

**CREATING an INNOVATIVE,
IMPASSIONED,
and
THRIVING COMMUNITY:
*Four Enduring Principles***

Dr. Patricia Hoy
patricia@artsawareness.com
www.artsawareness.com

Teacher turnover, student retention, and public support remain important issues in music education.

In this session, learn how to:

- * Sustain your own passion and motivate students
- * Create advocacy messages to garner public support
- * Develop dynamic learning, rehearsal and performance experiences
- * Inspire and enable students to see the bigger picture

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Principle #1 * Little Things Make Big Things Happen

Music making can be an exciting journey of discovery. From the genesis of the smallest elements, an entire musical composition evolves and changes over time to become something truly meaningful. When students are given the opportunity to participate fully in the rehearsal process, they can explore deep understandings that will serve them throughout their lives. Real meaning arises from what the smallest elements become as they work together in a composition as a whole. An environment of inquiry can stimulate interest, encourage deeper involvement, and help everyone move toward using music knowledge as an expressive force in their lives.

EXPAND

Summative
Performance
Rubrics for Festivals
and Contests

and

Personal Teaching
Assessments

Build Big Ideas
Create Interesting Questions
Encourage Student Questions
Practice Technique with Connection



Develop lines of questioning from your **Big Ideas** that can generate interest.

They should be things that encourage thought and curiosity—something the students can relate to—and continue throughout the rehearsals all the way through the performance. When you choose questions that reinforce your musical goals, there are fewer technical things that need to be “fixed” because students are more focused and aware.

For example:

“What do you think causes the tension we feel in the music? Why? How can it be resolved?”

“What causes the tensions you feel in any given day? Why? How can you resolve those tensions?”

“To have real knowledge, one must understand the essence of things and not only their manifestations.”

~ Daniel Barenboim

Principle #2 * Music on the Move

Climatic Points

and

The Whole

Imagine Possibilities and Create Momentum

Intensification Highest Tension Release

Creating Momentum and Meaning

WHERE

- ✓ is the climatic highpoint?
- ✓ are the tension/release steps that get you there?

HOW

- ✓ long does the climatic highpoint last?
- ✓ will you choose to move away from it? Why?

Music moves, and there's a particular energy that carries it forward.

When students begin to sense the movement of the music from one prominent emphasis point to the next, and through the climatic highpoint to the end, they begin to understand the bigger picture. They're more able to see the whole and the parts at the same time.

Rehearsal and performance experiences take on new meaning, however, when students learn that you can't overdo one particular phrase without it taking away from the expressive whole; there's a certain amount of freedom in the choices you make to move the music forward.

How can you create an environment where both cognitive and aesthetic knowledge shape an experience of the work as an expressive whole?

How can you shape learning environments that create understanding about the nature of freedom and choice within musical structure in ways that enhance the bigger picture?

“Explore the conflicts, tensions, and resolutions that create momentum.”

~ from *Arts Awareness* by Patricia Hoy

Principle #3 * Music Classroom Bursting with Possibility

Musical pattern is the shaping force of larger musical structures. A musical pattern can create a sense of expectation, suspense, and surprise. Students who have an opportunity to engage creatively with patterns will begin to understand the value of utilizing the knowledge they learn—the experience of going beyond simply “knowing what” and “knowing how.”

Pattern as a Shaping Force



Possibility and Potential

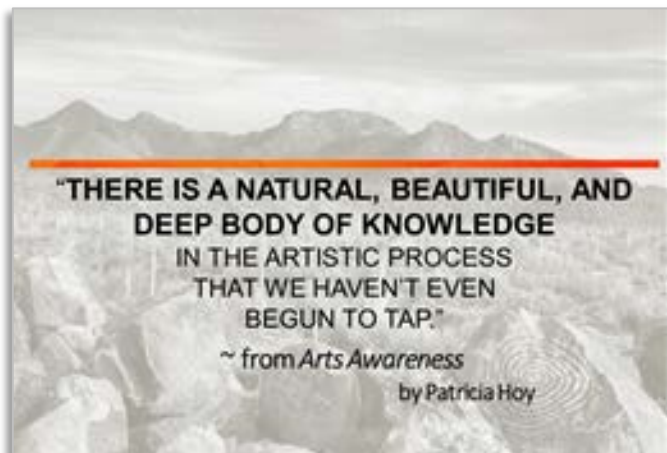
When students are given an opportunity in rehearsal settings to begin to recognize and understand how patterns shape music, they will experience the value of the interaction between repetition and contrast—the potential of pattern and proportion.

