Oregon Music Education Association
Mish Mash Bolder Dash—What Do I Do with this Class?

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INTRODUCTION:
With the increasing interest in the use of technology, in and outside of the classroom, many teachers are being challenged to attract and keep the attention of students. Not only is technology in our world to stay, but the styles of music that students choose to listen to and engage in are different.

Unlike many subject areas, music teachers have the ability to attract students, as long as we keep them actively involved and integrate some of their interests into the program.

Step I:

A. Although you are a music specialist, it is helpful to be acquainted with the General Education Curriculum Goals for each of the grade levels that you teach. In 1st grade, for example, students are learning to add and subtract. They are learning to read and write. Second grade students are being encouraged to be more independent: Tie their shoe; button and zip up their coats. Students are expected to master high frequency words by the end of the year. The list goes on and on.

Additionally, It is helpful for music teachers to know: What field trips will students take? What special book(s) will they read as a class? In second grade they are learn the difference between fiction and non-fiction. They learn to tell time. In 3rd and 4th grade, they are expected to write compositions and reports on specific topics of their choosing.

This information and more will assist the music specialist in captivating the attention and interest of the children.

B. Knowing the cultural backgrounds of students you teach is helpful. When choosing songs, rhythms, musicals and doing other projects, an understanding of the students is can make the musical experience much more rewarding.

Step 2:

A Teaching Recipe:

1. Begin with an introductory activity which may consist of a rhythmic activity, body percussion, moving, active listening, or playing an instrument.

2. After successfully completing an introductory activity, summarize what happened. Begin to quickly label where appropriate. This intro activity will serve as a precursor to the planned lesson.

3. Let students know what they can expect to learn from the lesson you will teach. This is the phase of the lesson where you clearly articulate the Music Standards, in a user-friendly way. Let students know how your expectations of them and how they will be involved?

4. Introduce/or review an activity that clearly exemplifies the concept to be taught. It may be listening. It may be singing a song etc. This phase of your lesson should involve active music making.

5. Upon completion of the activity, take 30 seconds to a minute for children to do a self-evaluation of what they've experienced.

6. Have students play an instrument—ukelele, keyboard, guitar, Barred Orff instrument, percussion/ drums etc.) Folk dance and other movement are also options. Allow time for planned improvisation and/or development of a musical concept. This/These activity should be designed to further reinforce #3.

