

Designing Instruction with Kids in Mind

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Regardless...start with the students.....

Who's In Our Classroom?

Short kids, tall kids, skinny kids, big kids; kids with two parents, kids with one parent, kids with zero parents; kids who eat a fine breakfast, kids who eat nothing fine; funny kids and kids who think crazy things are funny; kids who smile, wave, speak confidently, kids who find little to smile about, and waving takes too much energy. Kids who can think and act, and kids who act without thinking. Loving and loved kids, and kids who are hard to even like.

“If kids come to us (educators/teachers) from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important” (Barbara Colorose)

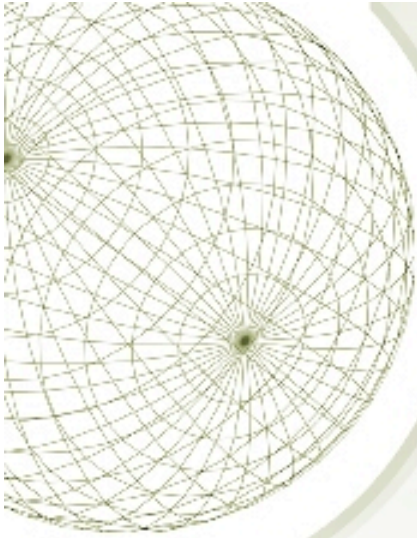


Setting Instructional Goals

(P. Bourne's Current Goals based on Current School in Current Community with Current Conditions):

- ★ **Key Goals (by the time a student reaches 5th/6th grade)**
 - ★ **Each student will learn techniques that can result in an in-tune singing voice**
 - **Each student will play a variety of classroom instruments**
 - **Each student will listen to a variety of music, describing it's content for style, form, compositional techniques, rhythm, beat, meter, orchestration, setting and purpose**
 - **Each student will interpret melodic and rhythmic notation, as well as use symbolic or invented notation in composition projects**

Priorities are Essential!



Concepts, skills, methodologies, domains, strategies, results

✦ **Musical Concepts Addressed in General Music**

- ✦ Timbre - The sounds heard
- ✦ Expression - What the music communicates
- ✦ Rhythm - The long/short/silence of sound
 - ✦ Texture - Layer of sound
 - ✦ Harmony - Pitches that support
 - ✦ Melody - Pitches that fit together
- ✦ Form - Repeats, changes, structure
 - ✦ Notation - Systems that show
 - ✦ Style - What kind of music is it

✦ **Musical Skills Practiced and Applied in General Music**

- ✦ Vocal (singing), Playing instruments, Moving, Creating, Listening, Reading

✦ **Mode and Methodologies often seen in General Music**

- ✦ Eclectic, Orff based, Kodaly based, Gordon based, Dalcroze/Weikart based, Basel series based

✦ **Domains of Learning and Theories of Development**

✦ **To consider in General Music**

- ✦ Describe, create, respond, perform
- ✦ Cognitive, psychomotor, affective engagement
 - ✦ Maslow, Bloom, Piaget, Bruner theories

✦ **Constructivism, Standards-Based, Generative Theories?**

✦ **Bottom-line Goal:**

- ✦ “What is it that we want our students to know and be able to do as a result of learning these concepts with these skills through this methodology? How will we know they really learned it and are able to apply it through authentic assessment strategies? How can the students recognize and celebrate what they have learned?”

Music Education as a Social Art

★ Guiding Priorities (Constructing a Learning Community that Functions):

- ★ • **Safety:** Students/Staff/ Equipment
- ★ • **Attitude:** All involved personnel
- ★ • **Behavior vs. Misbehavior:** Expectations
- ★ • **Information:** The right to know
- ★ • **Support:** Critical component
- ★ • **Structure:** Previews, consistency of message
- ★ • **Flexibility:** Lesson overview vs rigidity
- ★ • **Student participation:** Don't take it personally





Drum Ensemble Project

Who?

5th/6th grade

What?

Create a drum ensemble
Musical skills: instrument
playing/technique,
critical listening

Musical concepts: tone color,
form, rhythmic complement,
blend and balance of
parts

When?

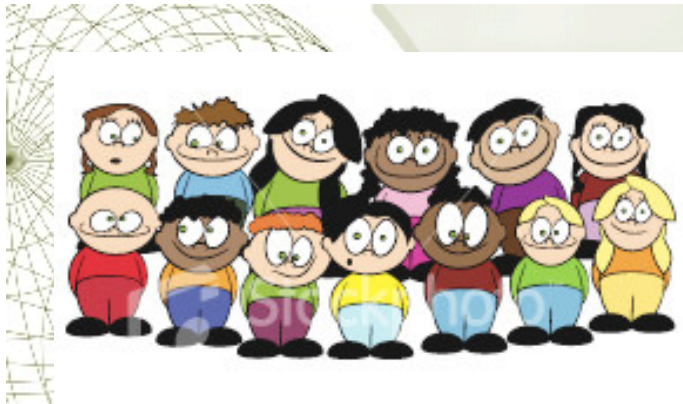
Fall trimester project



P. Bourne's Altruistic Goals for All Students, K-6

As a result of our time together, students will:

- experience more success than defeat
- experience cooperation, courtesy, and communication with peers and adults
- experience consistency of expectations
- experience the positive result of focused individual and group effort
- experience mistakes but move on, within a trusting environment.



Patty's Top Ten Professional "Ah-ha's"

★ Going the Distance

- ★ • Education is a process....success as teacher and student has multiple starts and stops
- ★ • Children want and need their teacher to be the adult in the room
- ★ • Repetition, repetition, repetition --- moving too far too fast loses them, even the sharp ones
- ★ • Proximity matters - keep eyes on the students
- ★ • Kids tend to be very resilient and forgiving....thank goodness
- ★ • Distinguishing misbehavior from behavior saves a teacher's stress level
- ★ • Students need an image of what a successful and satisfied adult looks like and sounds like, even if the teacher "role plays" now and then
- ★ • Telling students you love to teach (but hate to manage their behavior) is a good thing
- ★ • Inviting children to have a "plan for their hands" keeps several behavioral issues at bay
- ★ • Forgiving yourself and maintaining hope must become routine for the effective educator

"If a child can't learn the way we teach, maybe we should teach the way they learn" Ignacio Estrada