Potent Space



Bridge to Meaning

As students learn how patterns are organized into musical forms and how composers use them in different ways to achieve a meaningful result, they gain an understanding of how the whole composition is much more than the simple sum of its parts. “Negative space” that’s used to create a sense of preparing, transitioning, or ending a musical composition helps students play with possibility.



How can you create an environment where students use a playful mindset and can do things with the knowledge they learn?

How can you create a climate of possibility in your classroom?

A classroom bursting with possibility helps everyone find meaning and purpose.

Principle # 4 * Student as Maker

Playful Mindset

Are You Kidding Me?

This is Serious!

Intention: Effort and Awareness

How can you create a learning environment that helps students become more aware of what their efforts actually suggest, no matter their intentions?

How can you help students understand how essential it is for them to know their own intentions and become fully conscious of how their personal contributions impact the whole?

Principles in Practice

* Music Selection

* Emotional Engagement

Sweet Spot

Real Life Metaphors and Stories

Attractive Charts, Art, and Signs

WONDER

***Life without music is unthinkable, music without life is academic.
That is why my contact with music is a total embrace.***

~ Leonard Bernstein

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For more information:

patricia@artsawareness.com

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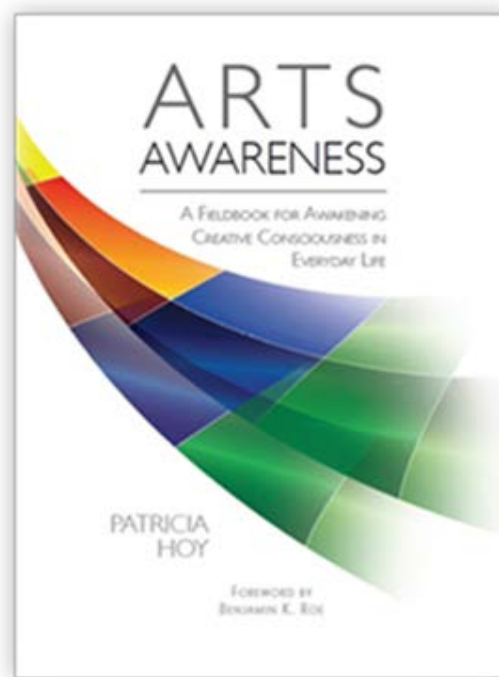
A Fieldbook for Awakening Creative Consciousness in Everyday Life
By Patricia Hoy

Arts Awareness explores how to apply the tools of arts professionals—imagination, practice, focus, point of view, expression, and more—to all the areas of the arts and daily life.

Drawing from her experience as a performer, arts administrator, and university band director, Patricia Hoy shares stories that demonstrate how experiences in the arts can lead to enhanced communication, more informed decision-making, and creativity. She introduces seven strategies designed to stimulate one's imagination and creative power.

Arts Awareness is for educators who want to succeed and help their students thrive. It is for administrators and leaders at all levels who would consider using the basic principles of artistic expression as a foundation for guiding themselves and others. It is for parents, arts advocacy groups, and lobbyists. It is for artists who want to reconnect with the love of what they do. And it is for those in organizations who face the difficult task of decision-making in a rapidly changing world.

Arts Awareness shows a dynamic path forward. Ultimately, this book will help foster a stronger position for the value of arts in twenty-first century education.



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7404 S. Mason Avenue • Chicago, IL 60638
Phone 800-GIA-1358 • 708-496-3800 • Fax 708-496-3828
custserv@giamusic.com www.giamusic.com