



IS Music 2018

Class 1

Benjamin Bolden

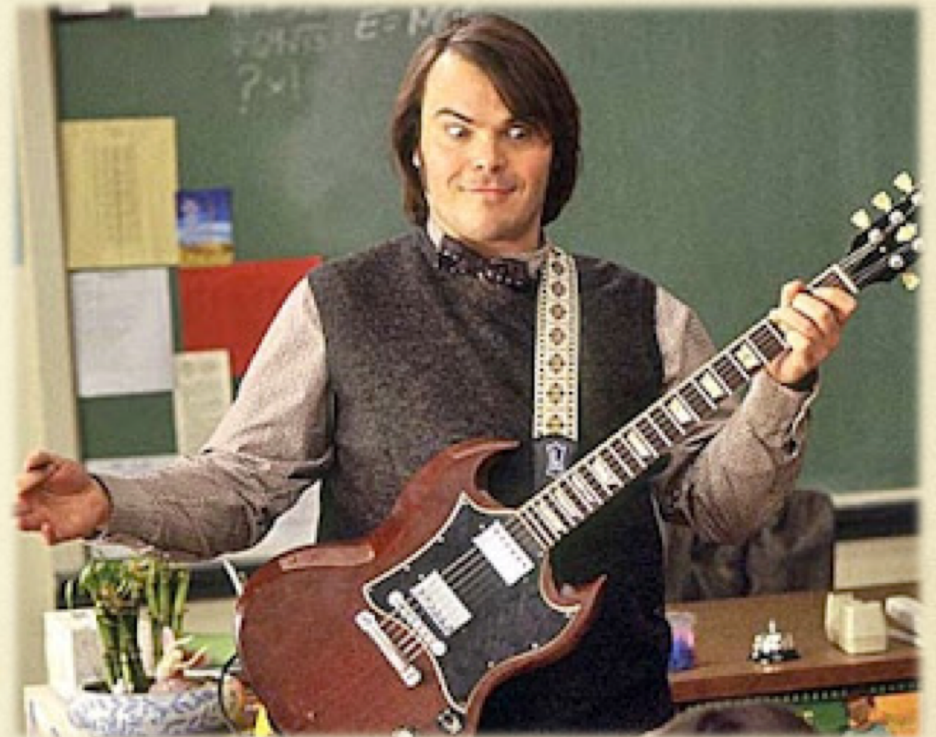
Course Aims

To help you develop...

- **personal** understandings of music teaching and learning
- **theoretical** understandings of music teaching and learning
- **practical** understandings of music teaching and learning
- **experiential** understandings of some diverse music learning and teaching possibilities

