

Tune In - To make or become aware of or responsive to...

Consider...

- * Why do we religiously watch/listen to our favorite T.V./radio shows every week?
- * Why would we be inspired to read books in one setting?
- * Why do we flinch or jump or are startled during intense movies?
- * Why don't your children hear you screaming when they are playing their video games?

Attention Networks

- * the alerting network, which enables the brain to achieve and maintain an alert state;
- * the orienting network, which keeps the brain attuned to external events in our environment;
- * **the executive attention network, which helps us control our emotions and choose among conflicting thoughts in order to focus on goals over long periods of time.**

Planning: Teacher Focused

Motto – Goal of program

- a. Why should students be in choir?
- b. Why should your school have a choral program?

How does literature support that?

- a. Variety (language, style, era)
- b. Rotation of literature (pros, cons)

How do you want your students to be after they leave your choir program?

What would you like them to know about music?

- a. Why is this important?

Process: Student Focused

“When human beings attend, perceive, and remember, they learn.”

Micromanagement Issues

1. Can be tyrannical
2. Shuts down student engagement in music making
3. No Community in the classroom (unity)
4. Most importantly: Attention narrows as cognitive load increases

Alternatives

1. Audiation
2. Translation
3. Conducting for comprehension
4. SHMRF

Focus Student Listening

1. Sound (timbre, texture, dynamics, articulation)
2. Harmony (tonality, harmonic progression, modulation, harmonic rhythm, cadence structure)

3. Melody (range, tessitura, melodic motion, melodic shape, patterns of repetition, text setting, text painting)
4. Rhythm (beat, tempo, meter, rhythmic patterns)
5. Form (organization of music, construction of phrases)

Some things to think about...

- Students only have so much attention to give at during any given period. Don't spend it all in one place (piece). Budget it wisely!
- Simply exposing students to the arts is not the most successful method of education. Moving your students from OBSERVER to PRACTICIONER will yield better musicians and musical experiences in your program.

Presentation: Parent/Audience Focused

QR codes – Quick Response Code (Redline App)

Advocacy



How it works:

<http://miniqr.com>

Product details - fundraisers

Contact details

Event details (concerts/competitions/solo & ensemble/trips/permission slips)

Links to practice tracks/youtube videos for reference/program notes

<http://www.ustream.tv/music>

The Sing-a-long:

Use songs they may know: Contemporary arrangements/ contemporary a cappella songs (a la The Sing Off) ex: The Lion Sleeps Tonight

Don't start out with the audience singing right away. Wait until about the middle of the song (the chorus)

Use up-tempo songs

Conduct them! Put students in the audience.

Don't make them do too much (it could get old, quickly)

Which one are you? Leaders vs. Managers

MORE INFORMATION:

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