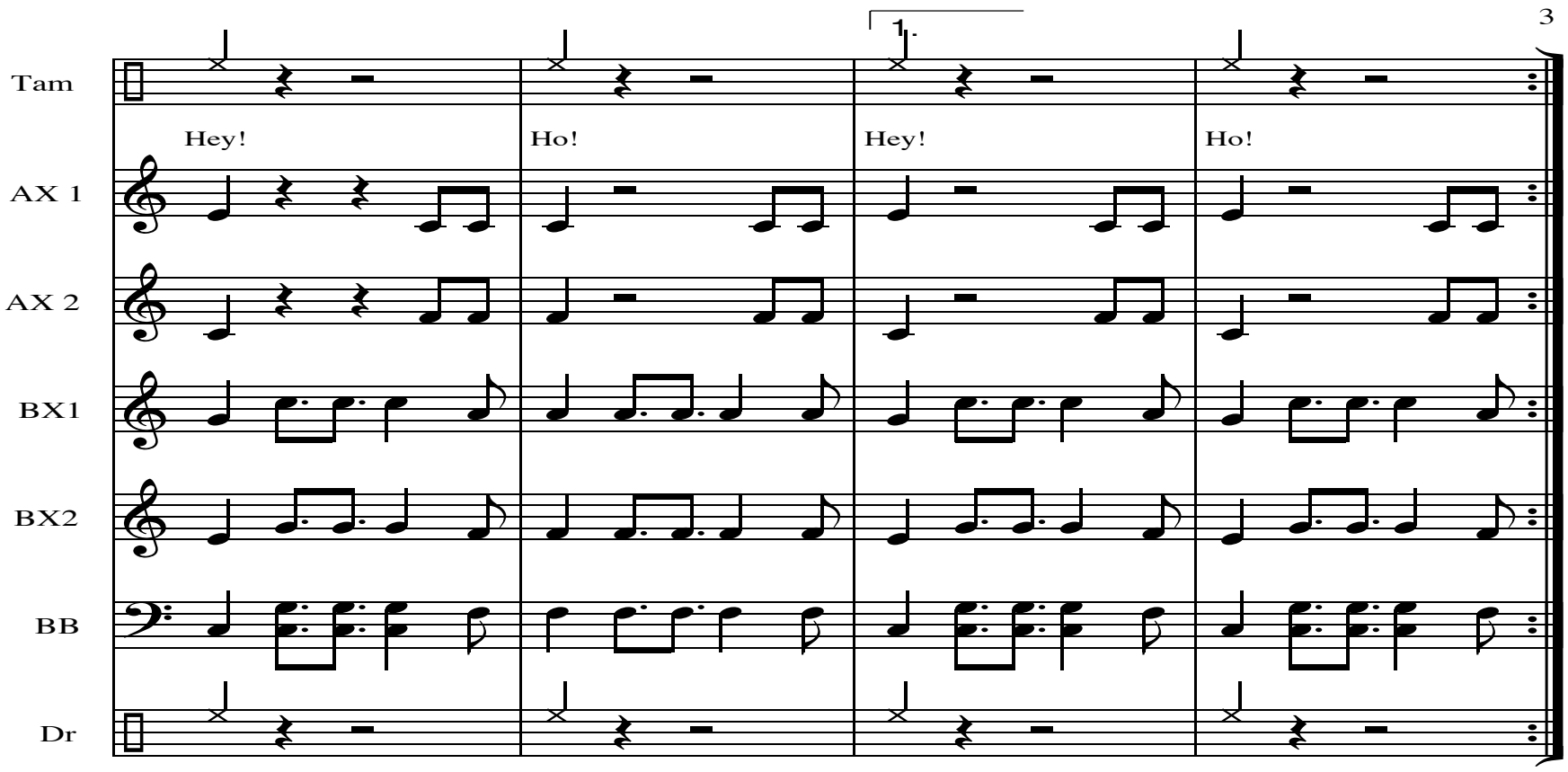
