

M. Rinaldi
HSES: Journal 6

Use a variety of musical behaviors: reading, performing, analysis, listening, creating, and moving.

I try to do as much listening and reading as possible in my lessons, I really think it adds to the content and helps the students reinforce what they're learning in all their other classes. I did my first analysis-based lesson last week with first grade, they had to decide how many phrases there were and label them as A section and B section, this week were adding instruments that go along with our analysis. Very fun and they seem to be retaining the information really well! I make along of grammar/language arts connections. For example, I compared phrases to music as sentences are to paragraphs.

We also try to move as much as possible, especially with the little kids. Music is paired with P.E. and they're either jumping coming from or jumpy thinking about going to the gym. With Kindergarten at the end of the day, if we're not moving, they fall asleep!

Reading:

Note Identification, reading and writing note and words

Sight Reading, using solfege and rhythm knowledge to sing a new melody

Performing:

Sarasponda, performing to song with instruments for class

Canoe Song, singing a cannon with the class to create harmony

Analysis:

Sarasponda, phrases and labeling AABA

Instruments Identification, labeling and matching instruments to families

Listening:

Solfege with "Poison Pattern", active call and response

Going on a Bear Hunt, call and response/react

Creating:

Note Identification, think of words you can spell with the letters A-G, create your own questions to be presented for students to solve

Moving:

Sarasponda, using scarves to show AABA

Going on a Bear Hunt, acting out situational awareness in story

Had a little Rooster, acting out animal personas