

Deerfield District 109
Professional Development – General Music
May 20, 2009

Presenter: Thom Borden, Macmillan

NOTES:

Primary – focus is on folk music and language acquisition.

- understanding beat and no beat
- beat and beat/rest
- three comparatives – fast/slow, high/low, loud/soft.

My Friend Rabbit, by Eric Rohmann (not in notes)

Read page then students follow contour (ooh), use predictions “What do you think that is?”

After comparatives, then echo voices. Echo song in grade 1 is “Sing After Me” (not in notes).
Little Beaver and the Echo, by Amy MacDonald. Prepares kids for labeling “echo.” Next song Thom uses is “Little Sir Echo.”

CD Recording and Track Options: full performance, stereo accompaniment and vocal model

Bringing poetry into 5th grade – use accompaniment track of any poem in the materials and use it with your own poem. We need to engage mastery level of students with more experience while introducing concept to students who haven’t had this before.

TIP: Put in a bit of the next section (don’t just stop at the end of A) so kids see the connections.

TIP: Do rest by tapping on own shoulders – internalizes the beat.

Upper grades – moving forward: Change the rhythm patterns. We don’t want kids to echo in 5th grade, we want Q & A. They need more modeling experiences to understand and trust their responses. Divide kids in half – Group 1 does 1-4, Group 2 answers back with 5-8 but in reverse order (1/8, 2/7, 3/6, 4/5). Note what is different and what is similar between the two examples. Next, change the rhythms to be more appropriate rhythms for 5th grade. Next, prep for antiphonal work at middle school level.

Recordings – multiple tracks.

- Always starts with full stereo.
- 2nd track is the accompaniment
- 3rd track is the children’s voice – vocal practice
- 4th track has spoken pronunciation if the song is not in English.
- Choral literature will include separate tracks for each vocal part

3rd Grade – Rounds and Canons to prepare for concept of harmony.

TIP: The three basic Kodaly books (all by Boosey Hawkes) are incorporated into the program. Macmillan looked at Kodaly pedagogical approach and found public domain songs and put them in the program. This saves teachers from spending their own money on the Kodaly books.

4th grade: *Sing, Alleluia, Allelu*

RHYTHM: “syn co pa” on eighth, quarter, eighth rhythms.

Sing each part with vocal track, each part with rhythm syllables, each part with pitch syllables. Assessment/informance use accompaniment

Speech Pieces/Poems:

- First level of mastery – clap quarters, rest tap shoulders,
- Second level of mastery – alternate snaps on eighths
- Third level of mastery – rest in feet, alternate feet

First and foremost is for vocal tracks to support the kids, so that will always come first. Additional recordings, like games and orchestral pieces, will always follow. The only time they don't follow this order is in the Broadway for Kids. All of the stereo, then all the accompaniment, then all the vocal model (ease of use during performances).

CD Index has all the details ☺.

Electronic versions – click on bookmarks to get index out of the way. Click on arrow to move to a new page or click once in the box and type in the page number you want. Tools in the toolbar – if you're not sure what it does, hold your mouse over it and words will pop up. To zoom, draw a box around it and click on the “zoom” tool. Click on “fit the page” and it goes back. It is every page of the student book.

Short Programs:

For all the units, you can take the songs in the units and put them into programs (short, easy to put together).

Materials Overview

Blue: Prepare, present, etc. with known literature

Green: Additional folk literature to support the concepts in the blue section. Great strength of this section is the authors.

Kids have same section dividers in their textbooks.

There are many different ways to teach from the resource support. Thom (presenter) typically sees three types of music teachers:

- Those who go lesson by lesson by lesson, then assess.
- The “pick and choose teacher” who uses resources from a variety of sources
- Those who typically don’t use books

No matter which type of teacher you tend to be, there are ways to utilize the Macmillan resources. You don’t have to follow every lesson, but there is a common goal. Also, there are additional Resources in the back of every TE (same color as the book).

Scope and Sequence – each unit is six to eight weeks (two per trimester)

Unit 1 - mid-August to end of September

Unit 2 – October to early November

Unit 3 – Nov to winter break

Unit 4 - Jan to mid February

Unit 5 –mid February through spring break

Unit 6 – spring break to end of year

What is in bold is what you will assess. If you are not using program materials, use scope and sequence to plan.

In the Spotlight – First and last are same song at each grade level. Short back to school program, opening and closing number that all the kids know.

If kids don’t master skills/concepts, go to green. To reinforce, go to green.

Table of Contents –

- Red – a concept, testing and assessment
- Blue – National Standards, a measurable skill
- Green – link to core tested areas (LA, etc.)

Always six units, eight lessons, first four are core lessons.

- 1-4 are core lessons
- If they don’t get it, go to green
- 5 – 8: Enrichment

Reading First initiative: phonics, phonemic awareness, etc. and vocabulary. Address and acknowledge that there is a building commitment to reading. Bring out parts of the program to support that.