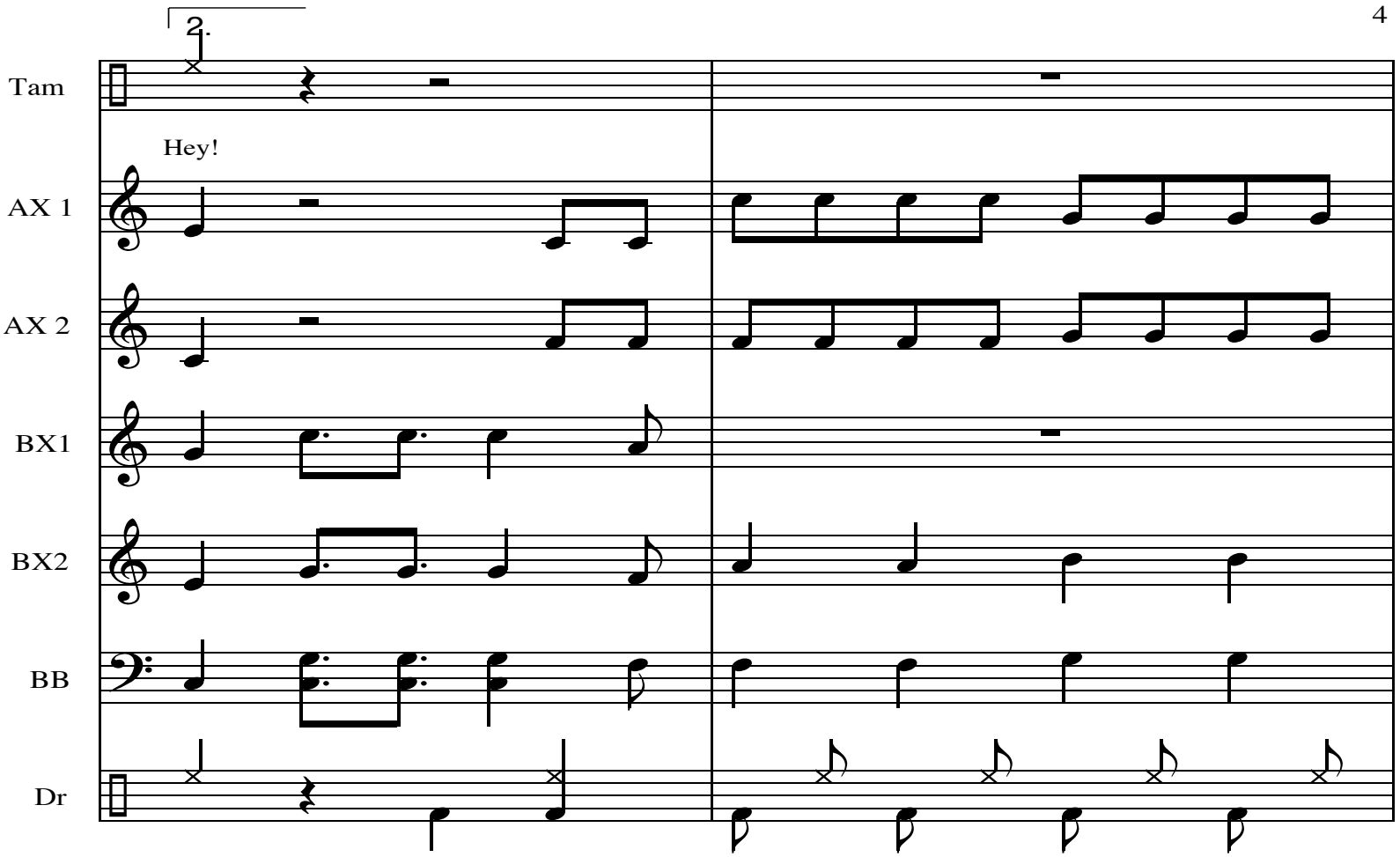
Ho, Hey

