

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.

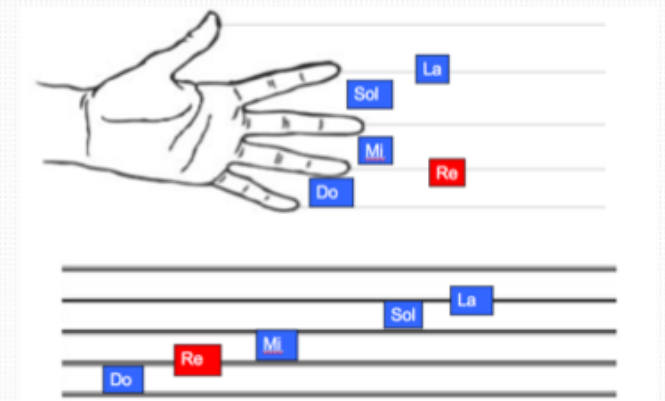
Trepak



- 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

Orff Arrangements of Pop Songs

Happy

Ho, Hey!

Best Day of My Life

Tu tira Mai Nga Iwi

Learn Song & Play Game

Extract Concepts-

Dotted Rhythms

Half Steps

Imperial March from *Star Wars*



Relevancy/Connection

Global Events

Pop Culture

Personal Interests

A CLASSROOM PLAY-ALONG FOR

HAPPY

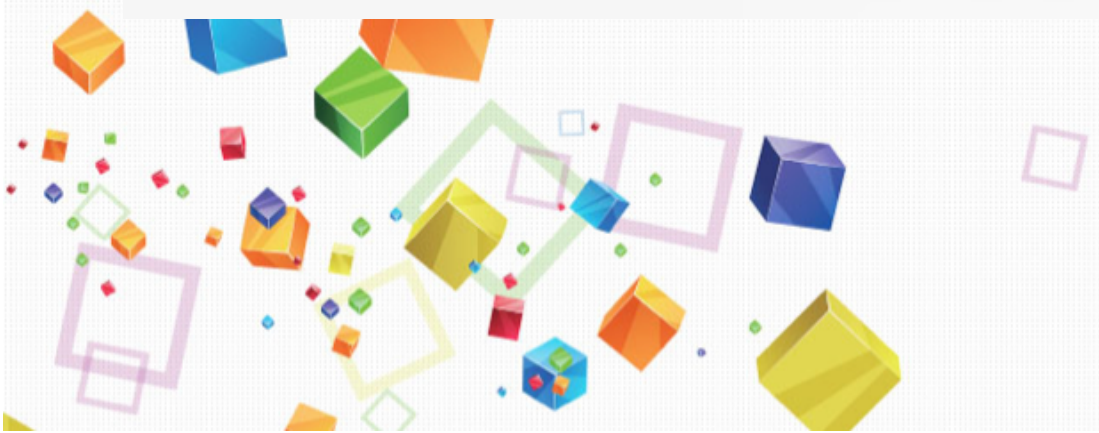
ARR. NORM SANDS

PHARRELL WILLIAMS

LIVELY ♩ = 140

Musical score for five instruments: Recorder, Glockenspiel, AX, BX, and Percussion. The score is in 4/4 time with a key signature of one sharp (F#). The tempo is marked 'LIVELY' with a quarter note equal to 140 beats per minute. The Recorder part consists of a simple melody of quarter notes. The Glockenspiel part plays a rhythmic accompaniment of eighth notes. The AX part plays a rhythmic accompaniment of eighth notes. The BX part plays a rhythmic accompaniment of quarter notes. The Percussion part plays a rhythmic accompaniment of eighth notes. The score ends with a double bar line and repeat dots.

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Ho, Hey

arr. Summa

♩=85

The musical score is arranged in a system with seven staves. The top staff is for the Tambourine, which has a square box at the beginning of the first measure. The second staff is for the vocal line, with lyrics 'Ho!', 'Hey!', and 'Ho!' written below the notes. The third and fourth staves are for Alto Xylophone 1 and Alto Xylophone 2, both showing rests. The fifth and sixth staves are for Bass Xylophone 1 and Bass Xylophone 2, both showing rhythmic patterns. The seventh staff is for Bass Bars, showing a bass line. The eighth staff is for Drums, showing a rhythmic pattern. The music is in 4/4 time and consists of four measures.

Tambourine

Alto Xylophone 1

Alto Xylophone 2

Bass Xylophone 1

Bass Xylophone 2

Bass Bars

Drums

Ho!

Hey!

Ho!

The musical score is arranged in seven staves, labeled on the left as Tam, AX 1, AX 2, BX 1, BX 2, BB, and Dr. The score is divided into four measures by vertical bar lines. A thick vertical line is placed between the first and second measures. The first measure contains vocal lyrics 'Hey!' for AX 1 and 'Hey!' for BX 1. The second measure contains 'Ho!' for AX 1 and 'Ho!' for BX 1. The third and fourth measures contain 'Hey!' and 'Ho!' respectively for both AX 1 and BX 1. The Tam and Dr parts consist of rhythmic patterns with 'x' marks above the notes. The BX 1 and BX 2 parts feature melodic lines with dotted rhythms. The BB part features a bass line with chords and a melodic line. The AX 1 and AX 2 parts feature melodic lines with dotted rhythms.

This musical score is for a percussion ensemble and includes vocalizations. It consists of seven staves: Tam, AX 1, AX 2, BX1, BX2, BB, and Dr. The score is divided into four measures. The vocalizations 'Hey!' and 'Ho!' are placed above the AX 1 and AX 2 staves in the first two measures. The third measure has a first ending bracket above the Tam staff. The score ends with a double bar line and repeat dots. The number '3' is written at the top right of the page.

Tam

Hey!

Ho!

Hey!

Ho!

AX 1

AX 2

BX1

BX2

BB

Dr

1.

3

2.

Tam

Hey!

AX 1

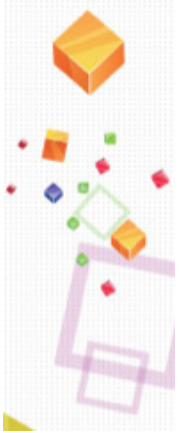
AX 2

BX1

BX2

BB

Dr



Tam

AX 1

AX 2

BX1

BX2

BB

Dr

The musical score consists of seven staves. The first measure shows rests for Tam, BX1, and BB. AX 1 and AX 2 play eighth-note patterns. BX2 plays quarter notes. Dr plays a steady eighth-note pattern. The second measure shows rests for Tam, BX1, and BB. AX 1 and AX 2 continue their patterns. BX2 plays quarter notes. Dr continues its eighth-note pattern.

Tu tira mai nga iwi

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

G C G
Tu - ti - ra mai nga i - wi Ta - tou ta - tou e

A7 D7
Tu - ti - ra mai nga i - wi Ta - tou ta - tou e Whai-

G C G
-a te ma - ra - ma - ta - nga me te a - ro - ha E nga i - wi! Ki-

Am D7 G
-a ka ta - pa - ta - hi Ki - a ko - ta - hi ra. Ta - tou ta - tou e.

C Am D D7 C G (spoken)
Ta - tou ta - tou E!! Hi au - e hei



Steps to the Titorea

Simple Haka (Maori war-dance)

May be done standing or seated.

Each student needs two lightweight cylinder poles approx. 18" long. (rolled cardboard)

1 - wi
ee ee

Published source The Tappiola Sound & history of culture

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

For more information email
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