

# USING TECHNOLOGY TO IMPROVE LEARNING & ENGAGEMENT IN MUSIC

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**Abstract:** Technology is a huge force in today's society, particularly for our digital-native students. Technology can be used to enhance and support traditional strategies used in performance-based classes. Formative and summative assessment in the instrumental setting using SmartMusic assessments, Coach's Eye, and others will be described in this session, with practical applications for use. Principles from the "flipped-class approach" will be shared to help maximize instructional time in lessons and rehearsals and to reinforce material outside of class. Technology provides the means for collaboration outside of class, extension of learning, and differentiation of instruction, even for high-achievers, and is part of our students' lives every day. If we want students to truly become lifelong learners, we need to get into technology and help them learn ways to determine how to bring performance of an instrument that has been around since long before "technology" with the technology that can help them grow in mastery and discovery on the instruments. Detailed step-by-step instructions will be available for attendees at the session.

**Objectives:** As a result of this presentation, participants should be able to:

- use technology for formative and summative assessment in the instrumental setting.
  - use the flipped-class approach to efficiently distribute certain types of educational content.
  - use technology to promote student learning outside of class as an extension of learning and as an opportunity for collaborative learning.
  - use technology as an incentive for learning and to differentiate instruction particularly for high-achievers.
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## Brief Presentation Outline

### Formative and Summative Assessment

- SmartMusic – [www.smartmusic.com](http://www.smartmusic.com)
- Coach's Eye – [www.coachseye.com](http://www.coachseye.com)
- Socrative – [www.socrative.com](http://www.socrative.com) (room code **f5cdd0f7** for today)

### Flipped-Class Approach

- PowerPoint and iSpring Free
- VoiceThread – [www.voicethread.com](http://www.voicethread.com)

### Extensions & Collaborating

- MadPadHD –
- SoundCloud – [www.soundcloud.com](http://www.soundcloud.com)

### Incentives & Differentiation

- Kahoot – <https://getkahoot.com/>
- My Note Games – [www.mynotegames.com](http://www.mynotegames.com)

## **SmartMusic → Focus: Sight-Reading Assessments**

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### **TO ASSIGN SIGHT-READING ASSESSMENTS:**

- Open SmartMusic and click on “Sight Reading” under “My Library” on left side of screen.
- Select a level in accordance with the level of difficulty you wish to assess by double-clicking on that link.
- Double-click on an exercise to see it.
- Decide how much time you want the students to have to look at the exercise before playing it. Note that you have to decide this before you reveal the exercise. To do that, click on the arrow to the right of “Sight-Reading” and select the time you want from the drop-down menu.
- Adjust the tempo and how the clicks should occur (on downbeats, during count-off, etc.).
- What is strange is that you have to pretend you are going to actually sight-read it to see what the exercise actually looks like, so click on “Start Take,” which lets the exercise appear, and then “Stop Take,” which allows you to get to the options to assign the exercise. To avoid that, go to Controls → Sight-Reading Options → Open with Music (but you would not want that on your computer that students use or they will see the music before they sight-read it).
- Click on “Assignment” and then make adjustments to the assignment to suit the way you want to assess your students.
  - Give instructions
  - Select how many points for auto-scoring (notes and rhythms) and for the recording (hand-scored). Note that you do not have to actually give any points based on your own assessment. You can let SmartMusic do it all. This is obviously not going to be helpful as the sole way to assess your students because SmartMusic cannot hear articulations, style, etc., but as far as notes and rhythms, it is pretty good. If you are concerned, you can look at any lower scores and listen to them yourself. Teachers can always override SmartMusic’s score. To save time when assessing large groups of students, consider listening to the recordings of one instrument section or section from your gradebook per day or week, or just look for things that do not seem to make sense (ex. first-chair player got 2/20). But, of course, the more you listen to your students, the better!
- Another option: Assign sight-reading from band/string music or any other music that appears on screen in SmartMusic.
  - Open the music in SmartMusic.
  - Click on “Controls” (at very top of page) and then “Provide Sight-Reading Options.”

### **HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:**

- You can assess many students very quickly by allowing SmartMusic to auto-assess (which is true for anything SmartMusic assesses automatically – not just sight-reading). While I completely do not advocate using this as the only assessment method, it provides an option for your students to receive some sort of feedback on a regular basis while there are still only 24 hours in a day.
- I like using sight-reading with my students because while they can practice and practice another exercise or learn another exercise simply by hearing it over and over in class, sight-reading actually measures whether they really have reached the objectives. I recommend using sight-reading assessments to help measure whether students actually HAVE achieved specific objectives. For example, if the objective is to play in four flats, a good measure as to whether the student has really achieved that skill is to have the student sight-read an exercise with four flats.