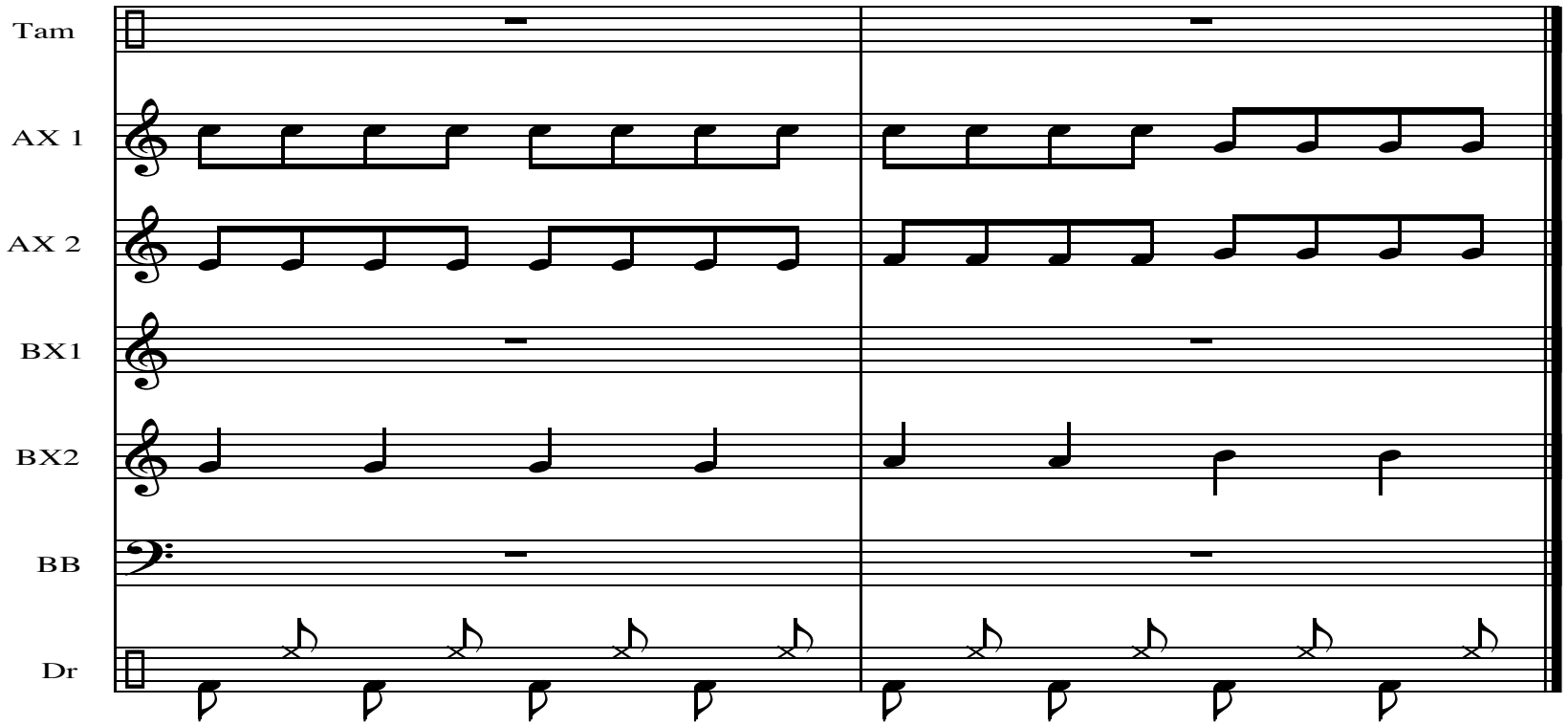
arr. Summa




Tam
Hey!
Ho!
Hey!
Ho!
AX 1
AX 2
BX1
BX2
BB
Dr

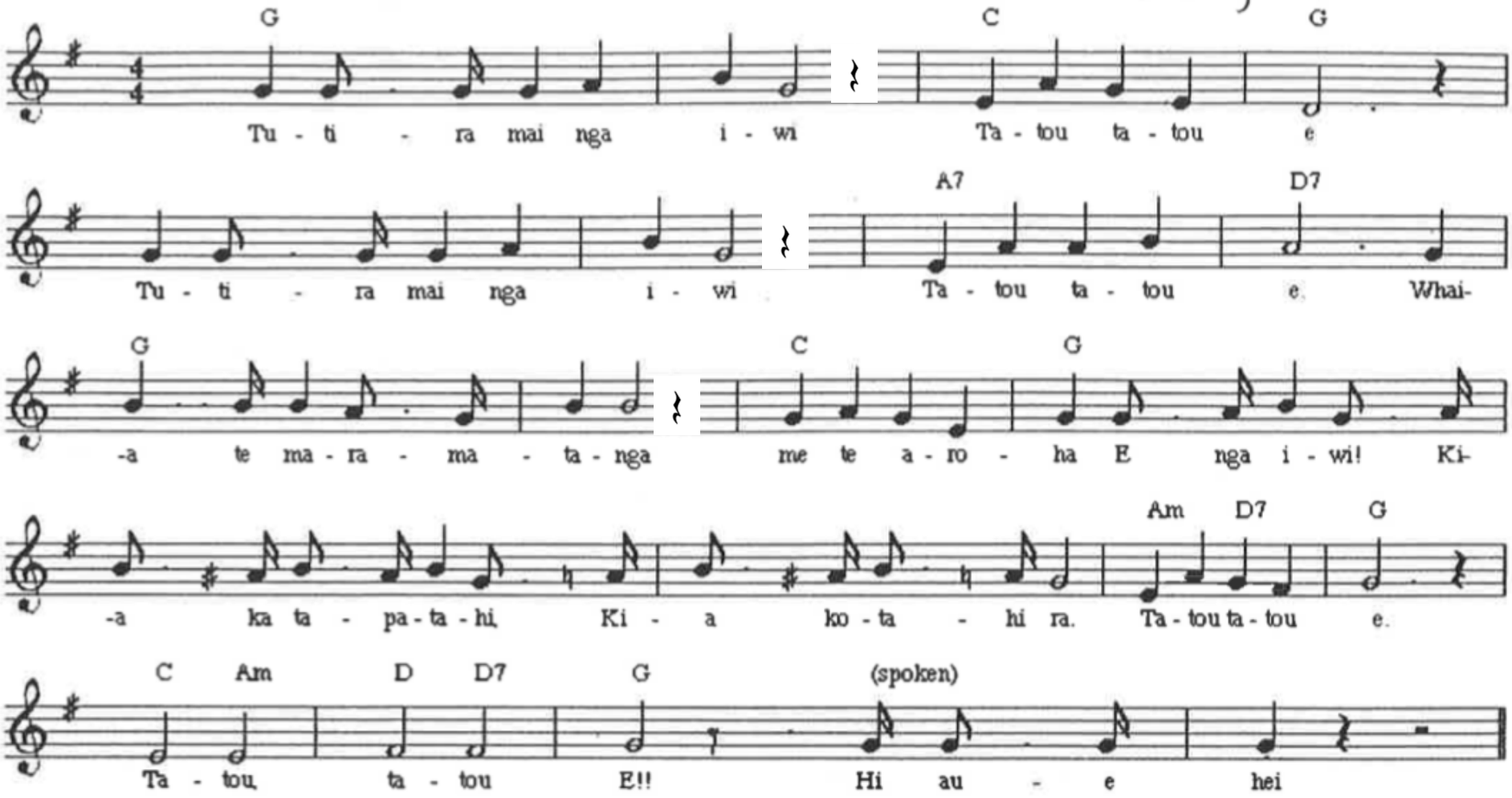

1.
Tam
Hey!
Ho!
Hey!
Ho!
AX 1
AX 2
BX1
BX2
BB
Dr


2.
Tam
Hey!
AX 1
AX 2
BX1
BX2
BB
Dr


Tam
AX 1
AX 2
BX1
BX2
BB
Dr

Tu tira mai nga iwi

Also Fand in Silver Burdett Making Music Gr. 5+6



Steps to the Titorea

Simple Haka (Maori war dance)

