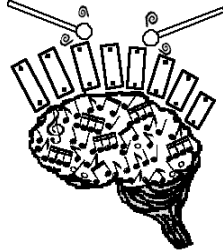


Making Your Music Word Wall Work



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“Music vocabulary is an area vital to the development of good musicianship.”
Choral Journal, May 2007 pg. 41 Sandi Gesler

CPE 33BC3
TMEC Session

Angela Leonha
Mar



Welcome to this session sponsored by the Texas Music Educators Conference. TMEC is your link to the Music Educators National Conference (MENC): the National Association for Music Education. We hope you find the information in this session helpful in your teaching.

TMEC/MENC has many great resources for you. We encourage you to come by our booths in the exhibit area. TMEC is Booth #2326 and the MENC Resource Shop is Booth # 2324.

To find more information on and to join TMEC, visit our website at www.tmec.org. For more information on MENC, visit www.menc.org.

SQUILT Helper

Number _____

Your Name: _____ Date: _____

Title: _____ Major Work: _____

Composer: _____ Have you heard this music before? YES NO

MELODY

Does it sound high, middle, or low?
Is it mostly staccato (short, choppy notes) ?
Is it mostly legato (long, smooth notes)?
Is it staccato and legato?
Do you hear repeated melody patterns?
Is it major or minor?

RHYTHM

What is the meter? In 2's, 3's or 4's ?
Could you march to it?
Could you dance to it?
Do you hear any repeated rhythm patterns?
Is the rhythm even or uneven?

DYNAMICS

pp pianissimo (very soft)
p piano (soft)
mp mezzo piano (moderately soft)
mf mezzo forte (moderately loud)
f forte (loud)
ff fortissimo (very loud)
crescendo (gradually get louder)
decrescendo (gradually get softer)

TEMPO

Largo (very slow)
Lento (slow)
Andante (walking pace)
Allegro (fast)
Presto (very fast)

Accelerando (gradually get faster)
Ritardando (gradually get slower)

TONE COLOR

What is making the music?
(instruments, voices, computers)
What instruments do you hear the most?
Do you hear voices? Whose?
(Man, woman, child, group)
How many people are involved in making music?

ANYTHING ELSE?

(Form, Style, Mood, Story, Harmony)

What does this music make you think of?
How does it make your feel?
Does it tell a story?
Is there an introduction or coda?
Is the Harmony thick or thin?
What style of music is this?

PLEASE CIRCLE ONE STATEMENT

2

I really like this music

I don't like this music very much

I like this music a little

I really dislike this music

John, Paul, George & Ben



Book: John, Paul, George & Ben by Lane Smith
ISBN 078684893-6

Language Arts Concepts:

- ▶ Big 6 Research Strategies
- ▶ Creative Writing
- ▶ Social Studies Connections
- ▶ Fact/Fiction
- ▶ Text to Text Connections

Music Concepts: ♪ Rhythmic Speech ♪ Recorder Skills ♪ Tone Color Exploration

♪ Rhythmic Ostinati to accompany song ♪ Internal Hearing ♪ Form

You will need:

- copy of book John, Paul, George and Ben
- optional – Barred instruments/ Non-Pitched instruments

Music Process: *EVERYONE LEARNS EVERYTHING!*

- Read/Review Story- identifying characters
- Learn Recorder Part
- Layer in 4 ostinato parts using speech and body percussion
- Rotate students through all of the ostinato parts
- Put Body Percussion and Recorder together – decide on performance form (Could stop here!)
- Transfer each ostinato part to a non-pitched percussion instrument
- Rotate students through all parts
- Put Non-Pitched instruments with Recorder's to create a performance piece



For related Art & Language Arts Lesson plans please email me ☺



John, Paul, George & Ben

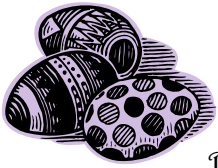
Angela Leonhardt

SR
Snap
Clap 2
Pat
Stamp

Cle - - - ver Ben!
Cle - - - ver Ben!
George was an hon - est lad.
George was an hon - est lad.
In - de - pen - dent Tom!
In - de - pen - dent Tom!
John was bold!
John was bold!

S. Rec.
sn.
c. 2
p.
st.

Cle - - - ver Ben!
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An Egg is Quiet

Book: A Egg is Quiet by Dianna Aston & Sylvia Long
ISBN: 978-0-8118-4428-4

Language Arts Concepts

► Main Idea ► Read to Learn ► Adjectives

Music Concepts ♪ Rhythmic Speech ♪ Dramatic Interpretation ♪ Tone Color Exploration
♪ Rhythm Reading ♪ Pentatonic Accompaniments ♪ Form

You will need:

- copy of book An Egg Is Quiet
- optional – Barred instruments/ Non-Pitched instruments
- optional- Hand Drums

Music Process

- Read/Review Story with students
- Lower Level Students – create sound carpet to go with different sections of the story – could be as simple as adding non-pitched percussion to each page- gradually growing as the egg grows until the end when the egg is noisy ('playing' with the concept of crescendo)
- Upper Level Students could also create sound carpets with more complex structure. Small groups could explore pentatonic melodies
- Using Egg Word Packets – Students create 4-8 beat rhythmic word chains to serve as alternating sections of their sound carpet of the egg's progression.
- Transfer word chains to hand drums and create simple movement for drum compositions
- Explore Pentatonic improvisation melodies with contrasting word chain sections to create final performance form

Art Connection: Egg Crayon Resist

Materials:

- Heavier white paper such as card stock – poster board or watercolor
- Scissors
- Pencils
- Crayons
- Watercolors
- You might want to consider having an egg template for younger students so that they don't design their egg too small

Procedures

- Students draw outline of their egg (s)
- Use crayons to draw designs on the egg – any where there is crayon the watercolor will 'resist' so they don't want their crayon color to be solid
- Watercolor using either a mono-chromatic color palette or various colors
- Students cut their eggs out for display
- Variation: Students could place eggs in an 'environment' scene such as a nest, tree, sand etc – you would need to decide if the scene would also be done in the crayon resist style or with another media.

DYNAMIC Rondo Rap



A SECTION

M. Klein & Students

Musical notation for the A section, showing two staves with notes and lyrics: D Y N A M I C S Dy - nam - ics!

(play A section 4 times with a gradual crescendo)

B

Crescendo/ Decrescendo

A

C

Play section A twice – FORTE

Play section A twice – PIANO

A

D

Accelerando/Ritardando

A

Coda

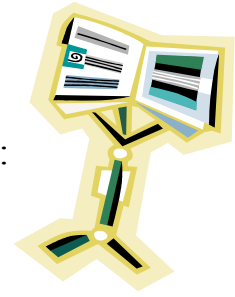
(A section played with Decrescendo – final note on hand drums played “sfz”)

Review – Rondo Form

Process:

- Teach A section with speech and clapping until comfortable
- Add hand drums on A section and then gradual crescendo (4 times)
- Play and practice B section with students following directions of teacher on length of crescendo and decrescendo – “It’s about volume NOT speed”
- Repeat A section
- C section – students practice playing A section twice – once Forte, and then Piano
- A section repeats
- D section – teacher demonstrates Accelerando and Ritardando on a hand drum – “It’s about speed, NOT volume”
- A section
- Coda – students in 4th and 5th grade created different Coda’s. Fifth grade enjoyed repeating the A section with a decrescendo and then the big Sforzando on the last note.

Music Assessment Using Word Walls



Using vocabulary cards from your Word Wall for practice, testing/grading:

1. Find the word that symbolizes “gradually get louder”.....crescendo
2. Move specific vocabulary words to the white board using magnets to hold them for children to refer to.
3. Children sit in a circle with vocabulary cards in the middle of the floor and students find the correct dynamic or vocabulary word to describe a specific quality of the music – Major/Minor, presto/largo, crescendo/decrescendo
4. as children are lined up to go back to their homeroom, ask for each student to give me a musical word we used in class today – a quick assessment that the children enjoy and look forward to. Some words may be repeated. Sometimes the homeroom teacher will hear the words we used for the day and are AMAZED at all the concepts we teach!
5. For a writing assessment, I’ll ask the students in large group to write the correct musical word to complete a musical definition or some other form of questioning. “Jeopardy” is a fun format to use in questioning. These types of assessments have been very non-threatening to the children and they respond well to them.

