

***“Singing:
The Heart of
Elementary Music
Education”***

Presented to the
Montana Music Education Association

Bozeman, Montana

October 15, 2009

Patricia Bourne, Clinician

(patty.bourne@gmail.com or pbourne@nsd.org)

Many thanks to JW Pepper & Sons (Linda Schmidt, Manager)

for supplying complimentary octavos for this session



A MODEL FOR ACHIEVEMENT –

AIMING FOR EXCELLENCE: DEVELOPING MUSIC LEARNERS WITHIN THE CHORAL SETTING

THE STUDENTS –

Expectations:

What should you expect from them?

What should they expect from you?

Where is the accountability and responsibility placed?

A chorus, vs. “a bunch of kids singing together”:

The power of attire

Thinking, reflecting, evaluating

The director in each student

THE DIRECTOR –

Selecting music (questions to be asked):

Can I teach this?

Is learning it worth their time, and mine?

Will it be worth listening to?

What musical skills will we ALL develop?

Is it a good “match” for the group, and our audiences?

Will the music grab their attention?

Instructional “know-how”:

The power of prediction and intuition

Keep ‘em wondering what’s new

Questions, critical listening, and compliments

Bringing joy and honor to the music

GETTING OUT OF THE WAY!!

THE SETTING –

A Model of Achievement:

What’s the goal?

What are the vital connections for support?

-- THE "YA'LL COME" CHORUS --
NOT
"come and go"

Selected Standards Emphasized:

- Standard #1: "Singing alone, and with others, a variety of repertoire"
- Standard #5: "Reading and notating music"
- Standard #7: "Evaluating music and music performances"
- Standard #9: "Understanding music in relation to history and culture"

Steps to Consider (for the "who" of the chorus):

Students – (Grades to be involved?)

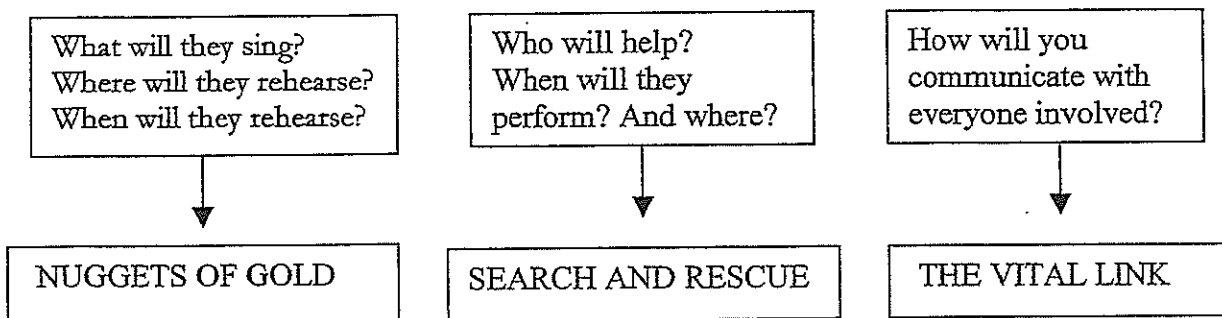
1. *Those you know (returning students):*
 - "In-tune singers" already, and you know it
 - "Reserved singers" – those who can sing, but are timid to demonstrate
 - "Unwilling singers" – singing is something they do NOT like to do
2. *Those you don't know (new students to the school):*
 - Prior experience? Where did they go to school before?
 - Was there a music teacher in the school they attended?
 - Teacher's intuition – body language "reading", response, ease, disposition

Singing – Developing Potential Chorus Members and Life-Long Singers:

Sequence to Consider (for all students)