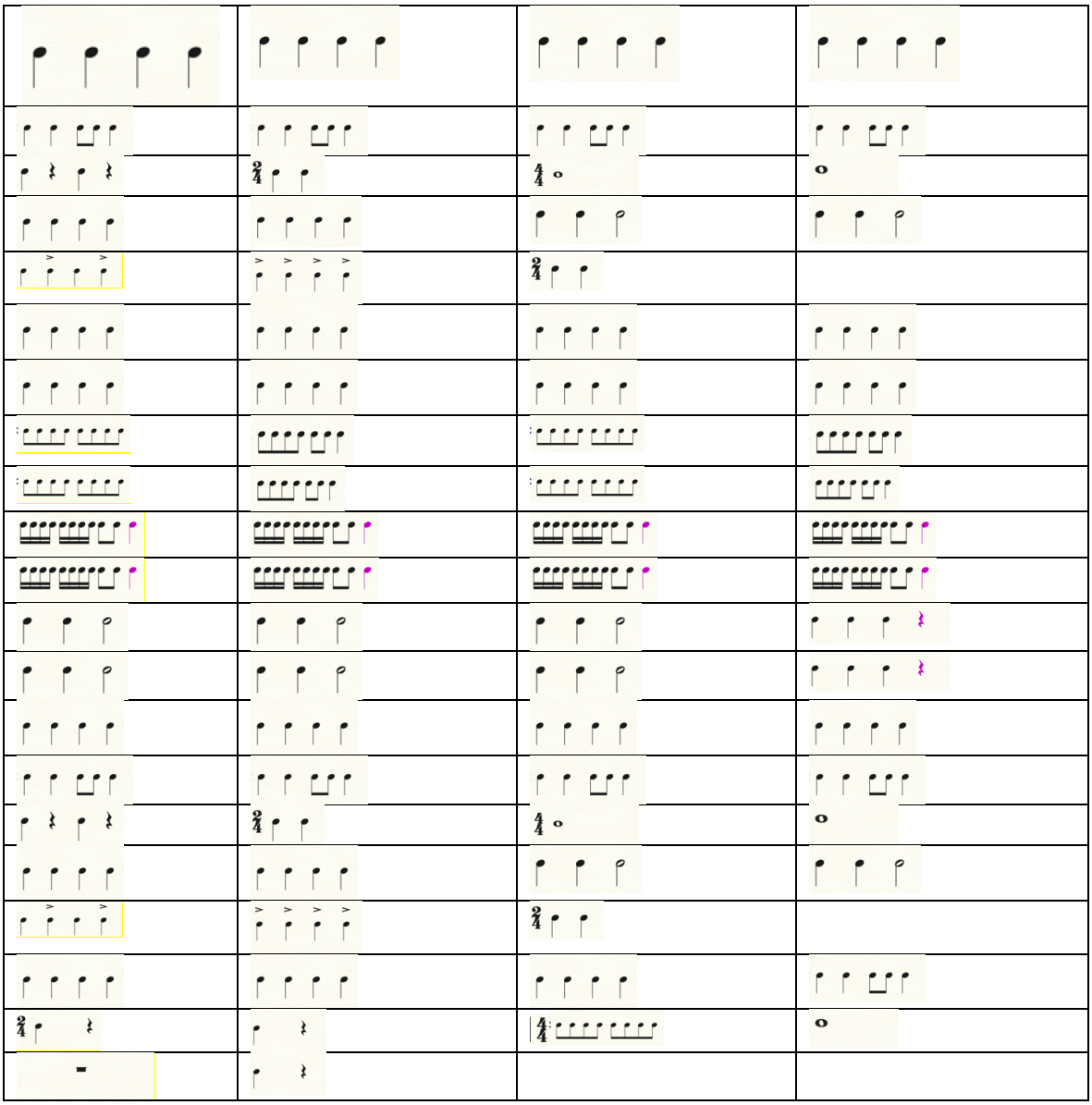
ATTENTION GETTING IDEAS:

Listening and Moving: AMERICA THE BEAUTIFUL (Sandstone Children's Choir)

Listening and Moving: Shake it Off by Taylor Swift (Rock)

