

S.O.S.
Sequencing, Organizing and Using Standards
in the Jr. High Orchestra Classroom

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NOTE: All items discussed will be on a free CD or disk to take with you today.

BEGINNING OF THE YEAR CHECKLIST

- instrument storage
- beginning of the year checklists
- grading procedures
- student information sheet
- supplies checklist
- tape test guidelines
- outstanding orchestra student
- handbook-standards, musical opportunities in and out of the classroom, supplies needed, grading system, instrument maintenance, practicing, Tri-M and concert leader

TEACHER MANAGEMENT FORMS

- curriculum documentation form
- daily drill log
- sequencing form
- substitute teacher information
- daily change of pace ideas
- lesson plan sample
- strategies for teaching with the standards form
- composition detail inventory - for the conductor
- student needs checklist for contests
- word bank form

WHAT TO INCLUDE IN YOUR LESSON PLAN BOOK

- class lists
- lesson plans
- school attendance policies and procedures
- tuning procedures
- syllabus
- special lists of students with medical/special needs
- names of students in each section who can be trusted to assist with class
- quick assessment lists with students' names in alphabetical order for keeping track of who has returned forms, assignments, payments etc. or specific criteria such as materials, attendance, and behavior
- emergency plans for lock-downs, tornado, fire, evacuation etc.
- instrument and music storage charts

WHAT TO INCLUDE IN YOUR SUB FOLDER

- names of principals and their phone numbers
- names of other teachers in your music department
- your schedule - what times, what students, what rooms
- where to find emergency plan information
- where to find method books and large group materials
- attendance policies and procedures
- responsible students in each class
- supervision duties -where, how long, rules
- other _____

SUB REPORT

Develop a form that the sub can use quickly to report what was covered while you were gone from the classroom. Include these items:

- class period
- students absent
- behavior problems
- material covered - you may list concepts you usually cover and the sub can quickly circle the areas worked on such as: tempo, dynamics, intonation, rhythm, articulation etc.
- assignments given/due date
- students' cooperation level - circle high/medium/low
- other _____

ASSESSMENTS

- posture and position assessment checklist
- individual progress of an individual student in a group setting- attendance, materials, attitude, preparation
- improvisation assessment rubric - 2-4 beats rhythmic call & response, 2-4 beats individual rhythmic improvisation, 2-4 beats melodic call & response, and 2-4 beats individual melodic improvisation
- individual rhythmic assessment rubric - count and clap rhythms, playing rhythms, and labeling rhythms - semester check
- rhythm reading check in the classroom - clap/play/write
- sequence of tuning procedure rubric by steps - pitch is in or out of tune; pitch is higher, lower or the same; tuning with fine tuners; tuning with pegs
- sight-reading assessment rubric - time and key signatures, tempo, accidentals, rhythm, and signs
- subjective evaluation for listening checklist - appropriate terminology, good sentence & paragraph structure, accurate English and Italian spelling, answers questions appropriately and includes detail and explanations to support answer
- subjective evaluation for listening checklist in a group setting
- music performance evaluation rubric - long and short forms - tone, intonation, rhythm, articulation, dynamics, positions, vibrato, and ensemble
- quarterly self-evaluation - compare from quarter to quarter
- solo and ensemble performance rubric - have a person in the community come in and evaluate or adjudicate performances
- outstanding orchestra student point system

SEQUENCING METHOD BOOKS FOR CLASS SYLLABUS

Take all of the method books that would be appropriate for use at each grade level and sequence them according to the following:

- key signature
- note introduction and range
- intervals used
- rhythms
- style
- technique - articulations, positions etc.
- eras or composers

This gives the students time to work on particular key signatures for a longer length of time to familiarize finger patterns. Start with easier rhythms and work toward harder rhythms. You can add new concepts such as shifting while still working on familiar things such as key signatures and rhythms. Play music from different composers within certain keys for variety.

Make a checklist by section to check off once that class has learned a piece, exercise or concept to help you keep track of where each class is.

ORGANIZING CLASS TIME

- 2 minutes to get instrument and music organized at the beginning of class and 2 minutes at the end of class to put things away - stick to this and have students help you with the time when you can't see the clock or don't notice it is time to put things away
- have the order of music or exercises listed on the board each day
- tune
- warm-ups - scales, vibrato exercises, etudes, canons, rhythm drills, improvisation etc.
- play a familiar piece or exercise straight through
- introduce a new piece or exercise or do extensive practice on difficult sections of a piece
- end with something familiar, already learned, their favorite piece or go straight through the section of the piece you just drilled to get a feel of continuity
- keep the pace of the class moving ahead and if you sense that students are disengaging themselves, switch to another activity
- don't be afraid to have expectations or work hard for at least the middle section of the class period - they like to be pushed and feel good when they accomplish something

