

Teaching the Michigan Music Standards in the Instrumental Classroom

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MI Standards, Benchmarks, & GLCEs

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- 5 Standards (1998)
- New benchmarks specified for K-8 & HS
- Practical strategies
- Teacher evaluation



Basic Principles

- Band & Orch ≠ General Music
- Standards Enhance Performance
- Perform w/ understanding
 - Theory/Analysis
 - History/Context
 - Creativity/Flexibility
- Intentional
- Which Benchmarks? What depth? Just in band/orch?
- Good Faith Effort



1. Apply skills and Knowledge to Perform in the Arts

- Sight (Notation) Reading
 - Progressive notation specified
 - Aligned to method bk. sequence
 - Continue w/ method book
 - All instruments develop evenly
- Large & Small Groups; solo
 - Required solo/ensemble festival
 - MSBOA or w/i local district
 - Brass/Woodwind choir or Percussion Ensemble
- “Increasingly Large & Diverse Repertoire”



Diverse Repertoire

- How Diverse??
 - Connections facilitate teaching standards
 - Quality vs. relevance & authenticity
 - [Budiansky quote]
- Four Categories**
- Significant composer
 - Transcriptions
 - International Music Score Library Project
 - http://imslp.org/wiki/Main_Page
 - Band Music PDF Library
 - <http://www.bandmusicpdf.org/>
 - World Music
 - Popular styles



Research (2005)

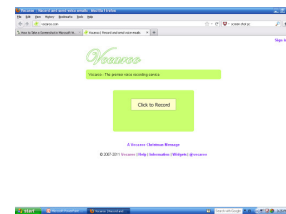
- “Middle School Band Contest Repertoire in Northern Illinois: Analysis and Recommendations”
- 10 IGSM district band contests in 2003
- 46% of the repertoire composed/arr. by 10 individuals
- 10% by Swearingen
- 28% published by Barnhouse
- 8% Historical Transcriptions/Arr.
- 1.6% - World Music
- 1% Female or Minority Composers

2. Apply Skills & Knowledge to Create in the Arts

- Enhance understanding of repertoire
- Everyone at younger grades; opportunities at older grades
- Composition for Elem/MS
 - Form of assessment
 - Method book exercises
 - Teach transposition (rewrite melody for your instrument; different clefs for concert pitch inst.)
 - Specify parameters
 - Play what they write
 - Create an audience (<http://vocaroo.com/>)

Vocaroo.com

- Very Easy & Free!
- Make sure mic works
- Click to record
- Playback
- Email link
 - <http://vocaroo.com/?media=Adt5Bt1DVCtupic>
- Experiment w/ placement
- Consider sending to parents or posting on band website



Arrange



- Chorales [see examples]
 - Newell - *Bach & Before* (band & strings)
 - Hash – Chorales for Band (free on web site)
 - Bach/Lake – *Sixteen Chorales* (HS+)
- Scored consistently SATB
- Choose chorales that students can play at sight
- Students decide:
 - Orchestration (*Bach & Before* provides SATB to all)
 - Tempo, dynamics, phrasing, & style
 - Arrange as a whole group, section, quartets
- Create a “Chorale Suite” arranged by students for a concert selection

One Size Fits All Band Books

<http://osfabb.com/index.html>

- **Free** band music (gr. .5 – 2.5)
- Melody, harmony, bass line w/ opt. percussion
- Solo, duet, trio, bells/percussion, full band
- Everyone has melody & accomp.
- Students have access to their own parts or any of the titles online
- Students arrange