## **SmartMusic → Focus: Practice Charts**

### **TO ASSIGN PRACTICE CHART ASSESSMENTS:**

- Open SmartMusic and click on the class to which you want to assign the practice assignment.
- To the right of “Practice Reports,” click “add.”
- Give the practice assignment a name (ex. the date), describe the assignment, and assign the time and point value. NOTE – this only counts the time the green button is clicked, so lower time expectations are reasonable.
- There is a misleading option to “Allow Additional Practice Time.” What that means is that you are allowing the students to just enter a number of minutes that they practiced not on SmartMusic. In my opinion, that is really no better than the old “have mom sign it” practice sheet...
- Select the students in your class to whom this applies. NOTE – you can differentiate instruction by adjusting your practice time expectations for various students.

### **HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:**

- This gives an accurate account of how much time the students have spent with the green button clicked on SmartMusic. Of course, we never know if they are out eating an ice cream cone with the button clicked or if they are actually practicing, but that should be evident in class! In my opinion, this is a much better option than the paper charts that parents sign.

# Coach's Eye → Focus: Giving General Feedback When Students Are Not Present

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Have the student create a video that is 25-30 seconds in length, ensuring that the video is in a format that will upload to Coach's Eye (see "help" on Coach's Eye) and that the student's whole instrument and head are visible in the video. Longer videos can certainly be used, but in the interest of...well...maintaining interest, if the video is too long, it will be difficult for the student to sit through watching it after it is extended with the teacher's feedback. In my opinion, it is better to have several short videos to assess than one long one.

Coach's Eye is an app for use on phones and tablets. For more information and to purchase Coach's Eye, go to [www.coachseye.com](http://www.coachseye.com).

## TO GIVE FEEDBACK THROUGH COACH'S EYE:

- If using a video not sent to you directly through Coach's Eye, download the video into Dropbox and ensure that you have a recent version of the Dropbox app on your device. (If you do not have a Dropbox account, sign up for one).
- On iPad/iphone, open the video in Dropbox and click on the share icon (this looks like a piece of paper with an upward arrow on it and is probably on the top right of your screen as the left-most icon of the four icons there).
- On Android, click the "more" icon (this looks like a colon, only with three dots instead of two) and select "Open With."
- Select "Coach's Eye" and the video will magically be downloaded to Coach's Eye.
- To view tutorials on how to use the different elements of Coach's Eye, go to Account – Settings – and scroll down to Support and then Tutorials. This will walk you through using the elements.
- Use audio and visual (circles, telestrator tools, etc.) to give feedback to the person. You will be editing the video by adding your audio and visual suggestions to the video.
- Send the video back to the person you are assessing right through Coach's Eye (or you can upload to YouTube or share the video directly).

## HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:

- You can use it to make up lessons on occasion if a student needs to miss his/her regular lesson. Consider the objectives for that lesson and have the student create videos of exercises that directly relate to the objectives. Offer feedback via Coach's Eye.
- Coach's Eye could be used in online teaching situations, where you need to teach instrumental lessons to a student who is in an online school. While definitely not an ideal situation, this would allow you the ability to give feedback to the student.
- Students can complete peer-assessment and self-assessment by using the audio and visual tools on Coach's Eye to either point out ways peers could improve or to assess their own performances.
- Videos can be archived in portfolios to show student improvement and/or to provide evidence of areas in which students need to show improvement.
- Students who are working on special music (ex. honors band, a solo for church, etc.) could send you the video and you can assess it outside of class time to provide feedback to the student without using class time.

# Socrative → Focus: Getting Feedback from Students

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## TO CREATE A "QUIZ":

- Create a Socrative account at [www.socrative.com](http://www.socrative.com).
- Click "Manage Quizzes," then "Create Quiz."
- From here, it is very easy to just follow the on-screen prompts for the type of question you want to create. You can create multiple choice (flexible number of possibilities for answer choice spaces), true/false, and short answer.

## TO START A QUIZ:

- Get to the dashboard (click on icon on top left of screen if you are not already in the dashboard) and click on "Start Quiz."
- You have a variety of options here. If you want to show the answers up on a screen as they come in, you can do that. You can randomize questions, disable student names (especially useful if you are just surveying the class to see which section is most difficult, etc.). You can also allow the questions to be student-paced, which allows each student to take the amount of time he/she needs for each question, or you can control that with a teacher-paced quiz. You just have to consider exactly what you are using the quiz for.

