

*The Heart, the Art, and the Brain: Meaningful Experiences
Inside the Music Classroom”*

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Assumptions, Attitudes, and Aspirations

ASSUMPTIONS:

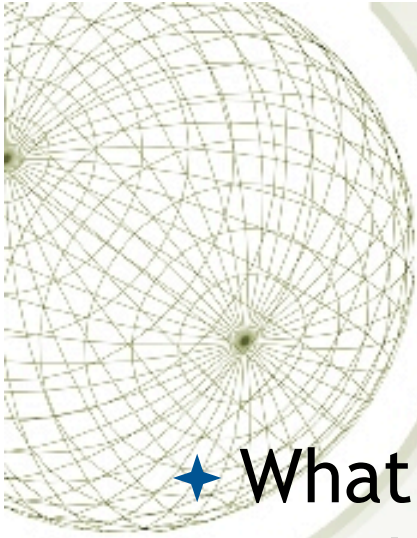
- **Everyone in this room.....**
 - **believes teaching is a worthwhile profession**
 - **wants to be successful**

ATTITUDES:

- **Everyone in this room...**
 - **has bias**
 - **is sometimes bewildered**
 - **goes through levels of what is comfortable" vs. uncomfortable**

ASPIRATIONS:

- **Everyone in this room....**
 - **strives to keep instruction motivating for themselves and their students**



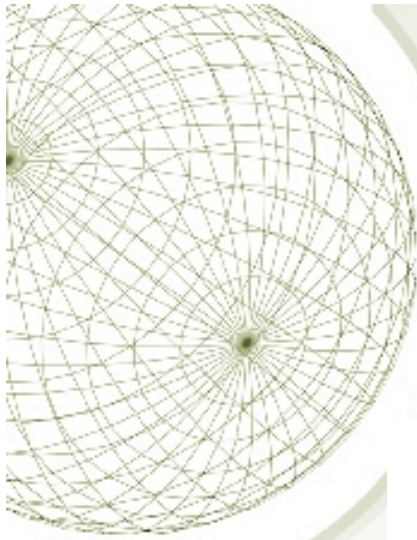
ADVOCATING EFFECTIVE EDUCATORS:

★ What the teacher needs to know:













- ★ • who they are as person, recognizing their knowledge and experience level as well as attitudes
- ★ • who their students are -- culturally, developmentally, cognitively, psychologically
- ★ • what to teach - skills, concepts, perceptions, awareness, habits
- ★ • how to present information in a manner that befits the student population and teacher personalities
- ★ • who to go to for help
- ★ • that mistakes will occur

★ What the students want (regardless of age):

- ★ • to not be bored or confused
- ★ • to not be embarrassed
- ★ • to not feel threatened or overwhelmed
- ★ • to be liked
- ★ • to have options, when possible
- ★ • to be accepted
- ★ • to have predictability
- ★ • to be noticed according to their level of security and need for attention
- ★ • to find one good reason to go to school
- ★ • to feel connected to something



Brain Rules, by John Medina

-  **EXERCISE** | Rule #1: Exercise boosts brain power.
-  **SURVIVAL** | Rule #2: The human brain evolved, too.
-  **WIRING** | Rule #3: Every brain is wired differently.
-  **ATTENTION** | Rule #4: We don't pay attention to boring things.
-  **SHORT-TERM MEMORY** | Rule #5: Repeat to remember.
-  **LONG-TERM MEMORY** | Rule #6: Remember to repeat.
-  **SLEEP** | Rule #7: Sleep well, think well.
-  **STRESS** | Rule #8: Stressed brains don't learn the same way.
-  **SENSORY INTEGRATION** | Rule #9: Stimulate more of the senses.
-  **VISION** | Rule #10: Vision trumps all other senses.
-  **GENDER** | Rule #11: Male and female brains are different.
-  **EXPLORATION** | Rule #12: We are powerful and natural explorers.



Jingle Project

Who?

5th/6th grade

What?

Create a song with a defined purpose (advertise, tell a story, support a cause, etc.)

Musical skills: singing and/or rhythmically 'speaking'; instrument playing,

Musical concepts: implementation of appropriate style, form, timbre, dynamics, tonality

When?

Winter trimester project



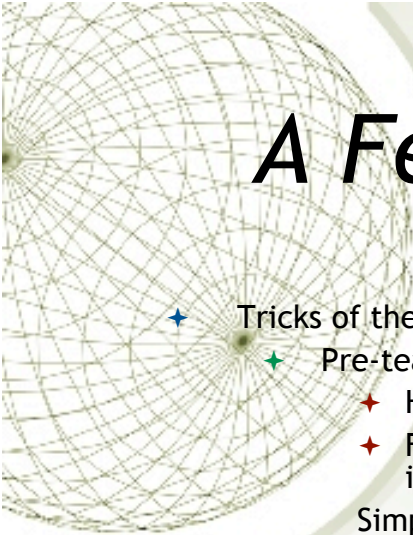
Moving from “me” to “them”

The “movie in your mind”

Master teachers pay attention to the eyes, faces, body language, participation level, focus of students

- ✦ • what about them?
 - ✦ Actions and executions
 - ✦ Entry, habits, routines
 - ✦ Expectations and settings
 - ✦ Level of participation
 - ✦ Looks like/sounds like
 - ✦ What they show and do
 - ✦ Musical and social behaviors
 - ✦ Music skills, etiquette skills
 - ✦ Two steps forward, 1.5 back
 - ✦ “I know” vs. “help”
 - ✦ Play it forward (3rd/4th; 2nd/3rd)
 - ✦ One grade beyond





A Few Simple Strategies to Consider and Thoughts to Ponder:

★ Tricks of the trade, K-6 and Beyond.....

★ Pre-teach EVERYTHING

- ★ How will it look? How will it sound? What's in it for them?
- ★ FOCUS: -- Move from "what will I teach?" to "What will they learn and how will they show it?"

Simple Strategies anyone can do:

1. BE READY before students enter the room
2. Engage immediately in doing, not just listening
3. Establish routines
4. Signals save sanity
5. Provide model and practice
6. Consequences -- logical, foretold, follow-through, with safety in mind

Set-up:

1. Running the "movie" in your mind
2. Where will they be? Where will you be? Where will the equipment be?
3. Making the room a place YOU enjoy being in
4. See everyone and be seen by everyone

Ask Questions!

1. "Tell me about...." - the power of collegial conversation
2. The art of professional sharing and mentorship
3. AOSA, OAKE, Dalcroze Society, MENC, World Music Drumming, Conn-Selmer, etc.
4. Finding resources

Energy Level

* Keep hydrated, eat well, sleep well, think 9 week old puppies (K-1), trying to be funny (2-3), realizing "if-then" scenarios (4-5), establishing rank order (6th) - They all take an energetic, awake, and engaged teacher