

ACTIVITY 4

Guiding Principles: Connections to Music



INTENT:

Engage with key Visual and Performing Arts (VPA) guiding principles, make specific connections to music, and apply the experience for use with children.



OUTCOMES:

- Participants will be able to use the guiding principles to evaluate and inform their music curricular choices.
- Participants will be able to use/adapt the composition portion of the activity to support children's learning in the Create, Invent, and Express substrand.



MATERIALS REQUIRED:

- PowerPoint slide: VPA Guiding Principles: Connections to Music
- Guiding Principle cards
- Xylophone/Glockenspiel on each table
- 3-5 colored musical "notes" on each table
- Oversized strip of musical staff paper on each table
- Pens/Markers

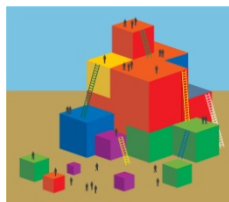


TIME: 30 minutes

PROCESS:

Prior to workshop:

- Place on each tabletop one of nine Guiding Principle cards, the 3x5 colored musical notes, pens/markers, and one xylophone/glockenspiel photo.
- Post musical staff paper on the wall. Use this paper to create a "composition" with the musical note highlights that are placed on the paper as reporters share.
- Introduce this as a table group jigsaw activity and say, "Read and discuss the Guiding Principle card you have been given and determine 1-3 key points that all participants need to know as they plan for music in their classrooms. As you read, reflect on how the arts and music are important to the human spirit, capacities, and expression and notice how music is uniquely suited to supporting connections with families, home language development and English learners, inclusion, diversity, and other learning domains."
- Instruct participants to record their highlights on the colored musical notes—one highlight per note.
- Have table group identify a reporter who will share the highlights with the larger group and say, "The notes will be used to create a simple composition using the glockenspiel/xylophone that is found in many early childhood classrooms. As you report your highlights, I will place



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the notes on the musical staff. Once everyone has shared, the composition will be played.” (10 minutes)

- Call on each reporter to share their group’s highlights and insights on how their guiding principle informs music curricular practices. (Presenter may add to or facilitate discussion that may arise and highlight supporting connections with the family, home language development and English learners, inclusion, diversity, and other learning domains.)
- Collect the musical notes from the table reporters after all highlights have been shared and place them in a line on the musical staff that is on the wall to complete the “composition.”
- Plays the “composition” on the glockenspiel/xylophone by following the color coded musical notes. Participants can “follow” along with the glockenspiel/xylophone photo that is on their table.
- Sum up this composing activity by sharing that children can create simple compositions using these materials or create on their own by writing/coloring/drawing/painting notes and a musical staff.

See the article *Music from Inside Out: Promoting Emergent Composition with Young Children*. By Jennifer Ohman-Rodriguez. Young Children, July 2004.