## WHAT STUDENTS NEED TO DO:

- Go to [www.socrative.com](http://www.socrative.com)
- Enter your "room number," which is at the top of your screen.
- Click on "join room."
- Enter their names (real or fake, depending on your needs).
- Click "done."
- Follow the on-screen prompts to move through the quiz.

## TO GET REPORTS FROM QUIZZES:

- Get to the dashboard (click on icon on top left of screen if you are not already in the dashboard) and click on "Reports."
- Select the "activity" from which you want to generate a report.
- Pick the options that fit your needs.

## HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:

- You can get anonymous (and, therefore, hopefully very honest) feedback from your students if you allow them to use fake names. My students love demonstrating their wit by coming up with names that make us all laugh. Of course, you have to be careful to keep them appropriate. A safe option would be to have them pick the name of their favorite amusement park ride, favorite color crayon, etc., which allows for creativity and anonymity without (well, hopefully without...) getting sketchy.
- If you have students use their real names, you can do very quick assessments that are more or less automatically graded very quickly.
- Using the short answer questions, you can have students complete short writing assignments for assessment (writing across the curriculum).
- You can print reports from your quizzes with a variety of reporting options, which can provide data for various assessment uses.

## OTHER NOTES:

- Printing the quiz is easy and the layout of the printed version is nice, so if you have students who do not have the technology to participate with a phone, etc., you can offer a paper version. The same is true if you need to accommodate a student with special needs who might prefer a paper version or if you are using the quiz for points and need to give it to a student who was absent. To print, from dashboard, go to "manage quizzes," then "my quizzes," click on the quiz, select "download," and open the .pdf file of your quiz.
- Students do not have to join anything to use this, which is very nice. No email addresses are used and no accounts are created on their end. They do not have to remember any passwords or anything.

# PowerPoint and iSpring Free → Distributing Content

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## PREPARATION:

- Make sure you have PowerPoint.
- Download iSpring Free, which is an add-on to PowerPoint. Go to <http://www.ispringsolutions.com/download.html> choose the free version (Free PowerPoint to Flash and HTML5 Converter). Download that and it will magically add itself to your PowerPoint software. Note that if you already have PowerPoint open, you need to close it and reopen it after downloading iSpringFree for it to be visible.
- Make sure you have a decent microphone. I do not recommend using your computer's regular built-in microphone. You can get one at Best Buy or a similar store that plugs into your USB and will work much better. I recommend using a headset so you can just sit back and talk at your computer instead of having to hold something.
- Make sure you have somewhere to upload the presentation (ex. your class page on the school website or LMS, etc., depending on how public you want this to be). You can't just send the files to people to open as attachments very easily. They need to be on some sort of website as flash content.

## HOW TO CREATE A NARRATED PRESENTATION:

- Create a PowerPoint Presentation with the content you want to get to your students and save it.
- When getting ready to narrate a presentation, I recommend doing "save as," so you can keep your original unnarrated presentation intact.
- In PowerPoint, click on "Slide Show" and then "Record Narration."
- Click on "set microphone level" and follow the instructions to make sure your levels are good.
- Consider adjusting "Change Quality" settings (see below in Other Notes).
- Click "OK" and it will IMMEDIATELY start recording (so be sure you are ready).
- Speak at your computer like you would if people were live with you.
- When you get to the end, save the slide timings, etc.
- To create the version that your students can watch, click on iSpring Free in PowerPoint (up across the top menu bar, most likely the right-most option), then "Publish."
- You will have to choose where to save the file. Note that it will automatically try to hide the file somewhere possibly fairly obscure on your computer, so if you skip this step, you can sometimes lose track of where it put the file.
- Click "Publish" and wait while the presentation is created. If your presentation is long, it might take a little while.
- Upload the file to wherever you are putting it, just like you would attach any other file. The files will appear in a folder with the title you gave it, but there will be several files in there. The one to attach is the one that has "Shockwave Flash Object" as the file type. It will be the largest file in there.

## HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:

- This process creates "videos" that can be viewed by any flash-friendly device, which includes many devices, so students do not need any special programs to view the presentations, as long as they have flash on their devices.
- Content like how to care for an instrument (ex. bathing a trumpet) can be difficult for students to just understand from seeing it once or reading it on a piece of paper, so producing a narrated version can help students when they are at home – and parents can follow along and help, too.
- If a student is absent from class and misses material, that student could access an online presentation to get the content. The same is true for presentations for beginning band, trips, band camp, etc. to get information to parents who cannot attend a live meeting – because there is always at least someone who can't be at a meeting!
- Most content you would normally present as a "lecture" makes great material for this. Use time in class for playing the instruments and use time outside of class for distributing other content (history of pieces/composers, care for instruments, even some music theory), which can help the students stay engaged in playing.
- Students can view the information over and over, and you can even share the content with parents.

## OTHER NOTES:

- I often experienced an annoying sort of buzz in my narrated presentations. To fix that, I purchased a better microphone (I had been using the one that comes with SmartMusic!) and under "Record Narration," I clicked on "Change Quality," and under "Attributes," I selected "11.025 kHz, 16 Bit, Stereo 43kb/sec" and noticed dramatic improvement. That could just be my machine, but it is something to try if you are experiencing interference. This does make the files larger, but they have not become too large for my systems to handle.

# VoiceThread → Focus: Distributing Content AND Promoting Collaboration

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## TO GET A VOICETHREAD ACCOUNT:

- Go to [www.voicethread.com](http://www.voicethread.com) and click on “register.”
- You can create a free account, which is designed to be a trial account and allows you to create five VoiceThreads and comment on unlimited VoiceThreads.
- You can pay for a teacher account, which includes student accounts. There are options for k-12 and for higher ed.

## TO CREATE A VOICETHREAD:

- Create a file in any program (Publisher, Word, PowerPoint) that contains the content you want in your VoiceThread. I recommend then making this file a .pdf file before uploading it to VoiceThread. That seems to create the smoothest transition to VoiceThread.
- Open your VoiceThread account and click on “Create.”
- Upload your file, just like you would any other file you are uploading to an email, etc.
- Make a title – while you are doing that, you will see your VoiceThread being processed in the background.
- After titling, click “save.”
- You can add a description and cover art if you want. If you do not choose cover art, the first slide will be the “cover” for your VoiceThread.

## TO COMMENT ON A VOICETHREAD:

- When creating a VoiceThread, you can either directly comment on the VoiceThread (click “comment”) or go to vt Home and click on the VoiceThread to open it.
- At the bottom, you will see a +. Clicking on the + opens an arched assortment of commenting options (from L-R):
  - ABC: Comment by typing text in a text box. This is especially useful when sharing links.
  - Telephone: Students can call in by entering their phone number. VoiceThread will call them and then they can speak their message. This is helpful when students do not have a webcam or microphone on their device – but most students have smartphones with these abilities.
  - Microphone: This is an audio-only comment.
  - Video: My favorite – this is a video comment. This is the most awesome part of VoiceThread, in my opinion, and helps you get to know the students because you can see them. They can also demonstrate things for you, like playing instruments, and you can see them.
  - Upload: This is useful if you want students to upload a file to share.
- Commenting on a comment
  - Once someone has commented and you are looking at that person’s comment, you have the option to respond just to that student (a reply arrow will be there at the bottom of the person’s comment – along with other symbols) or to make a response everyone can see attached to that student’s comment.

## HELPFUL HINTS:

- If you want students to go to a link as part of what they are doing in the VoiceThread, I find that including the link in a text comment is helpful because students cannot click on hyperlinks in the actual VoiceThread.
- If you are assessing students, especially on something factual, when you set up the VoiceThread, go to Options → Playback settings → Enable Comment Moderation. That will make it where the other students cannot just listen to the first person give correct answers and then repeat them. You, as the creator, can show the comments later or never – it is up to you. When comment moderation is enabled, there will be a picture of a closed eye on the comment. Otherwise, there is an open eye (open eye = all can see it).

## HOW CAN YOU USE THIS:

- To share content with students that you might normally share in a lecture (how to clean a trumpet, details about the piece you are performing, information on the upcoming band trip...)
- To assess your students – by having them submit videos of themselves playing something.
- To allow students to assess each other or comment on a video that you upload.
- To provide opportunities to extend what is experienced in class – for example, to reflect on thoughtful questions. My favorite question so far for a VoiceThread was when we were learning about improvisation. I asked the students to give an example of something they do in their lives that requires them to think on their feet and “improvise.”

