

# Winning Teaching Strategies with the Arts.

SOHL Conference

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# Session's Objective

- Communicate a variety of approaches to the fine arts areas in an educational setting. The emphasis will be on *music* in relation to *dance, art and drama*. Consideration will be given to a variety of grade levels together with attention to the diversity of students in a classroom setting.
- Successful resources, teaching strategies, and evaluating procedures are to be demonstrated.
- Participants are encouraged to “Reach Out” and take part in this interactive get-together with a ‘spotlight’ on the arts.

# Why teach the arts?

- Arts contribute to the overall culture of excellence in our schools
- Arts throughout the curriculum (sports, History, Language Arts, Math... ) – connections add depth to learning, not more *things*
- Arts Intelligences : Musical, Dance/Drama, Art, Literature/Creative Writing
- More than entertainment

# Scaffold for Success

- Cues
- Encouragement
- Assistance
- Teacher's knowledge, strategy repertoire, enthusiasm, humour, creativity, artistry
- Encourage risk taking
- Structure group activity
- Variety

# Classroom expectations

- Trust
- Student Behaviour(consequences)
- Consistency
- Class structure
- Equipment
- Facilities

# Basic Musical Concepts and Elements

- Ideas:
  - Sing the Scales
  - Hum melodies
  - Environmental sounds (pitch)
  - Guess who (timbre), Name the instrument
  - Conducting Dynamics
  - Sound effects textured story
  - Repeat the beat

# Recommended Sequencing for Introducing Musical concepts in the Elementary Grades

## Concepts

1. *Beat, tempo, and metre*
2. *Dynamics*
3. *Rhythm*
4. *Pitch*
5. *Harmony and Texture*
6. *Form*
7. *Timbre*
8. *Expressive Elements*

## Musical experiences

- Routine
- Positive routes:
  - Singing music
  - Playing music with classroom instruments
  - Moving to music
  - Listening to music
  - Improvising music
  - Reading music
  - Writing music
  - Composing music

# Examples

1. Musical Styles:
2. Dance/Drama:
3. Art: Cultural artifacts – masks - bookmaking
4. Literature/Creative writing: Folk tales...resonate with the truths of life across cultures and times.

# 1. Musical Styles

- A. European-influenced Canadian folk songs (lullabies, chants, singing games, Orff arrangements.)
- B. Traditional songs of the Inuit and First Nations peoples (lullabies, chants, children's songs, ceremonial music, dances)
- C. Western art music (instrumental and choral music from Baroque, Classical and Romantic periods.)

# Musical Styles (cont.)

- D. Western twentieth-century musical theatre and film music (Broadway tunes, Hollywood movie themes, etc.)
- E. Western twentieth-century jazz (Dixieland, bebop, swing, etc.)
- F. Western twentieth-century popular music (rock, pop, country and western etc.)
- G. Instrumental and vocal music from other parts of the world (including Africa, Asia, the Middle East, and Australia)

# Music links - Orff

- Orff links music and movement
- Rhymes, chants, language
- Special instruments to experiment with musical sounds
- Performance in ensembles, improvisation

# Music links - Kodaly

- Quality musical experience
- Learn musical terms and reading through folk songs
- Sight-reading and sight-singing
- Hand signs 'show' the notes

# Music integration

- Canadian Folk Songs
  - Wreck of the Edmund Fitzgerald (Gordon Lightfoot)
  - Multicultural Music and Dances
  - Musical expert

# Music Integration (cont.)

- Spoken rounds with ostinati
- Space and line walk (notation)
- Music concentration (notation, rhythm)
- Body parts sound Composition
- Italian Experiments
- Science symphonies – Holst, Rimsky-Korsakov, Space Odyssey

# Assessment and Evaluation

- Assessment – track and record evidence of growth on a regular basis in a fair, and ethical manner (informal, formal)
- Evaluation – judgment of the merit of this collected data

# Examples of Assessment tools

- Teacher or student checklists
- Recordings
- Photographs
- Student journals that highlight aesthetic response
- Worksheets
- Student's drafts and final musical scores
- Written tests
- Student journals that reflect on class projects

# Assessment tools (cont.)

- Programs of performances
- Student research reports
- Videotapes and peer evaluation of students' oral presentations
- Videotapes of music-movement responses
- Portfolio (file folder, box, multi-media computer file containing student's progress over a particular period of time.)

