

Music enrichment

Stephanie Bowron

The path from there to here

- Started as a high school English and Journalism teacher and hold a 5-12 ELA license
- My own 3 children attended Randolph Heights
- Volunteered as an accompanist and 'Bravo Music' presenter
- Worked with elementary-age kids at a St Paul nonprofit
- Beth Tierney called and asked if I might resume music visits when the school's part-time music teacher was discontinued
- This is my 7th year as the music artist-in-residence
- How I collaborate with the marvelous Ms. Bird
- My part: 10 visits to each classroom over the course of the year
- Also: Grade-level musical rehearsals and performances for each grade K-4th
- This year I'm filling the same position at Horace Mann on T/W and Thursday mornings
- I'm also working adding a music license so that I can teach in a staff position eventually

What do we learn in music class?

The Minnesota state standards for music are a useful and meaningful frame for creating lessons:

- Create (improvise, compose, and revise)
- Perform (rehearse with intention, and share with an audience)
- Respond (use music vocabulary to analyze pieces of music and compare them to one another)
- Connect (connect music to one's own feelings, and connect music through time and place to culture and history)

What do we do in music class?

- Sing and play instruments together
- Listen to lots of different kinds of music
- Learn and use music vocabulary words
- Connect music to history and cultures around the world
- Move to music in different ways
- Explore how music makes us feel
- Create our own music, just the way we like it best

Music vocabulary sampler

Kindergarten: beat, rhythm, melody, pitch, instruments, band, orchestra, choir, composer, musician

1st: dynamics, tempo, woodwind, percussion, brass, strings, keyboard, ballet, opera, blues, jazz

2nd: accent, ragtime, syncopation, harmony, vocals, lyrics, soundtrack, note, rest, verse, chorus

3rd: meter, timbre, texture, major, minor, octave, performer, producer, conductor, duet, trio, quartet, mood, vocal range

4th: phrasing, staccato, legato, staff, bar line, measure, key signatures, chords, covers, jingles, genres, pop, classical, country, reggae, salsa

5th: ballad, backbeat, rock, hip hop, folk, baroque, renaissance, house, techno, call and response, culture, dissonance, balance, a capella, movement, finale

Sound and Feeling words for music

Loud Soft High Low Fast Slow
Smooth Flowing Relaxing Soothing
Energizing Exciting Bubbly Happy
Sad Melancholy Wistful Nostalgic Blue
Aggressive Angry Edgy Harsh Scary
Spooky Ominous Mysterious Magical
Flat Sharp Clear Muddy

Rough Scratchy Raspy Gritty Grating
Airy Breathly Gentle Mellow Serene
Steady Strong Powerful Deep Rich
Jumpy Bouncy Skippy Zippy Swingy
Bright Dark Timid Powerful
Warm Cool Steady Irregular
Simple Complex Centering Expansive

Philosophy of music education

Music classes should be...

- Engaging and interactive
- Inclusive and representative
- Connected to other areas of study
- Challenging, but always with an underpinning of fun, play, and delight! If music isn't overall enjoyable, we are missing the mark.

Music funding in SPPS

Or... why does the PTA need to raise money for music education?

- It's complicated, no surprise.
- If a school is too small to support specialists in every area, classroom teachers can teach music as part of their licensure.
- Many teachers don't feel well-equipped to do this, so some schools raise funds for an artist-in-residence to provide or supplement music education.
- The new well-rounded education focus in the new strategic plan for SPPS aims to ensure baseline education in all state-mandated areas, including music. This may help music education gain more stable footing districtwide.
- If you care about this, parent engagement is meaningful and effective.

Thank you for what you make possible