# MadPadHD → Extensions and Collaborating

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## HOW TO CREATE SOUND SETS:

1. Download the MadPad app (\$2.99).
2. Click on “Create Your Own Sets.”
3. Adjust the sound bar based on how loud your environment is. This will help you capture YOUR sound and not the sounds from other groups. Try to be in a quieter space.
4. You will get to a screen with 12 sorts of tiles that say “record.” The first one should be flashing “tap to record.” Each person should play a note or make a creative sound with his/her instrument for each space. The clips should be short. Note that the clip is not just sound, there will also be video. Try to be creative!
5. Record and input sounds for each of the 12 tiles.
6. When you are done with all 12, click “save and play.”
7. Now, when you see a screen with all 12 of your tiles on it and “menu” at the top right, click on “menu.”
8. You will see a symbol like a target (resembles Target’s logo). You can click on that symbol, which will begin to record. You can create a recorded track with your sounds by clicking on the various tiles you have recorded either multiple times in a row or by clicking on different tiles. What you are doing is recording a backing track that can be used in other activities.
9. When you are happy with your backing track, decide how you want to use it. Options might include creating an order during which students will improvise over the track or students could compose something that uses all of the people in a group.

## OTHER CONSIDERATIONS AND IDEAS FOR USE:

- Students could create the tiles individually and swap with a classmate who could create a backing track from the tiles and compose or improvise over it.
- Advanced students could work on a composition project involving MadPadHD while you work with other students.
- Even students who are weaker players can contribute to tiles by playing what they can play and being creative with sounds.
- With younger students, you can even provide paper cards with specific notes and/or rhythms for the students to use to improvise or compose melodies to play over the recorded tracks.
- You can create a sort of interdisciplinary lesson by having students improvise or compose over tiles created from non-instrumental sounds. For example, if the students are studying rocks, they could find various rocks and make sounds with the rocks (tapping them with sticks, tapping them together, rubbing them together, etc.) and then record a backing track over which to play.

# SoundCloud → Extensions and Collaborating

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## AHEAD OF TIME:

Assign the same exercise or excerpt to all the students in a section of like instruments.

Have students go to [www.soundcloud.com](http://www.soundcloud.com)

Have students create a handle (aka a fake name) when they create an account for SoundCloud and not tell anyone what it is. Remind them to be nice – no naughty or sketchy names. I recommend having them use their favorite amusement park ride, color + animal (ex. blue turkey), etc. They must remember the user name and password so they can get back to this page later.

Have the student choose “Upload,” then either upload an audio file (no video – and no speaking – we want anonymity) of himself/herself playing the excerpt (if the person recorded himself/herself with another device) OR the student can choose “Start New Recording” and record it directly into SoundCloud.

\* Note: Students need to explore the microphone options so the sound is not distorted. Work with different placements of the computer/device and where the student is located and/or try using an external microphone and be sure to listen to the files so they sound “nice.” This exercise will be most beneficial to you if your recording is of good quality (regardless of whether the playing is excellent or not!!).

Have the student create a QR code to that file (there are tons of free and simple QR-code creators – just Google “QR code generator” and find one you like).

Have the student print the QR code in black on a blank sheet of white paper. There should be nothing on the page except a nice QR code. Have the student bring that to class on the date this is due and save his/her own QR code somewhere, too.

## IN CLASS:

Put the students in small groups (3-4 per group is good) and ensure that each group has a device that reads QR codes (phone, tablet) and can access the internet.

Shuffle all of the QR codes and distribute an even number of codes to each group.

Students use their QR code readers to read the QR code, which (should, if done correctly) take them to a classmate’s SoundCloud file to assess.

The idea is that the students should not know who they are evaluating. They should just listen to the recording of the mystery person and assess the recording by typing comments in the comment space on SoundCloud. Encourage the students to note what was done well and what could be improved, perhaps requiring an equal number of each.

To ensure that students are not being mean in their comments, I recommend that you know who is commenting on which SoundCloud recordings and that you review proper etiquette with the students ahead of time.

## AFTER CLASS:

Have students return to their own SoundCloud file and review the comments provided by their peers. Perhaps encourage the student to write a reflection on their opinions of the feedback they received – if it was helpful, what questions they have, etc.



# Kahoot → Incentives & Differentiation

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## TO CREATE A “KAHOOT”:

- Go to <https://getkahoot.com/> and sign up for free to get an account.
- Choose “Quiz” from the “Create a New Kahoot” page.
- Title the quiz and hit “go!”
- Type in the fields with questions and answers. You can use pictures (ex. excerpts of music, pictures of instruments...), which will be shown on the screen while the students are answering. Note that there are both “add questions” and “duplicate” options.
- When you are done entering questions, hit “save and continue” and follow the prompts, depending on your own needs.