# Music and Dance

- Dance and movement songs:
  - Action or movement songs, singing games, song dances
  - Let's try a few –
    - YMCA,
    - Folk Dance - Hora
  - Examples of singing games –
    - Resource Music Builders K and 3

# Educational Objectives

## 1. Understanding the elements of dance:

- Body, actions, dynamics, space , relationships
- Connecting movements (transitions), contrasts, repetition, sequencing, development, and variety

# Movement

- 2. Develop movement skills
  - Move purposefully and use their bodies expressively, with confidence

# Dances

- 3. Begin to understand where ideas for dances come from
  - Creative process
  - Decision making
  - Reflection

# Students as choreographers

- 4. Develop ideas using the choreography process
  - Begin with dance phrases, explore images

# Reflection

- 5. Think and talk about their dance ideas and compositions
  - Reflect on the meaning they communicate through their dance

# Student responses

- 6. Develop an understanding of the diverse range of dance, dancers, and choreographers.
- 7. Response to dances – interpret the meaning of the dance.
- 8. Become aware of dance and dancers in the community

# What is dance?

- Communication
- Exploring different ways to make a shape, or learning a series of steps to music
- A way of moving the body as an instrument of expression and communication

# Dance in the Classroom

- Class size
- Equipment
- Facilities
- Class frequency and length

# Dance Strategies

## 1. Energizers and warm-ups

Mirror

No words

Stretches to music

Fantasy Journey

# Concepts and Elements cont.

## 2. Concepts and elements

Personal space

Action word charts

Loco motor

Nonlocomotor

Levels

Adopt a dance

Statues

Throwing an object

Trio Dances (concept)

Arts Alive

# Concepts and Elements cont.

- Holiday and Seasonal
- Current events
- Multicultural folk dance
- Sports Dance
- Letters of the Alphabet
- Spelling
- Shape dance

# Concepts and elements cont.

- Musicals and dance
- Dance a story
- Pretend to paint
- Partners

# Dance Class

Introductory Activity

Main Activity

Concluding Activity

Resources

# Creative Dance

Beginning

Middle

End

# Set Dance

Examples:

Multi-cultural dance kit.

# Choreograph

1. Start with theme, no music
2. Repeated listening  
tempo, mood, rhythm, phrases  
Teacher as guide.
3. Whole class, small groups – create a dance that relates to the music/instrumental track

# Dynamics

- Change size of body or movement according to the sound they hear

# Dancing songs

- List movements that go with a story – use one that may be part of a history class, or English class...
- Example: Music Builders –
  - » The Little Old Lady who lived in a vinegar bottle
  - » The three little pigs

# Create a Folk Dance

- Start with a story
- Example of Folk Dances : folk Dance Kit available.

# Trade Dances

- Pairs choreograph a dance, exchange and another group performs
- Indicates how much information
- Choreographers must put into their creations.
- Chart paper, markers, crayons

# Art concepts and elements

1. Line
2. Shape
3. Texture
4. Colour
5. Space and Composition
6. Light and Shadow
7. Perspective
8. Emotion and Senses

# Paints

- Art elements exploration with paint
  - Paint Lines
  - Paint shapes
  - Paint emotions
  - Outlining in light and/or dark colors
  - Use different tools

# ART and Music

- Make rhythm instruments
- Painting – note examples of water color and the how to create with various medias.
- Draw to music – moving around the room
- Musical mobiles
- Illustrate a song
  - A group mural
  - Give each student a line from a book – create the picture, put it all together for a class creation.

# Music and Art

- Finding musical elements in art
- Media show and sound compositions

# Visual art evaluation

# Art and Dance

- Art in motion
- Dance a painting
- Paint a dance

# Media Show and Sound composition

- Art pictures (or projects) represent the music. Take slide pictures and project with the presentation of a song – power point
- Make puppets to represent characters in the music

# Basic Elements to Make Drama

- Plot
- Conflict
- Characters
- Setting
- Mood

# Drama Skills

- Use of body
- Verbal expression
- Focus
- Imagination
- Evaluation
- Social Skills
- Audience Etiquette

# Drama as a teaching tool

## Principals for integration

- Infuse Art of Drama
- Teaching Drama Concepts and Skills (role play, pretend)
- Teacher habits – sense of humor, high standard, good discipline, sympathetic leadership, imagination, respect for the ideas of others and individual sensitivity

