**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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