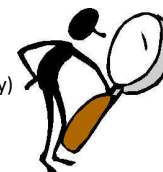
Improvisation



- | Aleatoric | Jazz/Popular Styles |
|--|---|
| <ul style="list-style-type: none"> • Band <ul style="list-style-type: none"> – <i>Clouds</i> - McGinty – <i>Old Churches</i> – Colgrass – <i>Streets & Inroads</i> – Broegee [see handout] – <i>Epinicion</i> – Paulson • String Orchestra <ul style="list-style-type: none"> – <i>Amadare</i> (Raindrops) - Keiko Yamada – <i>Le Divin Enfant</i> - Meyer | <ul style="list-style-type: none"> • Alfred/Belwin Jazz Ensemble Series [handout] <ul style="list-style-type: none"> – 3 levels • Essential Elements Jazz <ul style="list-style-type: none"> – Grade 2 – Both series have opt. parts for non-trad. inst. • (Heritage) Jazz Basics for Strings • (Kendor) Jazz Classics for Strings (medium dif.) |

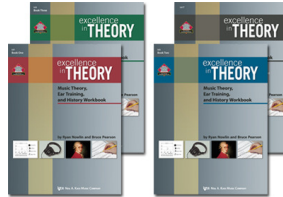
3. Analyze, Describe, & Evaluate Works of Art

- Terminology [ART.M.III.X.1]
- Formal Analysis [see handout]
 - *The Thunderer* - Sousa
 - “Spring” from *The Four Seasons* – Vivaldi
- Self & Peer Evaluation
 - Have students develop criteria
 - What is a good performance?
 - Festival Rubrics/Forms (use a variety)
 - What could you/we/they do better?
 - “Complement, Criticize, Correct”



Excellence in Theory or Standard of Excellence Music Theory & History Workbooks

- Kjos - publisher
- 3 volumes
- Includes theory, ear training, history
- Take MS & HS to complete 3 volumes
- Students work on lessons during down time in rehearsal
- Establish grade level expectations and written exam



4. Understand, analyze, and describe the arts in their historical and cultural contexts

- Context
 - Who? (composer background)
 - Info sheets & quizzes
 - Pictures (Google Images)
 - When? (time period)
 - Defining compositional characteristics
 - Compare w/ other time periods
 - Where?
 - Show on a map
 - Why? (purpose)
- Western & Non-Western



Smithsonian Folkways

<http://www.folkways.si.edu/index.aspx>

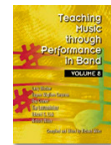
- Nonprofit record label of the Smithsonian Institution
- Recordings, Videos, Lesson Resources
- Folk, Non-Western, Classical, Jazz
- Much of it is free
- Mp3 recordings
 - Individual tracks = .99
 - Albums = \$9.99



Comprehensive Musicianship Through Performance

<http://www.wmea.com/index.php?module=cms&page=75>

- Wisconsin in 1977 - promote performance with understanding.
- Primary goal = develop understanding and competency of all areas of music through the integration of performing, creating/composing, conducting, listening to, and discussing music.
- Understanding = Better performances & well rounded musicians.
- *Teaching Music through Performance* series



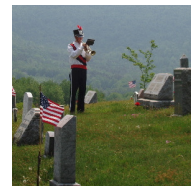
CMP Plan



- Selection Rationale
- Detailed Analysis
 - Composer Background
 - Compositional Background
 - Analyses & Description of musical elements
 - Objectives/Outcomes
 - Skills, Knowledge, Affective
 - Teaching strategies
 - Assessments
- Every Piece?

5. Recognize, analyze, & describe connections among the arts; b/w the arts and other disciplines; b/w the arts and everyday life

- Curriculum integration
- Social studies & music
 - What are students studying?
 - Are their musical connections?
- Write program notes
- Design program cover
- Create PPT to accompany selections
- Perform for the community



Substitute Teacher Lessons

- Video on composer or music related topic
 - Provide graded handout
 - *Arts in Every Classroom – Exploring the World of Music*
 - <http://www.learner.org/resources/series105.html>
 - 12 videos HS or above
 - Purchase for download or streaming video for free
- Watch video or listen to recording of your group or ensemble from another school
 - Listen multiple times
 - Turn in completed forms for a grade [?]
 - Discuss after forms are completed

Conclusion

- pmh3@calvin.edu
- www.pmhmusic.weebly.com
- Teacher Evaluation Presentation – 10:00am-10:45am **HERE!** (Haldane - 3rd Floor)