# Management and planning

- Use drama to teach rules
- Coaching of scenes
- Energizers and warm-ups

# Routines

- Energizers
- Discuss drama and theatre
- Sharing of experiences
- Action songs and poems
- Structure lessons

# Drama evaluation

- Use of body
- Verbal expressions
- Focus
- Imagination
- Evaluation
- Social Skills
- Audience Etiquette

# DRAMA and music

Pretend to be in the music's story

The Nutcracker

Act out the story being told

Context – In Flanders Fields

Dress – Up

Create the musical character in costume

Dramatize the plot

Beginning, middle, and the end of a musical selection

Sound and action stories

Going to the zoo tomorrow

# Drama Strategies

- Warm-ups: Sound and action stories, Concentration, Three truths and a lie
- Mime Strategies: Mirrors, Behaving like pets, Jobs, people – celebrities.
- Verbal strategies : Sound stories, Sound effect stories, Interviews, Show Time, Book ads, improvised scenes, role play.

# Connecting Drama to other curricular areas

- Science focus:
  - Project wild, animal sounds, whales debate famous science scenes, animal charades.
- Social Studies focus:
  - Moral Dilemmas
- Reading and Language Arts focus:
  - Listening, speaking, reading, or writing , Reader's Theatre, Antonym Pantomimes, Daffynitions,

# Math focus

- Fraction Mime – group practise dividing themselves up to solve problems
- Math commercials – sell math products
- Math improvisation – beginning , middle, and end of math problems: Three men, a litre of milk, and a ten-story building on fire...

# Storytelling and Drama

- Brings us together
- Exposes fine literature to those unable to read it independently
- Provides information, opinions, new perspectives and knowledge
- Listeners become tellers
- Encourages higher-order thinking skills like prediction, analysis, synthesis and evaluation.

# Ideas

- Prop stories
- Jigsaw stories – each person has a section
- Story responses
- Music and Drama:
  - Action songs
  - Singing commercials
  - Interviews

# Music Builders Kits

- Practice acting and performing
- Movement
- Folk Dances
- Singing for mood
- Stories
- Lesson plans included
- May be used for performances

# Rhythm Instruments

- Simple sound effects for drama
- Add melodic instruments (recorders, barred instruments)
- Folk songs- “A Long Time Ago in Russia” – Orff based

# Curriculum Encourages:

- Journals
- Singing daily
- Mood music
- Creating music
- History of music
- Teach elements and concepts
- Include music listening and making
- Use great children's literature

# Arts – Based Literature

- Bantam of the Opera
- The Cat Came Back
- The Musical life of Gustav Mole
- The Lost Music of Gustav Mole
- Hockey Night tonight
- The Classical Kids Collection
- Rockanimals

# Literature cont.

- Zin, Zin, Zin! A Violin
- Morning has broken
- What a wonderful world
- Alphabet Gallery
- Hey Little Ant
- Garth Pig Steals the Show
- The Music Teacher from the Black Lagoon

# Literature cont.

- When Picasso Met Mootisse
- Berlioz the Bear
- The Story of the Incredible Orchestra
- The Farewell Symphony
- O Canada
- Peeping Beauty

# Teacher Resource

- Improvisation – Booth, David W. Lundy, Charles J
- Art Image: L'image de l'art. Grade 6 (kit) Art image publications
- Music K-8 The Resource Magazine for Elementary and Middle School Music Teachers. Plank Road Pub.

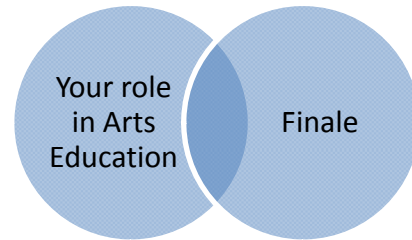
# Teacher resource – cont.

- Music Builders Kits – Manuals and CD Kits

# Finale

Professional Development thoughts:

1. Learn how to be an advocate for the arts
2. Continue to grow as an artist, actor/actress, dancer, musician
3. Keep tuned in to research in arts education
4. Develop positive relationships with teachers, school board, provincial associations and across Canada.



5.Keep up with technology that may enhance classroom learning

6.Know what you do with students is important.

Thank-you!

Lenora Bells