

## **I'm Translating Ideas Into Behaviors**

### **Activity 1:**

To begin, fill in this blank: "By the end of today's class, I'm hoping my students will have learned or be able to \_."

I want my students to identify the duration of musical notes at the end of today's class.

...do a specific bowing pattern on a specific song.

*Expressive* (What do musically expressive people "do?")

1. identify the length of a musical phrase
2. identify the climax of a musical phrase
3. Perform with dynamic contrast

*Creative* (Ask yourself, what do creative people do?)

1. Improvise short rhythmic patterns
2. Improvise on a scale tones

Phrase differently when repeating the same musical phrase.

Improvise different rhythm patterns for a scale

Identify which musical parts are fun for them

3. Identify chord substitutions

Figure out ways to explain ideas differently

Identifies patterns

Identify where progressions start and end for their own improvisation

Thinks about how to interpret the music their own way

Singers: interpret lyrics into musical devices- dynamics, articulation, pronunciation, color, tone

**Activity 2: Brainstorm a list of musical concepts that you hope to teach your students (Examples: Tone, Intonational, Style). This should be a one to two-word idea.**

**Place the concept your group wants to define in the blue area. Define the idea into observable terms. Have 3-4 observable behaviors for each concept.**

Tone	Rhythm	Pitch	Musicality	
	<b>be able to respond with matching rhythm</b>  <b>Be able to count beat while playing</b>  <b>Fast/slow bows</b>  <b>Able to keep a consistent and steady rhythm</b>  Match and repeat the rhythm (call and response)  Play a rhythm in time with partner/rest of group  Be able to play a passage with a metronome  Be able to keep a	play with fingers on the tapes      Use your ears to determine if the pitch is too high or too low  Practice singing a pitch, matching their voice with the sound of their instrument  Focus the tuning by listening to the other choristers  Tuning your instrument with a tuner and by ear.  Match the teachers pitch by moving your finger up or down as needed  Adjusting pitch	<b>Produce a good sound</b>  <b>Violas and cellos, play softer here because who has the melody? The second violins! Your role is now to accompany that melody, if you can't hear it, you are playing to loud.</b>  <b>Confidently express musical ideas</b>  <b>Shape ideas/stories with sound</b> <b>Different styles of music</b>  <b>Dance and imagine to music using objects, emotions,</b>	Ability to tell a story  Musicality evokes a response in the listener??  Responsiveness to other players.

<b>Tone</b>	<b>Rhythm</b>	<b>Pitch</b>	<b>Musicality</b>	
	steady beat	based on reference note or based on other members of the orchestra	<p>or styles of movement</p> <p>Let's slow down the B section of these piece so that it is contrasting with the A section</p> <p>Can play music that makes themselves or others want to sing the melody or rhythm and makes people want to move</p> <p>Be able to justify their choice to use rubato</p> <p>Identify the differences between Sadness and Happiness using rhythm as a guide and implement dynamics.</p>	
<b>Dynamics</b>	<b>Musical Style</b>	<b>Intonation</b>	<b>TONE (Singing)</b>	<b>Posture</b>
Demonstrate the effects of bow speed/pressure/p lacement on	Identify what they like about ap piece of	Match pitch and tone with the		<p>W Statue</p> <p>Straight backs</p>

Tone	Rhythm	Pitch	Musicality	
<p><b>dynamics</b></p> <p>Identify what each sound is doing. High/low, loud/soft</p> <p>Understanding the different levels of playing dynamics</p>	<p><b>music</b></p>	<p>instructor/piano</p> <p>Use solfege to create accurate patterns</p>		<p><b>Bow position</b>  <b>Demonstrate relaxed wrists at the piano</b>  <b>Sitting up</b>  <b>Demonstrate Relaxed posture straight, not half</b></p> <p><b>Demonstrate play position</b></p> <p><b>demonstrate rest position as an ensemble</b></p> <p><b>Demonstrate how to sit at the edge of your chair</b></p>
Articulations	Form	Independence	Ensembleship	
<p><b>Let's play this staccato, so we are going to stop the bow between notes</b></p> <p><b>Demonstrate staccato vs legato articulation</b></p> <p><b>Be able to have a consistent staccato and legato playing attention to the end of the note</b></p>	<p>Identify song sections within a form</p> <p>Recognize phrases</p> <p>Be able to identify chorus vs verse vs prechorus vs bridge</p>	<p><b>Identify when two pitches are no longer unison</b></p> <p><b>Independence: retrieve their respective instruments and get to their section without assistance</b></p>	<p>If you have the same rhythm as someone else, playing with the same articulation or length of notes</p> <p>Learn to listen when other instruments play the melody</p>	

**Choose one of the musical concepts above to translate into 2-3 observable behaviors. These should be action verb behaviors and stated in the positive, rather than “doesn’t” statements. Here is an example.**

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- 1.
- 2.
- 3.