

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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- answer on resting tone

- ▶ Make it a privilege.

“Are You Happy?” - echo tonal patterns — Watch your words!

- ▶ Build it into your routine.

- LSAs

- passing out/collecting materials

- ▶ 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!

“Are You Happy?”

- solo hello

“Who Has the ____?” game

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” (Music Play)

- Hoberman sphere: roll + 5-1, beat during song

III. What Kinds of Skills?

- ▶ Rhythm

“Dinosaur Diet” (Jump Right In 1)

- macro/microbeat
- rhythm patterns

- ▶ Tonal/Singing

“Ocean Waves” (Music Play)

- sing-o-phones

- ▶ Harmony

“Ocean Waves”

- chord roots by rote, partners, duets

“Love Somebody” (Jump Right In 1)

- chord roots with Hoberman sphere

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
 - resting tone (“Dinosaur Diet”)
 - rhythm patterns
 - singing (“Who Has...”)

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” (Jump Right In 2)

- ▶ 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 (Lucy Green and others)

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

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