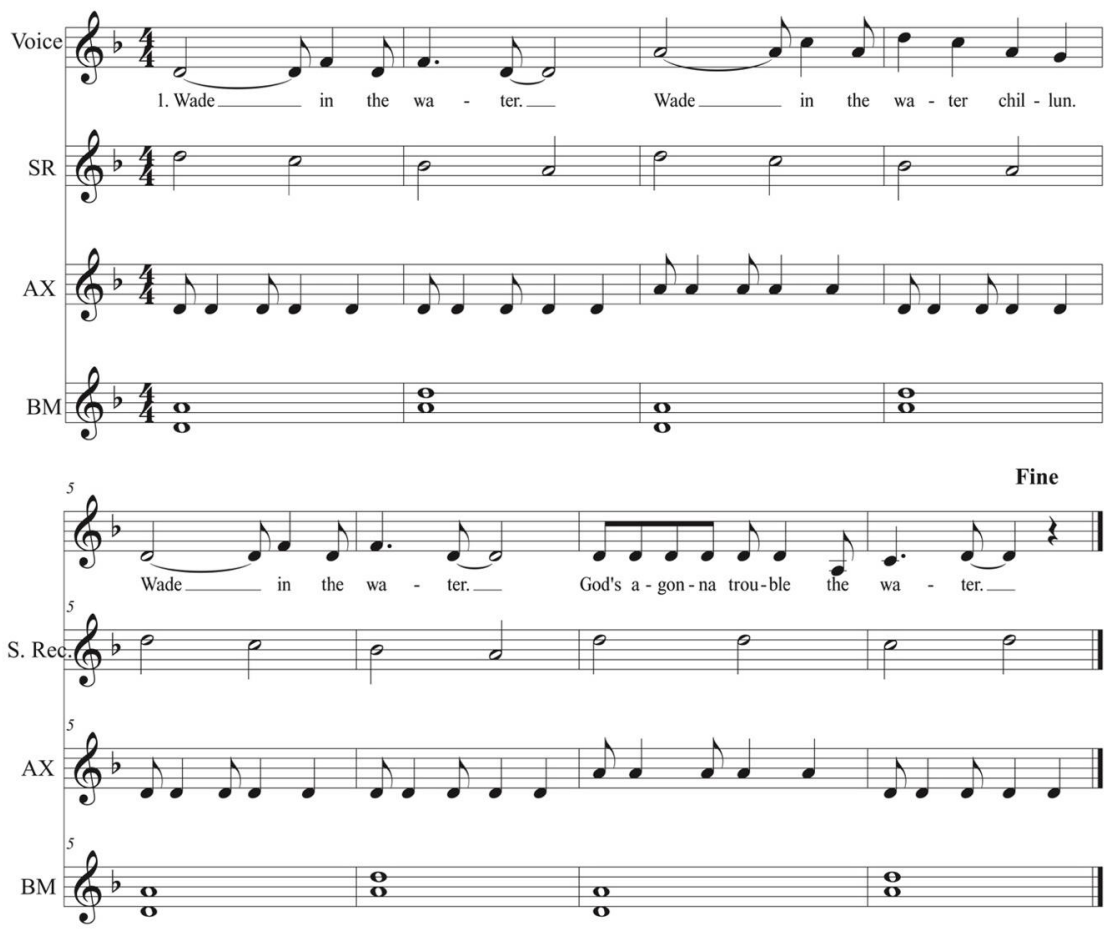
Listening and Moving: Welcome to New York (Rock)