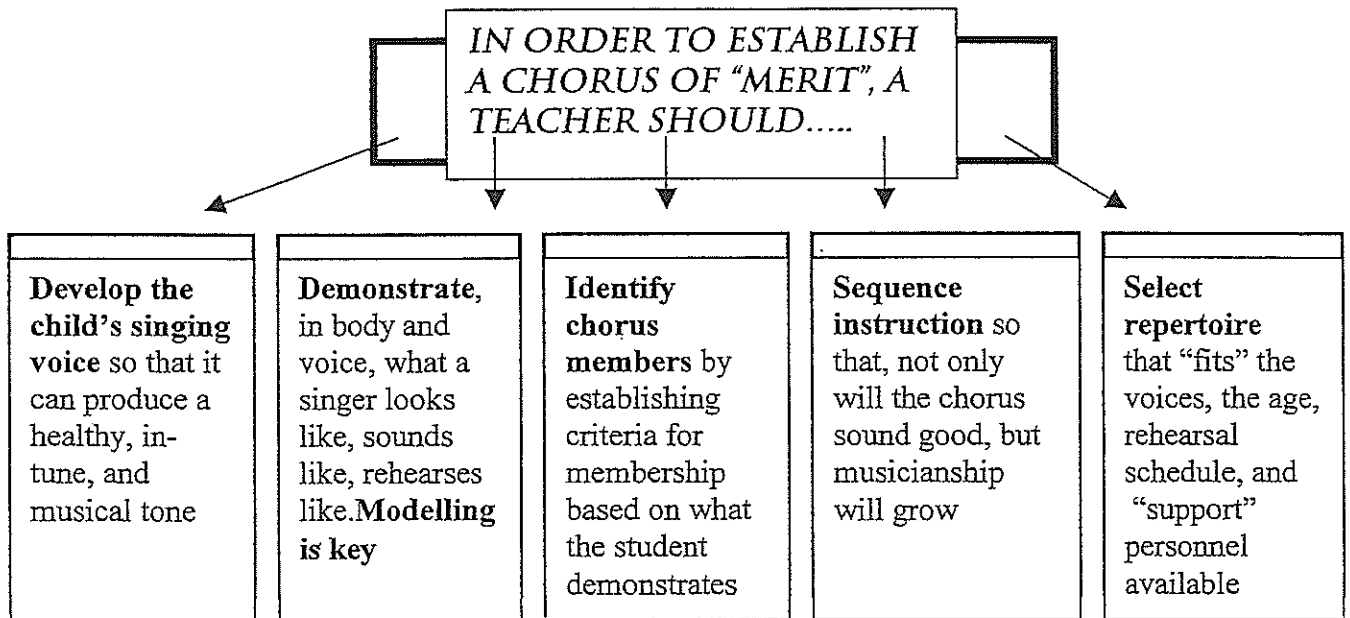
1. *Simple echoing* – easiest level, non-vocal, "search mode" eyes on (for teacher)
2. *Student created* – encourage ease, give a way "out"
3. *"Once around"* – expectation, ground rules, "next time" options
4. *Specifics* – true pitches, true vowel colorings, set singing standard
5. *Truth/Faith/Critique* – give students a reason to believe you
 - a. The eye/jaw connection
 - b. Breathing and body
 - c. Head, shoulders, knees and toes

Once Identified, Now What? ---- Setting-it up for success

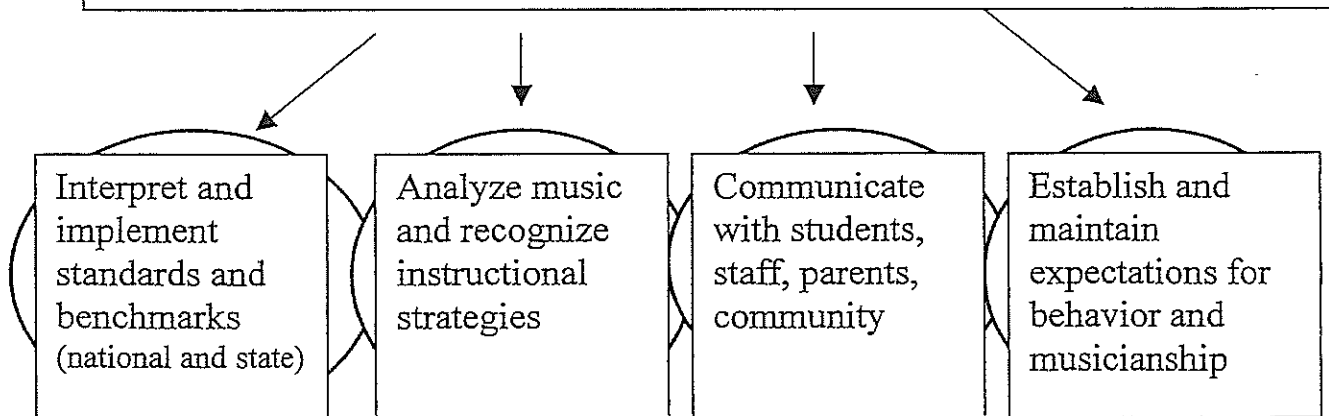


IT STARTS WITH....

What the Teacher DOES



WHAT A TEACHER DOES DEPENDS ON WHAT THE TEACHER KNOWS HOW TO DO...



I've got an a-va-ca-do in my 12 string case, there's an E string in my shoe — There's a fly'n purple people-ater in my bag oh what am I to do?

"Bumble Tuna" - source unknown

Bum-bum-bumble bee bum-ble bee tu-na, I love bum-ble bee, bum-ble bee tu-na
Yum, yum bum-ble-bee bum-ble bee tu-na love a sandwich made with bum-ble bee

"Granpa Dropped"

source unknown

Gran-pa dropped his glas-ses once, in a pot of dye, And
when he put them on a-gain, he saw a pur-ple sky. And
at the sup-per ta-ble he got crazy as a loon, From
eat-ing pur-ple ap-ple dump-ings with a pur-ple spoon.