**Instructional Ideas**

**for**

***Process Components***

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|  |  **Classroom Music - Instructional Ideas - Performance Ensemble** |
|  **Create** |
| 1. Imagine | • Work with a partner to create simple rhythmic patterns with popsicle sticks.• Call and response singing (or playing)• Brainstorm ideas for folk dance.• Improvise melodic and rhythmic patterns. |  | • Using a phrase from an ensemble piece, improvise your own version (variation) of that melody.• Use special effects on instruments to illustrate a story. • Imagine a scene that music paints. |
| 2. Plan/Make | • Compose and notate a sound composition.• Share and practice ideas for student created folk dance.• Plan how to use music elements for a film score. |  | • Improvise and/or compose rhythms and melodies.• Describe or decide what instruments and musical markings to use when creating a piece of music.• Plan a 4-bar melody. |
| 3. Evaluate/Refine | • Discuss what folk dance ideas worked well (or didn’t).• Determine success of original composition.• Reflect on performance of student created composition and refine composition. |  | • Listen to a composition/improvisation of a classmate and provide feedback.  |
| Present | • Perform student created folk dance.• Perform student created composition. |  | • Perform the student created composition for each other (or in concert) |
|  **Perform** |
| 4. Select | • Students help choose appropriate repertoire within parameters. |  | • In your lesson/ensemble, students choose from among teacher provided selections, a composition for the class to prepare for performance.• Students review and select a piece of music for performance.  |
| Analyze | • Read music notation • Students demonstrate knowledge of elements of music.• Analyze the form and chord progression of a pop song.  |  | • Review musical concepts in the work• Review a new piece of music. What do you see?• Identify main melodies of composition, and discover the form. |
| Interpret | • Demonstrate expressive qualities through performance.• Perform with expression. |  | • Play and sing specific musical concepts.• Discuss composer’s intent. |
| 5. Rehearse | • Practice folk dance.• Rehearse composition.• Play singing games. |  | • Create a practice plan to address performance challenges.• Rehearse in small groups or in ensembles• Play a passage three times, focus on specific improvement.• Goal oriented practice |
| Evaluate | • Use teacher guided feedback for improvement.• Use peer feedback on performance |  | • List criteria of a good performance and rate your performance.• Record rehearsal for student response.  |
| Refine | • Practice for improvement based on feedback. |  | • Develop an improvement plan, and determine effectiveness. |
| 6. Present | • Perform dance, sing song, play instruments. |  | • Present etude, lesson assignment, or ensemble piece.• Informal scale presentation• Perform for evaluation festival. |
|  **Responding** |
| 7. Select | • Listen to contrasting recordings of classical music.• Listen to contrasting recordings of folk songs. |  | • Listen to three performance recordings of repertoire to assist your selection.• Select recordings of two new works.• Listen to two YouTube performances of the same piece and select your favorite. |
| Analyze | • Compare and contrast folk songs from different cultures and countries.• Explain use of musical elements in a recording or performance. |  | • 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.• Compare and contrast musical ideas of two pieces. |
| 8. Interpret | • Listen to music and use content specific vocabulary to discuss musical choices, as well as your own interpretation of the work. |  | • Identify the purpose or intent of the music.• Discuss why certain instruments/voices were used. |
| 9. Evaluate | • Express which version you liked best, based on elements of music. |  | • Did you like the performance, and why? |
| **Connect** |
| 10. Relate | • Express which version you liked best, based on your musical interests.• Discuss how music is used for ceremony, culture and celebration. |  | • How does music reflect your personal story?• Discuss how music influences the listeners’ perspective? • Does this music remind you of anything? |
| 11. Interrelate | • Compare a piece of music to an artwork from a particular time period. • How does a particular piece of music reflect events of particular era of history? |  | • Relate historical cultural events with pieces performed.• How does this music reflect the story of the piece?• Investigate career opportunities in music. |

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