Listening, moving, and playing to “A Fifth of Beethoven”: Play-a-Long

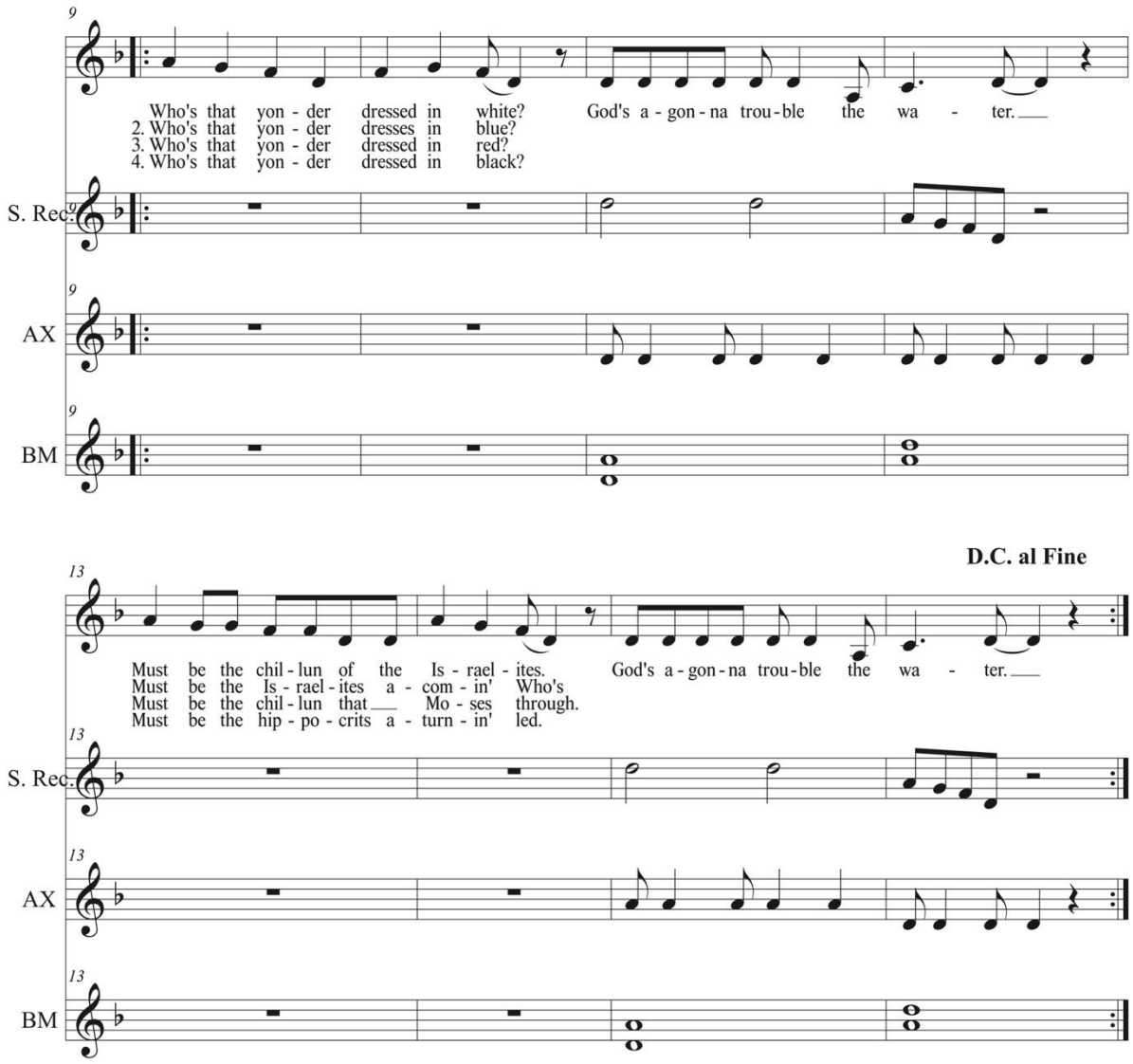


Wade in the Water

Traditional Spiritual

