

# Instructional Ideas for *Process Components*

	Classroom Music	- Instructional Ideas -	Performance Ensemble
<b>Creating</b>			
1. Imagine	<ul style="list-style-type: none"> <li>• Work with a partner to create simple rhythmic patterns with popsicle sticks.</li> <li>• Call and response singing (or playing)</li> <li>• Brainstorm ideas for folk dance.</li> <li>• Improvise melodic and rhythmic patterns.</li> </ul>		<ul style="list-style-type: none"> <li>• Using a phrase from an ensemble piece, improvise your own version (variation) of that melody.</li> <li>• Use special effects on instruments to illustrate a story.</li> <li>• Imagine a scene that music paints.</li> </ul>
2. Plan/Make	<ul style="list-style-type: none"> <li>• Compose and notate a sound composition.</li> <li>• Share and practice ideas for student created folk dance.</li> <li>• Plan how to use music elements for a film score.</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise and/or compose rhythms and melodies.</li> <li>• Describe or decide what instruments and musical markings to use when creating a piece of music.</li> <li>• Plan a 4-bar melody.</li> </ul>
3. Evaluate/Refine	<ul style="list-style-type: none"> <li>• Discuss what folk dance ideas worked well (or didn't).</li> <li>• Determine success of original composition.</li> <li>• Reflect on performance of student created composition and refine composition.</li> </ul>		<ul style="list-style-type: none"> <li>• Listen to a composition/improvisation of a classmate and provide feedback.</li> </ul>
Present	<ul style="list-style-type: none"> <li>• Perform student created folk dance.</li> <li>• Perform student created composition.</li> </ul>		<ul style="list-style-type: none"> <li>• Perform the student created composition for each other (or in concert)</li> </ul>

<b>Performing</b>		
4. Select	<ul style="list-style-type: none"> <li>• Students help choose appropriate repertoire within parameters.</li> </ul>	<ul style="list-style-type: none"> <li>• In your lesson/ensemble, students choose from among teacher provided selections, a composition for the class to prepare for performance.</li> <li>• Students review and select a piece of music for performance.</li> </ul>
Analyze	<ul style="list-style-type: none"> <li>• Read music notation</li> <li>• Students demonstrate knowledge of elements of music.</li> <li>• Analyze the form and chord progression of a pop song.</li> </ul>	<ul style="list-style-type: none"> <li>• Review musical concepts in the work</li> <li>• Review a new piece of music. What do you see?</li> <li>• Identify main melodies of composition, and discover the form.</li> </ul>
Interpret	<ul style="list-style-type: none"> <li>• Demonstrate expressive qualities through performance.</li> <li>• Perform with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and sing specific musical concepts.</li> <li>• Discuss composer's intent.</li> </ul>
5. Rehearse	<ul style="list-style-type: none"> <li>• Practice folk dance.</li> <li>• Rehearse composition.</li> <li>• Play singing games.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a practice plan to address performance challenges.</li> <li>• Rehearse in small groups or in ensembles</li> <li>• Play a passage three times, focus on specific improvement.</li> <li>• Goal oriented practice</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>• Use teacher guided feedback for improvement.</li> <li>• Use peer feedback on performance</li> </ul>	<ul style="list-style-type: none"> <li>• List criteria of a good performance and rate your performance.</li> <li>• Record rehearsal for student response.</li> </ul>
Refine	<ul style="list-style-type: none"> <li>• Practice for improvement based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an improvement plan, and determine effectiveness.</li> </ul>
6. Present	<ul style="list-style-type: none"> <li>• Perform dance, sing song, play instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Present etude, lesson assignment, or ensemble piece.</li> <li>• Informal scale presentation</li> <li>• Perform for evaluation festival.</li> </ul>

<b>Responding</b>		
7. Select	<ul style="list-style-type: none"> <li>• Listen to contrasting recordings of classical music.</li> <li>• Listen to contrasting recordings of folk songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to three performance recordings of repertoire to assist your selection.</li> <li>• Select recordings of two new works.</li> <li>• Listen to two YouTube performances of the same piece and select your favorite.</li> </ul>
Analyze	<ul style="list-style-type: none"> <li>• Compare and contrast folk songs from different cultures and countries.</li> <li>• Explain use of musical elements in a recording or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a passage from a solo, at first as intended by the composer. Perform the same passage again, but for a different context. Analyze/compare how the elements of music were manipulated in each setting.</li> <li>• Compare and contrast musical ideas of two pieces.</li> </ul>
8. Interpret	<ul style="list-style-type: none"> <li>• Listen to music and use content specific vocabulary to discuss musical choices, as well as your own interpretation of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the purpose or intent of the music.</li> <li>• Discuss why certain instruments/voices were used.</li> </ul>
9. Evaluate	<ul style="list-style-type: none"> <li>• Express which version you liked best, based on elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Did you like the performance, and why?</li> </ul>
<b>Connecting</b>		
10. Relate	<ul style="list-style-type: none"> <li>• Express which version you liked best, based on your musical interests.</li> <li>• Discuss how music is used for ceremony, culture and celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• How does music reflect your personal story?</li> <li>• Discuss how music influences the listeners' perspective?</li> <li>• Does this music remind you of anything?</li> </ul>
11. Interrelate	<ul style="list-style-type: none"> <li>• Compare a piece of music to an artwork from a particular time period.</li> <li>• How does a particular piece of music reflect events of particular era of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Relate historical cultural events with pieces performed.</li> <li>• How does this music reflect the story of the piece?</li> <li>• Investigate career opportunities in music.</li> </ul>