Children learn vocabulary through embedded text reading. Don’t isolate it to the side in a little box. In Spotlight on Music, vocabulary is defined in embedded text. That is the “present.” Thom put Kindergarten vocabulary words on blue cards – that is where

definition is labeled. Vocabulary for each grade can be put on colored cards that match the color of the materials. Put all Word Wall words up alphabetically.

SUMMER PROJECT: word wall words, color-coded, on heavy paper.

Songs in “Recordings” are lesson materials. “Music options” are in green (folk) and red (composed). If you are looking for songs to support, review, reinforce, look for the 200s (green) for additional song material.

Skills Overview – Don’t have time to go to green? Optional re-teaching suggestions for doing more with core unit songs.

With new curriculum materials for every class we teach, it can be overwhelming and difficult to know where to start. Thom’s suggestion - start with the Scope and Sequence. For the first few weeks, what am I going to do? We all learn in a modality and we tend to teach in that modality.

First year, only do Lessons 1-4. Don’t worry about green and don’t do enrichment. Focus on four lessons per unit. Green section is also lessons 1-8 so you can pick and choose.

After Core Lessons, go to measureable skills (Footlight Skills). Each person will have their own “mastery level” so you need to do what works for you.

Green Bar – Links Overview

There are lots of activities – correlation to core tested areas. You can’t do them all but there can be good times to incorporate things. Some are FYI boxes. Every lesson has a tech link. It’s not about teaching technology to kids. It’s using technology to teach the concepts. Program is correlated to Reading and Language Arts Standards.

Lesson Specific Information

Programs ideas and choreography are there. Every unit starts with constructive language. Three “dots” move, play, sing. Blue words = measureable skills. At the beginning of each unit there is a letter to send home to mom and dad. Resource book is on TeacherWorks – can send in email, put on website. Every unit starts with a theme song. Each lesson is always four pages. Concept is the same, lesson-by-lesson, spiraling through grade levels. Developmentally, it will be different, but you will have similar tools across grade levels.

Color-coding in TE:

- Blue – measurable skills
- Red – Assess
- Green – Connections to academics
- Orange – Anything that can go home

TIP: In green LINKS, it would be helpful to note which ones are activities so that you can tell at a glance (place checkmarks in text).

There is space on each page to add your own notes (scarves, manipulatives, or anything else you would choose to use).

Assessment is in five parts:

1. Selective
2. Constructive
3. Create
4. Manipulate/improvise
5. Perform and Self-Assess

Wrap-up is going to be that fifth step in assessment.

Skill and Drill pages – for when you need to collect data. They are also in the electronic version. Project them, go to board, wipe off, next group. Unless you need to collect data, you are assessing skills within the unit visually.

Other Books

Orff: Melody and lyrics are in the Orff book, don't have to juggle both books. Orff book is on TeacherWorks, and you can project the pdf. Recorder and Guitar are also electronic on TeacherWorks. Recorder notes are built into green section songs – don't have to use recorder book, can use other song material.

Recorder: Use Miss Mary Mack to teach note “B” playing the 3 repeated notes at the end of each phrase. To keep each student on task and assess the skill, point to individual students and have them play the 3 repeated notes alone.

TIP: Little finger thingie (closing) to show rests in recorder songs. Gr3: good song is *Creely Cranky*.

Sequencing learning on recorder:

1. Sing in solfege
2. Sing
3. Chin play
4. Play

Frog in the Meadow – game – one kid in center of circle with stuffy frog, hide frog during once through song. Child who finds the frog is next in the middle.

GE – sounds like a doorbell doesn't it? When I knock, play your doorbell.

Possum Come a Knockin (book) Add a “ding dong” – gives kids lots of practice with G E. In book, put little dot where recorders play. In one spot, extra GEs with softer dynamics each time.

Connecting the Orff Volumes – in notes. On overhead, highlight lines in different colors to make reading easier. (Uses rhythm from Volume 1).

- Say
- Say play (clap)
- Play
- There is your intro and coda for the book
- For fun, you can add knock, knock jokes. Knock, Knock, Who’s there, ding dong. Others sit in circle and pass a possum. Wherever the stuffy is, that child sings the “ding dong”
 - K passing possum game
 - Gr2 broken bordun

Children’s Literature:

Possum Come a Knocking, Nancy Van Laan

Don’t let the Pigeon Drive the Bus, Mo Willems

(kids sing back sol-mi “no way”)

Can be used with recorder, but may be better for singing with younger kids.

Page with multiple pics, solo singing (assessment tool). “Bye, bye” at the end.

Don’t let the Pigeon Stay Up Late, Mo Willems

Add “you believe me don’t you?” Add a lullaby at the end. *Lady, Lady*

John Firerabend says that when our children leave us they should be ART-FUL, BEAT-FUL and TUNE-FUL.

