Teaching and Learning Toolbox Grade 5 Group

Musical Roles/Bandwagon

Who is a musician under the current model?
-Students who were recruited as 4th graders and worked at perfecting their instruments
-Based on ensemble performance and on rare occasions, written theory
-If you can't play an instrument or sing, you can't participate

What is taught?
-Instrumental and vocal music lessons
-Ensemble repertoire in preparation for a performance
-Perfection > Performance
-Teacher-centered classroom

What do we want to see?
-Derail the bandwagon: a gate to include all aspects of musicianship
-Closet guitarists/percussionists, singers, composers, critics, producers, consumers, enthusiasts, conductors, included
-Classes on production, generative and vibrant lesson planning
-What will students remember in 30 years?
-Project based learning
-Open ended questions engage students and promote personal ownership
-Creation of a need to know
-Democratic classroom based on student-centered interactions
-Use of proximity to encourage student engagement

Who can we look up to?
-Krista Easton: democratic learning
-Phil Greco: generativity
-Brian Franco: musical roles and bridging the gap of "musical" and "non-musical"
-Melissa Natale-Abramo: student-centered ensemble rehearsals
-Michael Oquendo: creating your teacher network

Blank Spot?
-Teacher leadership and teacher presence
-How does one be the teacher and not just teach?

Blank spot: How do you BE the teacher, not just teach?

Instrumental Instruction

-Facility on secondary instruments
-How to teach and inform about instrumental care and assembly
-How to handle individual instruction vs. group instruction
-Common difficulties amongst beginners and how to handle them
-Characteristics of instrumental families in the large ensemble and what to listen and look for to make corrections
-Direct wording for clear concepts and how to apply them to all levels of instruction
-Encouragement and confidence through knowledge
-Interchangable concepts amongst varied instruments
-Practice Techniques

Basic Musicianship

-Theory
-History
-Conducting
-Critiquing
-Ensemble
-Aural Skills
-Studio
-Electronics
-Scales
-Music Software
-Analyzing
-Sight Reading
-Technique
-Musicality
-Fundamentals of Instruments
-Social Skills
-Practice Methods
-Collaboration

K-12 Planning

-End in view
-Engage Students
-Generativity
-Relevancy
-Residue
-Age appropriate discussions and activities
-Phases with timelines (projects)
-Benchmarks
-21st century Skills
-Educating the whole student
-Develop musicianship, including in non-traditional/non-classical ways
-self-reflection
-Assessment (formative)
-National Standards
-Critical Thinking
-Creativity
-Instrument learning and teaching
-Vibrancy
-Project-based learning
-Experiential learning
-Discovery

Critical Thinking

-Making Critiques of performances
-Deciding on philosophies
-Collaboration is necessary
-Approaches to different learning styles
-Musical decision making (performing)
-Panning
-Self-assessment
-Generating Ideas
-Applications of concepts
-Pedagogy
- "How to practice"
-Wording during instruction