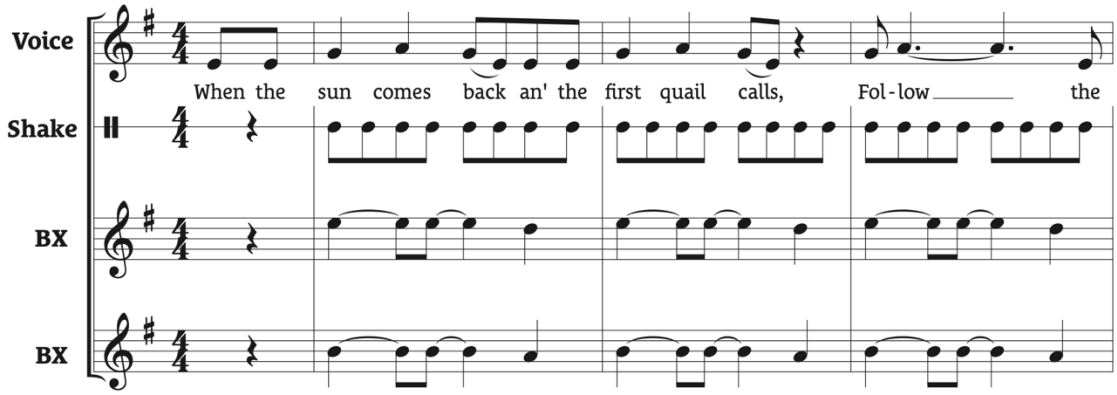


Wade in the Water

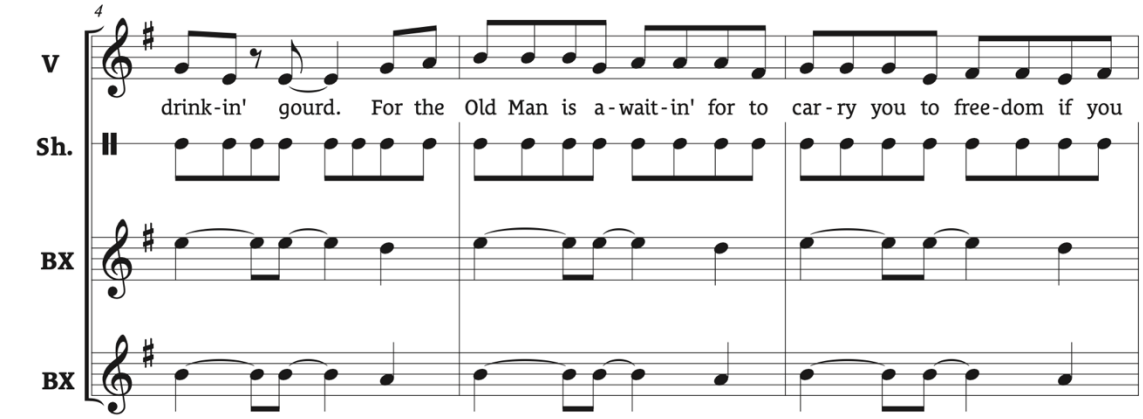


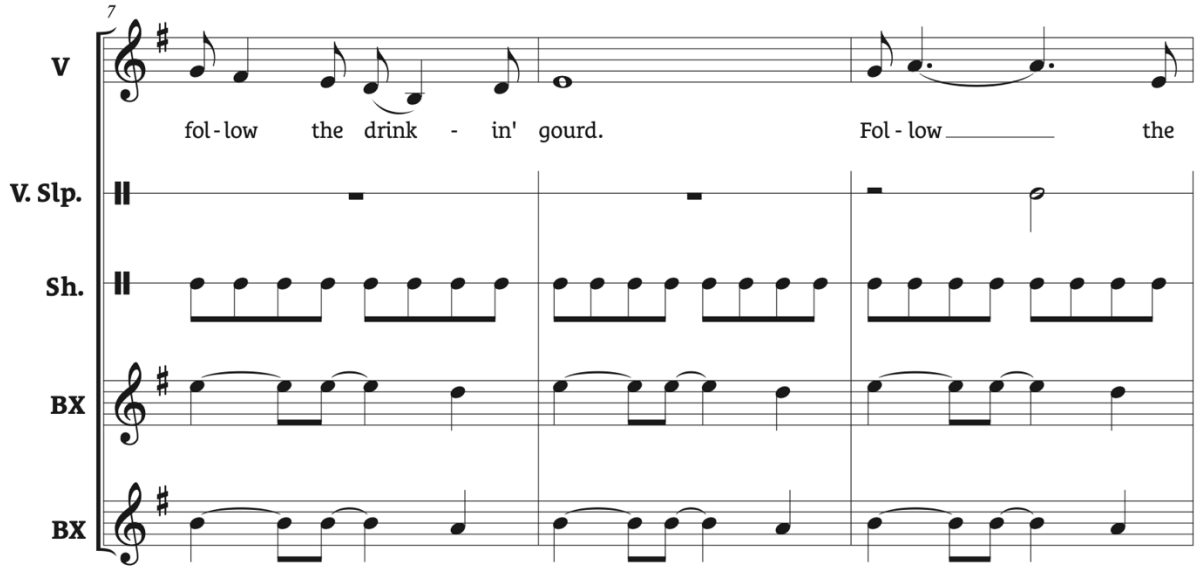