WAYS TO VARY PRACTICE - SMALL GROUP INSTRUCTION

- students each play a measure, line or phrase moving from one student to another without pausing
- students each play a specific note of a piece - one on D, one on E etc.
- teacher plays a measure and students identify it
- teacher plays a measure, phrase or line and the students echo it back
- stand up when you hear the "A section" of an ABA form piece

- improvise an ending to a piece
- sing the piece with solfege
- divide the students into A and B groups - the A group plays the first measure, the B group plays the second measure, alternating measures throughout the piece. Divide the groups by beats or rhythms for variety
- one half of the groups plays a measure and the other half of the room echos the measure to check for intonation accuracy
- stand up every time you play a specific note such as a new note or an accidental or a note in the key signature
- count how many times a new note appears in a piece
- alternate standing up and sitting down every time the dynamics change
- decide on an action for each type of rhythm you have in a piece and do that action while counting aloud - example: quarter note=clap
- add slurs to exercises with sets of 4 eighth notes - 2 notes to a slur, 4 notes to a slur etc.

WAYS TO MAKE YOUR CLASS INTERESTING WHILE PRACTICING CONCEPTS

- sort students for ensembles or project groups - hand out cards with different musical symbols, terms, dynamic markings, musical eras etc. and have students mingle and match the card to other students to form a group
- teach rhythmic dictation by using popsicle sticks and pennies - students place a stick down for each note heard the first time the example is played; the second time the example is played, place sticks across the groups for beams; and for dotted notes use pennies
- play a scale with rhythm cards - hold up the first card of your set for students to play on the first tone, switch to the second card while they finish the first card; play the second card on the second tone etc.
- flash card sets for terms and symbols - practice individually with the answer on the back of the card, practice with a partner or take a test from the same set of cards
- teach finger charts with a blank finger chart and small round plastic disks with the letters of each finger space on them

CONCERT IDEAS

- Standard 9 - A Taste of Music Concert - perform music from other cultures, enlist the help of foreign students for decorations (country flags, artifacts etc.) and bring food from different countries to have as a pre-concert hors d'oeuvres party
- Standard 9 - Music in Our Schools Month Concert - perform music by composers who were born in March along with a Power Point presentation of pictures of the composers and a few facts about the era and composer shown during each piece
- Standard 8 - Academy Award Concert - perform movie themes, pre-concert reception with red carpet, limo rides, gold painted academy award statues, Power Point presentation of the movies or movie posters and academy award ceremonies, and a Walk of Fame with a student's name on each star

TEACHING TO THE STANDARDS

- Standard 4 - Students composing and arranging music with specified guidelines - make a simple chart of notes found on each instrument. Provide several empty measures with a chord structure provided and let the students compose a melody only with tones found in those chords. The melody from the chord tones will go in the top line and the chord will go in the bottom line.
- Standard 4 - take simple melodies from folk tunes and provide the chord structure for them. Let them arrange it in quartet form but explain to them about filling out chord tones vertically in all voices, rules about keeping tones the same or close together in each part and let them add passing tones. Look at the rhythmic structure and see if you can add some rhythmic variety to parts.
- Standard 7 - Students Evaluating Music and Music Performance - using the rubric given previously under assessment, evaluate a live performance of a soloist, ensemble or orchestra; videotaped performance of the students' own group; critique solo and ensemble preparation; have students give feedback to each other before a playing test; or have a section leader fill this out about the section players' performance.

- Standard 9 - Students understanding music in relation to history and culture. Look at websites:

<http://www.nhmccd.cc.tx.us/contracts/lrc/kc/music-1.html>

<http://www.nhmccd.edu/contracts/lrc/kc/music-2.html>

<http://www.nhmccd.edu/contracts/lrc/kc/music-3.html>

<http://www.nhmccd.edu/lrc/kc/decades.html>

These sites contains facts about music before the 1900s, 1900-1950 and by decade art and architecture, books and literature, fads and fashions, education, historical events and technology.

WEB SITES

There is a whole list on the CD or disk, but here are a couple of favorites"

- <http://trackstar.hprtec.org> From the home page, choose "Find a Track". Next, select "By Key Word". In "Key Word", type music and select a level. You will find 700+ music theme ideas and they are great for working with areas of the standards that you may struggle with.
- <http://www.essentialsofmusic.com> This site has eras, composers, glossary, and audio examples
- <http://quiz.4teachers.org> make your own quizzes
- <http://pblchecklist.4teachers.org> multimedia presentation checklists
- <http://rubistar.4teachers.org> make your own rubrics
- <http://assignaday.4teachers.org> make your own on line assignment/concert calendar

Topics included on these web sites:

music injuries

playing tips

resources

theory

mentoring

professional organizations

music history

advocacy

instrument making

bulletin boards

music organizations

music publishers

world of music

brain research

Kennedy Center

partnerships

how to purchase an instrument