Dynamics = the “dynamite” added to the music for excitement and emotion. It makes the music interesting!

Movement/play kinesthetic activities to practice musical word comprehension:

Students in a large group follow the teacher movements to each word. This stimulates the kinesthetic and visual learning of musical words.

Extension: students pair up and create a movement to describe musical opposites:

high/low, fast/slow presto/largo crescendo/decrescendo
accelerando/ritardando forte/piano staccato/legato
rhythm/melody

Cleaning up scarves activity

Students fold the scarves starting with – whole note, (in half) =2 half notes, (half again) – 4 quarter notes, (half again) 8 eighth notes, (half again) sixteenth notes.

Reviewing note names with word wall and also reinforcing Math fractioning skills.

Music Vocabulary Overview – NEISD Scope and Sequence

*These lists are in the process of being created/refined by district music teachers to build and reinforce music vocabulary

Partner song		
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Table 1: Kindergarten

Rhythm/Melody	Expression	Movement
Same/Different	Fast/Slow	Circle
Beat/Steady Beat	Loud/Soft	Line
Long/Short		Step
High/Low		Jump (2 feet)
Echo		Hop (1 foot)
Speaking Voice		Skip
Singing Voice		Gallop
Whisper Voice		March
Shouting Voice		Slide
Adult Voice		Crawl
Child Voice		Personal Space
		Shared Space

Table 2: 1st Grade

Rhythm/Melody	Expression	Movement
Pitched Instruments	Crescendo	
Un-Pitched Instruments	Decrescendo	
Quarter Note	Introduction	
Eighth Note	Phrase	
Quarter Rest	AB Form	
Rhythm		
sol-mi-la		
Melody		
Shouting/Whispering		
Barline		
Measure		

Table 3: 2nd Grade

Rhythm/Melody	Expression	Movement
Staff	Dynamics	Locomotor
Half Note	Piano/Forte	Non- Locomotor
Half Rest	Tempo	Longways Set
Time Signature	Andante	
Double Barline	Allegro/Largo	
Repeat Sign	Call & Response	
Step/Skip	ABA Form	
Pentatonic (5 notes)	Staccato/Legato	

Table 4: 3rd Grade

Rhythm/Melody	Expression/Form	Movement
Treble Clef	Rondo Form	Levels: High, Middle, Low
mi-re-do	Faster/Slower	Pathways: Straight, Curved, Zig Zag, Round
do Pentatonic	2-Part Round	
Low la/ Low sol		
Sixteenth Notes		
Bordun		

Table 5: 4th Grade

Rhythm/Melody	Expression/Form	Movement
Syncopation	Accelerando	Contra Dance
Ensemble	Ritardando	Double Circle
Strings	Mezzo Forte	
Woodwinds	Forte	
Brass	Fermata	
Percussion	Presto	
1 st / 2 nd ending	Canon	
Coda	$\frac{3}{4}$ Meter	
Ostinato		
High do		
Absolute Pitch Names		

Table 6: 5th Grade

Rhythm/Melody	Expression/Form	Movement
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Meter	Theme & Variations	Grand Right
Anacrusis	Improvisation	Grand Left
Grand Staff	6/8 Meter	
Bass Clef		
Key Signature	Frequency	
Flat	Vibration	
Sharp		
Acappella		
Unison		
Major		
Minor		

Chord		
I/IV/ V		
Chord Progression		
Fa		
Dotted Half Note		
Dotted Quarter Eighth		
Eighth Dotted Quarter		

Today In Music We.....

Speaking	Melody	Beat
Singing	Form	Body Percussion
Movement Dance	Harmony	Syncopation
Playing Instruments	Expression	Solfege
Reading Music	Ostinati	Technology
Identify	Meter	Improvising
Listen	Rhythm	Performing
Create/Compose	Non-Pitched Percussion Instruments	Evaluating
Analyze	Imitation	Making Connections