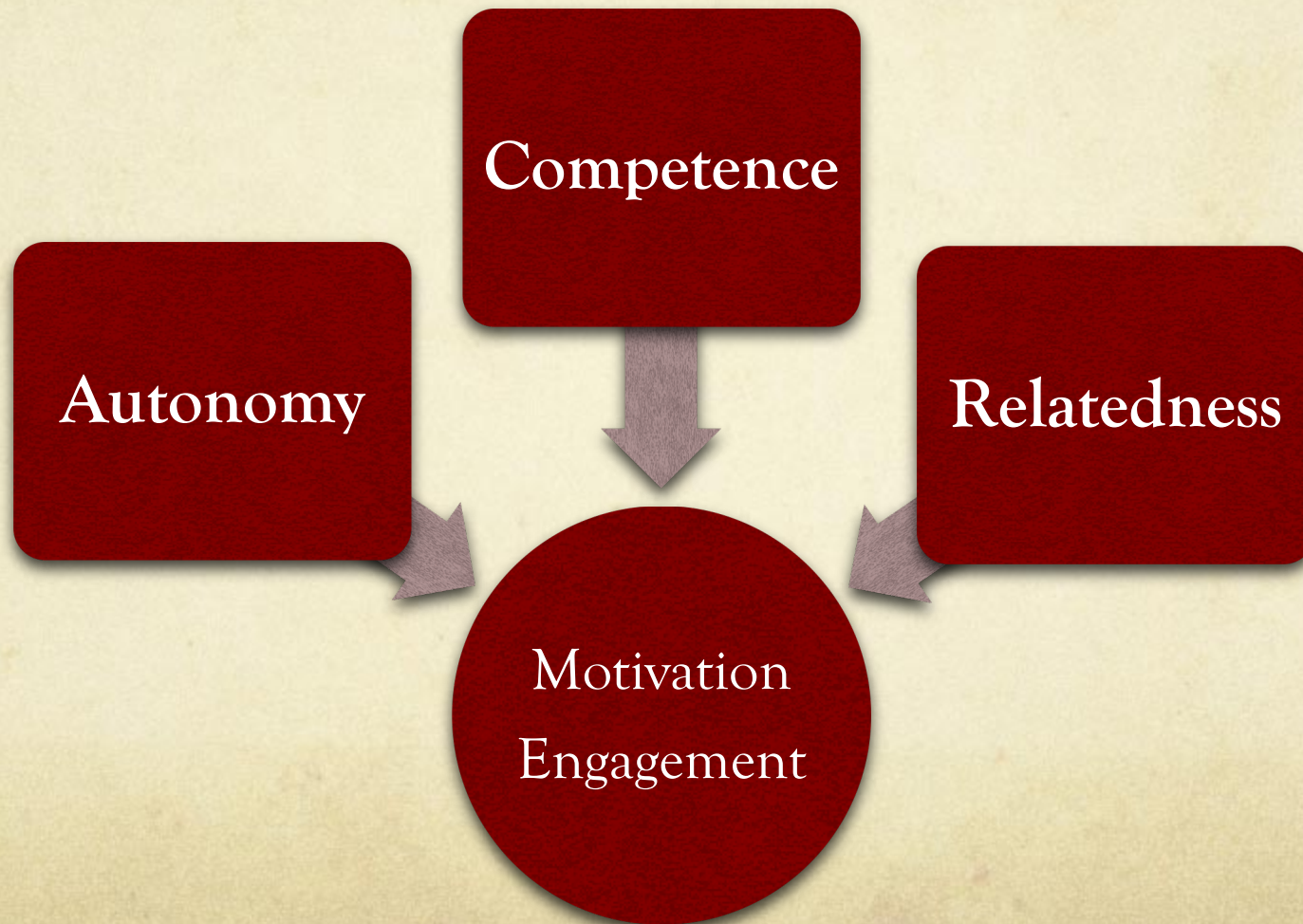
Personal Understandings

- Think of a meaningful music memory, from music class during school or elsewhere
- Find a partner and share your MMMs with each other
- In a class circle, introduce your partner and describe their MMM



Theoretical Understandings

Self-Determination Theory



○ **Autonomy**

○ *you have ownership and control over what you are doing*

○ **Competence**

○ *you can do what is expected of you—it is within your grasp*

○ **Relatedness**

○ *the activity connects you to other people*

Think about your meaningful music memories...did they provide you with a sense of *autonomy, competence, and/or relatedness*?
How???

Experiential Understandings

Experience a vocal rehearsal

Senwa dedenda senwa

Senwa dedenda senwa

Senwa dedenda senwa dedenda

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Practical Understandings

Planning a music rehearsal/lesson

- 1) Identify a music making experience you want to bring to students (*singing and moving*)
- 2) Choose repertoire (*something fun, upbeat, a bit challenging but not too much*)
- 3) Think about the end product you want (*singing in cannon, with movement*)
- 4) Identify suitable curriculum expectations (*Arts 9-10 curric doc pp102-108*)
- 5) Interpret curriculum expectations—translate into ‘learning goals’ that fit the material and what you want to accomplish musically
- 6) Write a step by step plan for the rehearsal, emphasizing things that would help achievement of the learning goals/curriculum expectations

Targeted Specific Curriculum Expectations (<i>grade nine music</i>)	Learning Goals <i>(my interpretation of the targeted expectations for the context of this lesson)</i>
A2.1 apply the elements of music and related concepts appropriately when interpreting and performing notated music	<ul style="list-style-type: none"> -sing repertoire with accurate pitch and intonation -sing maintaining a consistent tempo; -sing with tone colour [vocal production] appropriate to the repertoire (a full, supported sound)
B3.2 describe the development of their musical skills and knowledge, and identify the main areas they will focus on for improvement	<ul style="list-style-type: none"> -identify aspects of the performance that still need work -be able to suggest what they themselves, other individuals, or the group needs to improve

Course Outline

Home Work

- **before you leave:** Band Instrument sign-up
- **before next class:** email me a 100-200-word bio (something you might use if you conduct a piece for a concert at your practicum school and your AT asks for a bio for the program). *What are the most significant aspects of your musical life that provide a sense of who you are as a music educator?* See my example (benbolden.ca).
- **for Thursday (next class):** bring band insts
- **for next Tuesday:** buy text, read ch. 3, bring a hard copy reading response to submit in class