Follow the Drinkin' Gourd

African American Spiritual
Arr. by René Boyer



Follow the Drinkin' Gourd

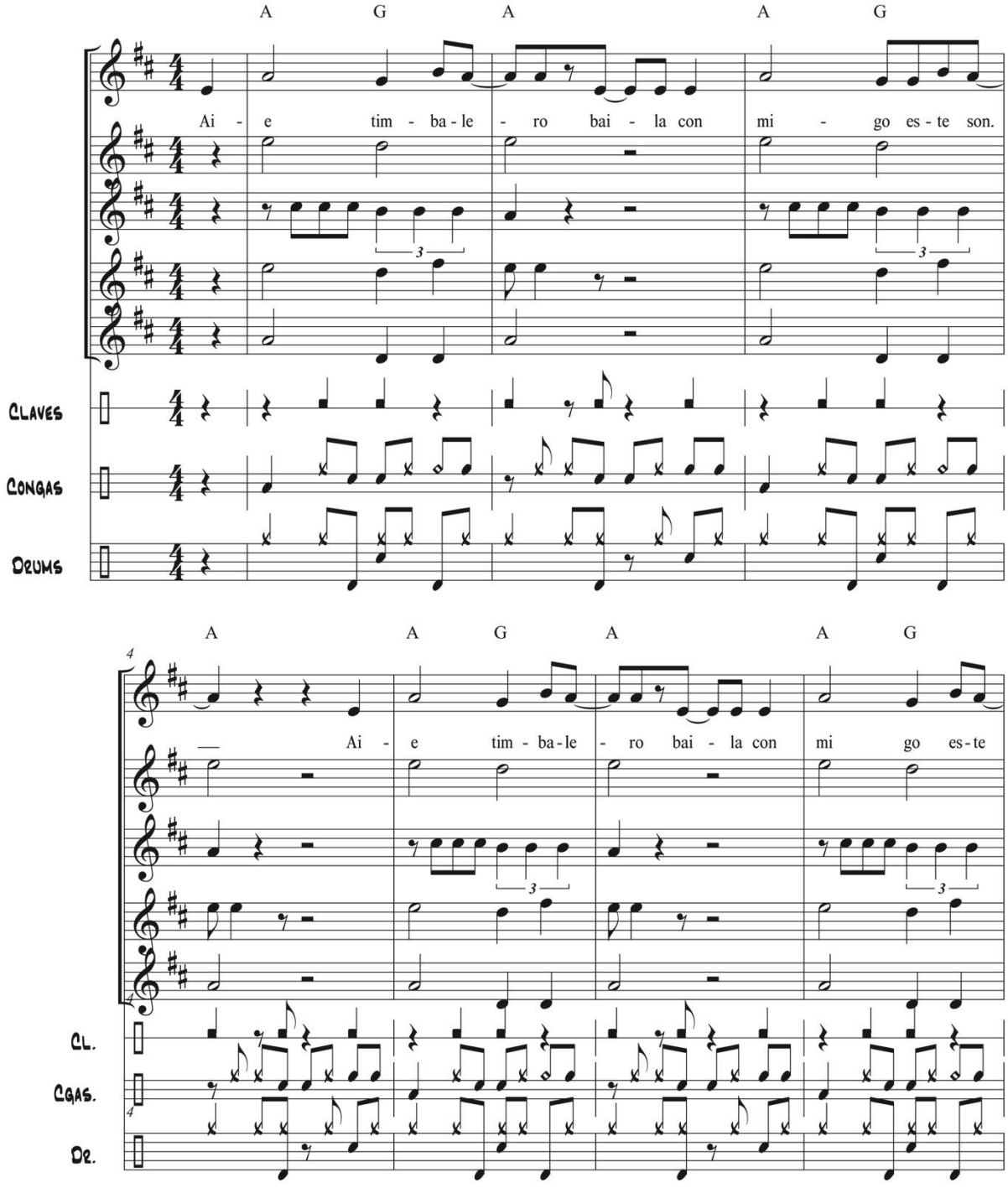