## TO START A QUIZ:

- Sign in and click on “My Kahoots.”
- Select the quiz you want to play and click on “play.”
- Determine the settings that best meet your needs. I do recommend displaying the game PIN throughout. If students get disconnected, they may need it to get back into the game.
- Click “launch.”
- Wait for the students to enter – watch for naughty names and you can click on them and through them out☺
- Start the game when you are ready. You must manually move from question to question. You can see how well the students did on the question and give feedback as needed.

## WHAT STUDENTS NEED TO DO:

- Go to <https://kahoot.it> on any device (smartphone, tablet, laptop, desktop).
- Enter the game PIN.
- Enter a user name.
- Watch for the game to start.
- Answer questions by clicking on the colored shape that corresponds to the answer they believe is correct.

## TO GET REPORTS FROM KAHOOT:

- At the end of playing the Kahoot, you can download the scores as an Excel spreadsheet, which you can sort based on name, score, etc.

## HOW WILL THIS BE USEFUL TO YOU AS A TEACHER:

- The fact that this is speed-based, meaning that students get more points if they answer quickly, is very appealing to students. They like the competition. I have even found students studying for our review games!
- You can get anonymous (and, therefore, hopefully very honest) feedback on what the students actually know if you allow them to use fake names. My students love demonstrating their wit by coming up with names that make us all laugh. Of course, you have to be careful to keep them appropriate. A safe option would be to have them pick the name of their favorite amusement park ride, favorite color crayon, etc., which allows for creativity and anonymity without (well, hopefully without...) getting sketchy.
- If you have students use their real names, you can offer extra credit to students who earn high scores.
- You can print a spreadsheet that shows which questions students missed (color-coded) and which you can sort by name, score, etc., which can be helpful for assessment.

## OTHER NOTES:

- Kahoot has a limit on the number of characters you can put in each box (question or answer), so this does not work well for things with long text.
- You need to be able to project your Kahoot somewhere such that the students can all see it while they are playing, so this will not work if you do not have a projector or similar device in your room. The students only see the four colored shapes that correspond to the answers.

# My Note Games → Incentives & Differentiation

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## WHAT IS THIS?

- The free version, while limited, can provide valuable practice for younger students. The limitation would be the longevity of its usefulness. To use this for a longer period of time, the paid version would be important. For this handout, I will give instructions on steps to take using the free version.

## PREPARATION:

1. Download the My Note Games app (free).
2. Follow the instructions to put your name in.
3. Select a “mentor.”
4. Add your instrument (the one/s you are going to play today with the app.).

## ACTIVITY ONE: PLAY THAT NOTE!

1. Go to “Play That Note!”
2. Allow “mynotegames” to access your microphone if it asks.
3. Tap the first padlock (has a “1” on it).
4. Play the note you see.
5. If you get it correct, there will be a little celebratory tune and another note will appear.
6. Note – if the first note is F and you play F, then you see two Fs, play two Fs. You have to play all of the notes that are there, not just the new one that looks like it appeared (this was confusing to me).

## ACTIVITY TWO: PLAY-A-DAY

1. Go to “Play That Note!”
2. Allow “mynotegames” to access your microphone if it asks.
3. Read the instructions and tap “Next.”
4. Choose “Quarter Notes FREE.”
5. Tap “Play-A-Day!”
6. Play the notes you see.

## ACTIVITY THREE: PLAY-A-CAROL

1. Go to “Play A Carol”
2. Read the instructions and tap “Next.”
3. You get ONE free carol! “Silent Night!” You can get the paid version of the app and get more songs.
4. Try playing “Silent Night.”

## ACTIVITY FOUR: Explore the other parts of this app!

### Other considerations or possibilities for using this with your students:

- This is a great way to practice articulation, especially while earning the first “lock.”
- The game approach to the app is great. Students can work to unlock locks or gain levels (especially with the paid version).
- Students can take charge of their own learning by unlocking new levels.
- This could especially be helpful in elementary instrumental lessons, when one student needs special attention. Other students could work on this to practice individually.
- This also works for recorder (general music?) and even for singing! While I have not tried out the voice option, it could potentially be helpful for students considering majoring in music, who want to practice their singing skills in preparation for sight-singing in college.