Frog in the Meadow – GE GE on recorder, kids play harmony part with new notes, melody uses previously learned. Play bass line – written in the music. Use C and D for third harmony part. During interlude assign students new part to play, don’t stop 😊. “Now pick your favorite part of the three.”

Listening Maps – SE, transparencies, TE, Blacklines, electronic

“egg” “crack” “running” “hatch” “chick” B section: Thom uses “dirt (x4) for line 3 and “scratch” for 4th line.

Technology Components (Orange = all learners)

Lessons are set up in three steps:

1. Motivate
2. Develop
3. Apply and Close

Then it moves into assessment then you go to green or re-teach as needed.

In the book, there are icons that lets you know where the connections are to the Global Voices: play party, language, set-by step directions, field recording.

At the end of every unit, they bring in kids from *At the Top*. Recording of concert and live radio broadcast as well as videos that can be viewed and downloaded.

Unit 1, Assess, See other kids.

Unit 2, Assess, See other kids.

Etc.

Unit 6 does not end with see other kids. The idea is for kids to see themselves/each other performing at the end of the year (own show, etc.).

Assessment

Assessment is based on Bloom's taxonomy. The goal is to move from selective into constructive. Critical Thinking question marks all along the way – higher order thinking prompts. "Write" in blue – measureable skills. Rubric is in Blackline Resource Masters/TeacherWorks. The hope is that these activities will give kids the tools to do constructive criticism.

Entire green section in full color transparencies. Blue section cross-references to green. In green section, it cross-references back into blue.

Red section – if you have more time. K-3 folk literature is built into the stories. Vocally adapted for tessitura of the students at that grade level. All permissions have been cleared. Broadway Jr. 1 hour 15 min., these are 25-30 minute versions. The choreographer is the one who worked with the kids on Broadway.

After that, there are themed program ideas. These musicals are about 20-25 minutes. Narrate, sing song, turn page, etc. If you need it to be longer, all the themed programs also have a complete script – on the website for free.

<http://spotlightonmusic.macmillanmh.com/national/teachers>

Orff Basics

Types of Borduns:

- Simple Chord Bordun: do and so (hands together)
- Broken Bordun: alternate do and so
- Level Bordun: Do and so low, do and so high
- Cross-over Bordun: do so high-do, then add do.

Begin with body levels: pa L, pat R, then cross. Once they have it, add the *so* back in again. Next step can be fingertips.

Label it: simple – 1st grade, broken – 2nd grade, etc. “This is what musicians call a simple bordun.” Ownership of the four types of borduns.

Cluster – on glockenspiels only. Use longer bar, held horizontally, to play multiple pitches.

Building an arrangement: teach all students the first part then give it away. Teach next part to remaining students then give it away. Keep changing until all parts are in. In example, taught octaves as hands together/ta

Cookie’s Week, with Naughty Kitty Cat

I Bought Me a Cat: Bought book cut out pictures, outlined in black and laminated. Use visuals to sequence. Kids can make own verses.

Listening Maps: You can outline, zoom, print and make manipulatives. Example: *Cuckoo in the Heart of the Woods*. While map is playing, some kids are stepping, others are trees and hold birds that pop out, others are doing something else that we can’t remember what Thom said.

To Review:

- Starting out – Lessons 1-4 only.
- Use TeacherWorks for one grade level only.
- The following semester, add another grade level.

TeacherWorks

Note: TeacherWorks tutorials are currently linked on Sue’s website:

<http://www.ferdonmusic.com/pages/teacherpage.html>

You can lesson plan without the disks but all the resources and files are on the disk. TE is a pdf and you can save it to your drive.

First window – calendar start date is the first day of school. Next, for ease of use, do standard class periods. Recurring no-class days = five per weeks. Forget the MTWTF. A box for one lesson in the week, another for the 2nd class meeting of the week. “Mark these days from” needs to start the same day as the calendar start date end at end of school year. Take out all holidays since you are setting up for two lessons per week, not specific days of the week. It’s about a space in the box to put lesson one of the week and lesson two of the week. Do no for no class days.

Drag and drop lessons to each day. A couple ways to set calendar view – blue arrows or drop down menu.

You can drag and drop each lesson separately or you can drop the unit onto a date and it will populate the days. You can do the same for entire sections of the book.

One lesson – in Resource List, click on the little A (ancillary) and you will see all the resources. When printing, can print page or selection. Click on things to open and preview.

Click on “copy” to move into Lesson Plan pane. You can add or delete at will. You can create a link to any music file, powerpoint or word document that you have on your computer.

Question mark icon is a complete manual. Index is hyperlink. Good idea to print that in color. Look at the manual and play with it.

Thom is available – only an email away. When out of office, phone goes to mobile.

EMAIL: send Thom PD days and he will reserve them for next year. Professional Development is always free. **Need another day**

Thom – please send us directions for opening pdf to specific pages (if we have trouble).