Published source The Tappiola Sound history of culture

I - Wi
ee ee

May be done standing or seated.
Each student needs two lightweight cylinder poles approx. 18" long. (rolled cardboard)

Facing each other, (d = beat). Hold poles near the middle for tapping and throwing.

Rehearsal pattern

1) tap down, tap down, tap together, touch right poles
2) " " , " " , " " , " left
3) " " , " " , " " touch both (repeat)

"Real version"

Instead of touching, poles should be thrown to the partner

Important to rehearse
throwing of the poles without music. Partners may need to develop a strategy. This is good.

Resources

Abril, C., (2003). No Hablo Inglés: Breaking the Language Barrier in Music Instruction. *Music Educators Journal*, *89*(5) 38-43.

CMEA Central Section Classroom Music Website
https://cmeacentralgeneralmu.wixsite.com/website/resources-links

Davis, S., (2013). Informal Learning Processes in an Elementary Music Classroom. *Bulletin of the Council for Research in Music Education, 198,* 23-50.

Mason, E., (2014). Sing, play, and create: All in 20 Minutes! *General Music Today*, *28*(1) 3–7.

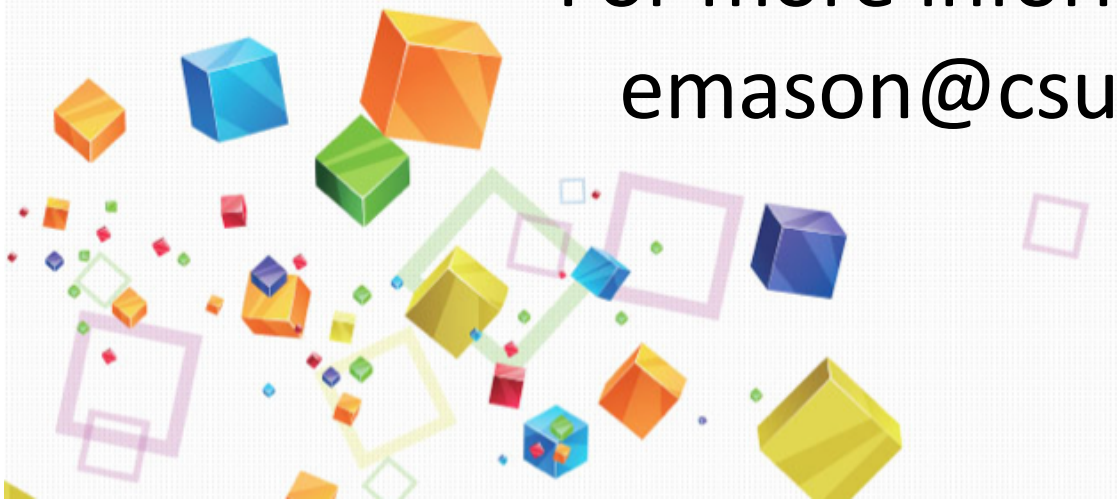
Mrs. Miracle's Classroom
http://www.mrsmiraclesmusicroom.com/2015/12/in-music-room-far-far-away.html

Pinterest

Shuler. S.C. (2011). Music Education for Life: Building Inclusive, Effective Twenty-First-Century Music Programs. *Music Educators Journal, 98*(1) 8-13.

Teachers Pay Teachers https://www.teacherspayteachers.com/

Thank you for coming today!

Dr. Emily Mason will be teaching an Introductory Orff & Kodaly Course July 16-20, 2018 @ Fresno State University

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