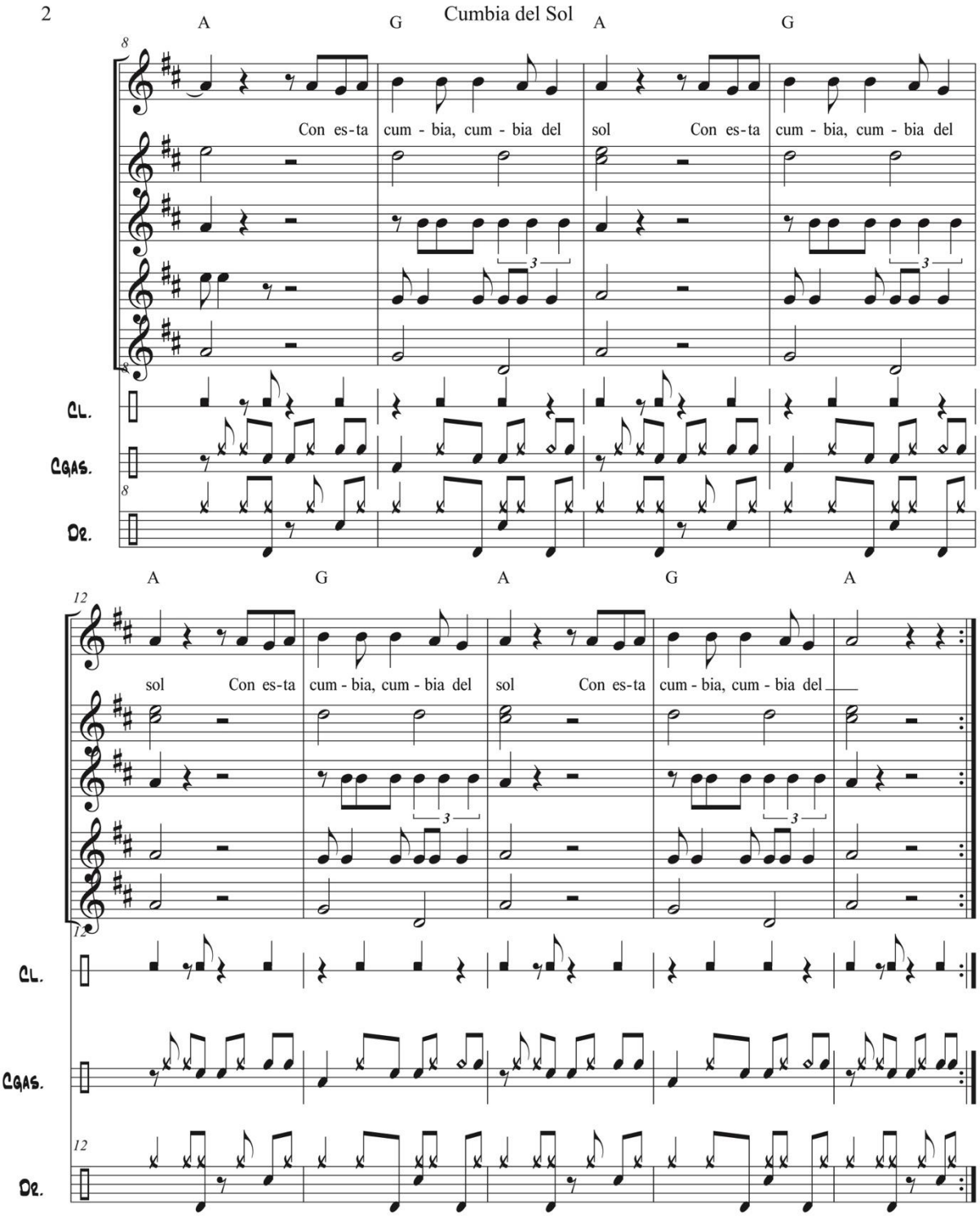


CUMBIA DEL SOL (Latin)

Cumbia del Sol

Columbian Dance

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