

Instructional Ideas for *Process Components*

	Classroom Music	- Instructional Ideas -	Performance Ensemble
Create			
1. Imagine	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Listen to a composition/improvisation of a classmate and provide feedback.
Present	<ul style="list-style-type: none"> • Perform student created folk dance. • Perform student created composition. 		<ul style="list-style-type: none"> • Perform the student created composition for each other (or in concert)

Perform		
4. Select	<ul style="list-style-type: none"> • Students help choose appropriate repertoire within parameters. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Read music notation • Students demonstrate knowledge of elements of music. • Analyze the form and chord progression of a pop song. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrate expressive qualities through performance. • Perform with expression. 	<ul style="list-style-type: none"> • Play and sing specific musical concepts. • Discuss composer's intent.
5. Rehearse	<ul style="list-style-type: none"> • Practice folk dance. • Rehearse composition. • Play singing games. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use teacher guided feedback for improvement. • Use peer feedback on performance 	<ul style="list-style-type: none"> • List criteria of a good performance and rate your performance. • Record rehearsal for student response.
Refine	<ul style="list-style-type: none"> • Practice for improvement based on feedback. 	<ul style="list-style-type: none"> • Develop an improvement plan, and determine effectiveness.
6. Present	<ul style="list-style-type: none"> • Perform dance, sing song, play instruments. 	<ul style="list-style-type: none"> • Present etude, lesson assignment, or ensemble piece. • Informal scale presentation • Perform for evaluation festival.

Responding		
7. Select	<ul style="list-style-type: none"> • Listen to contrasting recordings of classical music. • Listen to contrasting recordings of folk songs. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Compare and contrast folk songs from different cultures and countries. • Explain use of musical elements in a recording or performance. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Listen to music and use content specific vocabulary to discuss musical choices, as well as your own interpretation of the work. 	<ul style="list-style-type: none"> • Identify the purpose or intent of the music. • Discuss why certain instruments/voices were used.
9. Evaluate	<ul style="list-style-type: none"> • Express which version you liked best, based on elements of music. 	<ul style="list-style-type: none"> • Did you like the performance, and why?
Connect		
10. Relate	<ul style="list-style-type: none"> • Express which version you liked best, based on your musical interests. • Discuss how music is used for ceremony, culture and celebration. 	<ul style="list-style-type: none"> • How does music reflect your personal story? • Discuss how music influences the listeners' perspective? • Does this music remind you of anything?
11. Interrelate	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Relate historical cultural events with pieces performed. • How does this music reflect the story of the piece? • Investigate career opportunities in music.