

# Individual Musicking: Developing Elementary Students' Musical Independence

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## I. Incorporating Individual Response

- ▶ Start early/young!

### Are You Happy?

In swing style

Beth Bolton

Hel - lo - - - ev-ry-bo-dy, are you hap-py? Tell me now. \_\_\_ Are you hap-py?  
Hel - lo - - - ev-ry-bo-dy, are you hap - py? Tell me now! \_\_\_

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- ▶ Make it a privilege.
- ▶ Build it into your routine.
- ▶ Sneak it in...

### Old John the Rabbit

Source Unknown

Old John the Rab - bit, Oh yes. Old John the Rab - bit, Oh yes. Had a  
migh-ty bad ha - bit, Oh yes. Of get-ting in my gar - den, Oh yes. And  
eat-ing up my peas, Oh yes. And cut-ting down my cab - bage, Oh yes. He  
ate to-ma-toes, Oh yes. And sweet po-ta - toes, Oh yes. And if I live, Oh yes. To  
see next fall, Oh yes. I won't plant, Oh yes. A gar-den at all, Oh yes.

## II. Use of Props/Games to Elicit Individual Response

- ▶ Diverts attention!

### Who Has the \_\_\_\_\_?

Source Unknown

Who has the (ob-ject)? I have the (ob-ject). Who has the (thing)? I have the (thing).

Who has the (third one)? I have the (third one). Hide them some - where.  
Don't let us see.  
Put them behind your back.  
Etc.

- ▶ Provides incentive.

### Goldfish

Beth M. Bolton

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## III. What kinds of skills?

- ▶ Rhythm

### Dinosaur Diet

Czechoslovakian  
Words by E. E. Gordon

Long a-go a di-no-saur lived in our own state. He had a healthy appetite, and this is what he ate.  
Green leaves and tops of trees, small plants and tall weeds. What a fun-ny di-et. I wouldn't like to try it.

- ▶ Singing

### Ocean Waves

Wendy H. Valerio

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- ▶ Harmony

#### IV. Opportunity for Assessment

- ▶ Record-keeping
- ▶ Rating Scales
  - 4= Yes!
  - 3= Yes, but...
  - 2= No, but...
  - 1= No!

#### V. Opportunity to Individualize Instruction

- ▶ Adapting difficulty level to meet individual student needs/progress

#### VI. Giving Students Choices!

- ▶ How do YOU want to move to the beat?
- ▶ Do you want to do macrobeats or microbeats?
- ▶ Do you want to sing the melody or the chord roots?
- ▶ Do you want to perform the melody, chord roots, ostinato, beat, or...

#### VI. Creating and Improvising

- ▶ Starting small: tonal/rhythm patterns
  - You teach ME a pattern!
  - Pattern/rhythm conversation
  - Teach the class a pattern!

### Little Rondo

Traditional

Ba-ker's hat, just your size, When it's on your head you im-pro-ise!

- ▶ Adding rhythms to chord roots
- ▶ Improvising a melody over chord roots
- ▶ Allows students to individualize their OWN learning!

## VI. Composition

- ▶ Blues song-writing
- ▶ Melody for a poem
- ▶ Partner song for a familiar tune

## VI. Informal Music Learning

- ▶ Students teach themselves!
- ▶ Using ears to figure out how to play something
- ▶ Creating/arranging a “cover” of a familiar song

## References

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