

Strategies for Teaching Music K-6

I. THE PRIMARY COLUMNS

A. SINGING: A NATURAL ACTION OF CRITICAL IMPORTANCE

1. The Concept

- a. What does “singing” mean?
- b. What stops us from doing it?
- c. Could it be too late to start?
- d. The “I can’t sing” syndrome

2. Encouraging (and Participating in) Singing

- a. Humming
- b. Whistling
- c. “Recitative”
- d. Children’s tunes
- e. Folk tunes
- f. Hymns

B. LISTENING

1. Music with stories
2. Music with strong imagery
3. Music with movement

C. PRIORITIZING MUSIC: WHAT STOPS US?

1. Fear
2. Attitudes
3. Practical considerations

II. THE TRADITIONAL ELEMENTS OF WESTERN MUSIC

1. Melody
2. Harmony
3. Rhythm
4. Timbre
5. Texture

plus Text

III. A DESIGN FOR PRESENTING THESE ELEMENTS

Phase I

1. Rhythm

- a. Emphasize duple
- b. Move to compound
- c. Enjoy triple

2. Timbre

- a. Natural desire to explore timbre
- b. Recognize and understand timbre scientifically (acoustics)

3. Text

- a. Music and Memory
- b. Relationship of text and musical sound

Phase 2

1. Melody

- a. What makes a melody a melody?
- b. What makes us like a melody?

2. Harmony

- a. The “Louie-Louie” approach
- b. Chorded instruments vs. melodic instruments

3. Texture

- a. Rounds
- b. Duos
- c. Parody in speech
- d. Learning to describe texture

IV. STRATEGIES FOR DISCOVERING AND TEACHING CONTEXT

1. Focus on the Art form *per se*.
2. Encounter the Art form *within* the context.
3. Find Context *within* the Art form.

EXAMPLES AT A JUNIOR LEVEL:

1. Consider the music’s intended purpose or use.
 - a. Is it for worship?
 - b. Is it ceremonial?
 - c. Is it meant to coordinate movement? (marching, dance, work)
 - d. Does it tell a story?
 - e. Is it primarily entertainment?
2. Introduce aesthetics
 - a. What is the music’s mood?
 - b. How does it make you feel?
3. Consider its basic form.
 - a. Does it repeat? (e.g. new words to the same melody)
 - b. Can you hear repeating or contrasting elements?
 - c. Does it have a contrasting middle section or a repeated refrain?

WHAT ROLE DOES TALENT PLAY?

MUSIC IN ADOLESCENCE

- A. Keep singing
- B. Analyze current popular styles of music
- C. Add exposure to classic popular music of 20th century
- D. Continue to build serious repertoire
- E. Music and fashion
- F. Music and Architecture
- G. Music and Math
- H. Music and Science
- I. Music and Technology

CRITICAL NEED TO EXPERIENCE MUSIC LIVE

IRREPLACABLE VALUE OF EXPERIENCING MUSIC WITHOUT AMPLIFICATION

SPECIAL RESOURCES

Met HD (live in theaters; streaming on demand)
Concerts posted by top arts organizations
Professor Carol's Courses
White Paper:
List and Links: