

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades

K

1

2

3

4

5

6

7

8

My First Recital

Presented by
Gr. 7 Band

This exemplar includes student experiences in



Music

Music Language, and Performance Skills

Students develop skills for making music individually and as part of an ensemble.

Understanding Music in Context

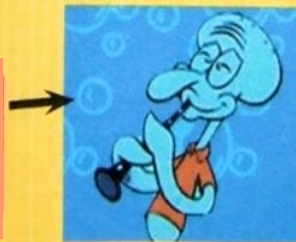
Students demonstrate understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities.

My First Recital: The Musical stylings of



*Multi-instrumentalist plays for a private audience
Sunday, February 15th, 3:00 P.M.*

**Trained by
master
clarinettist
Squidward
Tentacles**



Creative Expression in Music

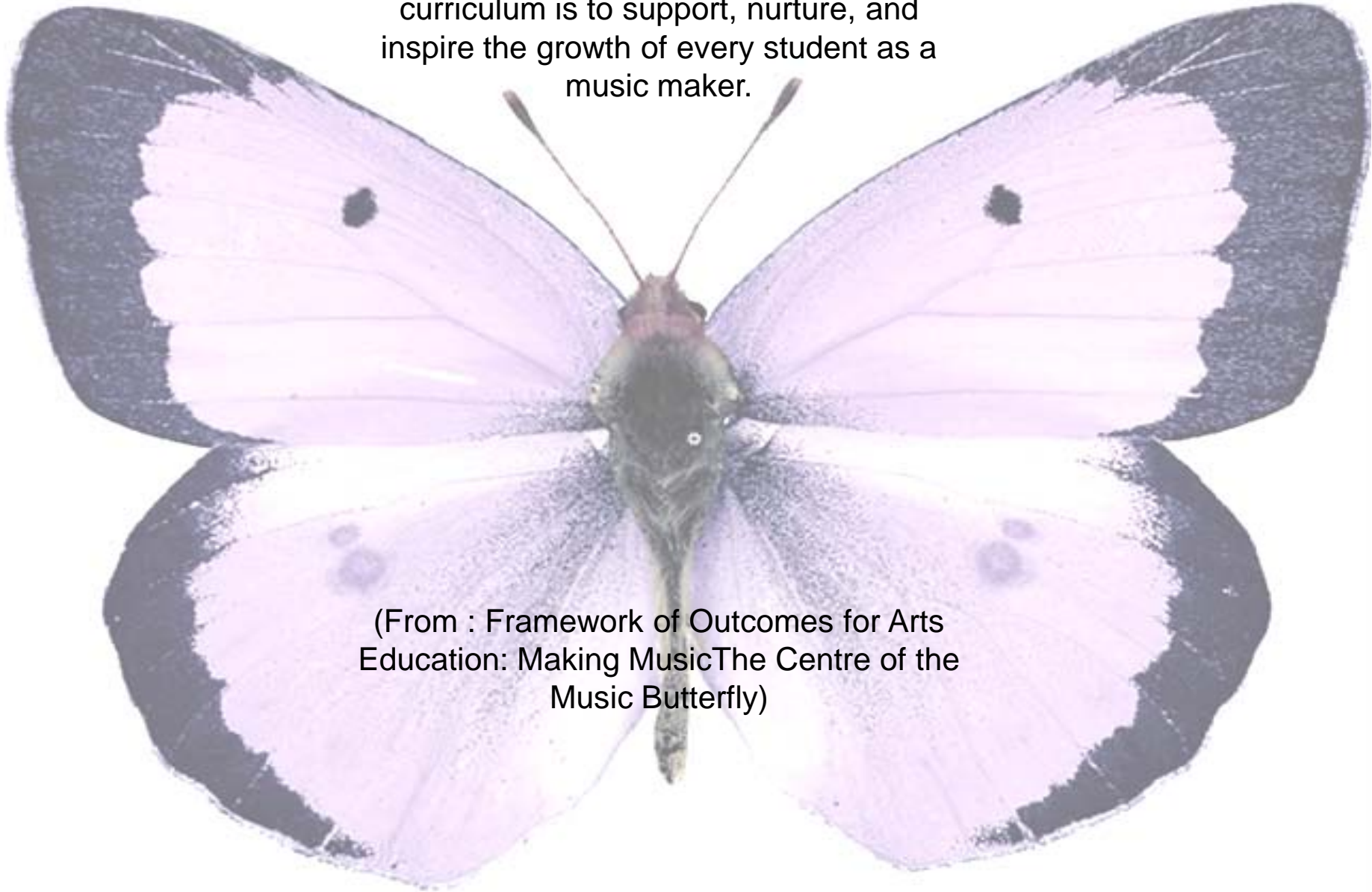
Students interpret, perform, and share music

Valuing Musical Experience

Students form personal responses to and construct meaning from their own and others' music.

The overarching goal of the music curriculum is to support, nurture, and inspire the growth of every student as a music maker.

(From : Framework of Outcomes for Arts Education: Making Music The Centre of the Music Butterfly)





The Learning Context

The Big Idea: What is a recital?

The students:

Grade 7 Band students were in their first year of instruction.

Prior learning:

Students had been playing since October and had learned basic playing skills on their instruments.

Overview



of teaching and learning experiences

First the students

- researched different performers and found recordings by artists who played the same instrument they played
- discussed the recordings to discover qualities they valued

Next they

- created lists of words that represented sounds they liked
- discussed how they could recreate those sounds
- experimented with different ways to use different sound qualities

Then they

- chose six short selections to work on for their recital performances
- participated in rehearsals in and out of class
- Created programs and invitations for their recital

Finally the students

- performed their recital for their invited guests
- reflected on their performances and participated in self evaluations



First the students

- researched different performers and found artists who play the same instrument they play in class
- choose one of the recorded examples they found to play for the rest of their class
- discussed the recording to discover the qualities they valued in the sounds made by the solo performer

In Understanding Music in Context, students identify, share, and discuss examples of music experienced through live performances and through various media 5–8 M–U1.2

In Creative Expression in Music, students collect and explore a wide range of resources for stimulating and developing own musical ideas 5–8 M–C1.5



Next the students

- created a list of words that represented sounds they liked
- discussed how they could recreate those sounds on their different instruments



Teacher Comments:

*“Go for the best sound you can make.
You don’t want to sound like a goose!”*

In Creative Expression in Music, students generate multiple ideas for music making through constructive experimentation with music and sound 5–8 M–C1.1



The students worked in groups or on their own to select songs to perform on their recital

They created names for their performances, chose dates, times and locations for the performance, and began rehearsals in and out of class



Student Comments:

“We can’t do Jingle Bells, Christmas is OVER!”

Teacher Comments:

“If you do one slow song you could try to do one fast one too.”

In Understanding Music in Context, students demonstrate understanding of the multiple roles and purposes of music in society (e.g., for enjoyment, persuasion, social commentary, mood creation, spiritual experience, dancing) 5–8 M–U3.1



The students participated in rehearsals, in and out of class

Student Comments:

“It sounds better when you play the top line and I play the bottom line.”

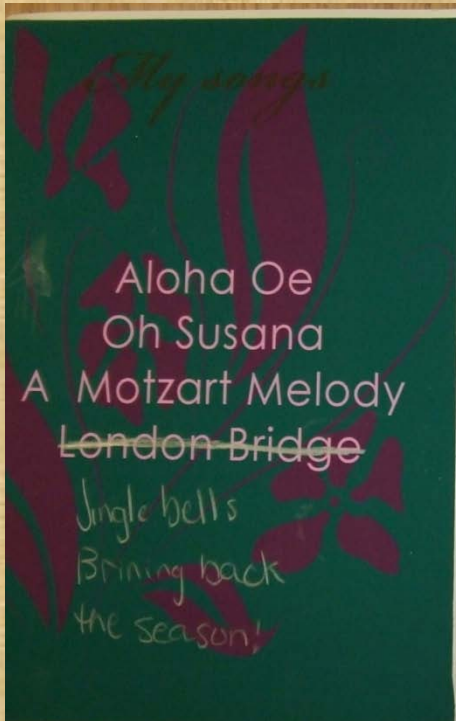
“You’re playing too loud and no one can hear me!”




In Music Language & Performance Skills, students demonstrate appropriate interpersonal skills for making music collectively K–8 M–L1.9

In Creative Expression in Music, students collaborate with others to select, present, and share own and others’ individual and group works of music through performances, composition portfolios, and/or recordings 5–8 M–C3.5
And make appropriate decisions as to whether own work is “finished” 3–8 M–C3.4

Then the students developed programs to show their audience.




The Musical stylings of [redacted]



Multi-instrumentalist [redacted] plays for a private audience .
Sunday February 15th, 3:00P.M.

Trained by master clarinetist Squidward Tentacles



A finished program



*Performance selections by
will include:*

O CANADA

**EARLY
BIRD
MARCH**

**OLD
MACDONALD
HAD A BAND**

**JINGLE
BELLS**



This concert is presented by

Back from a training session with Squidward tentacles on Friday night _____ arrived in _____ where he resides and will be doing his concert on Sunday February 8th. This amazing musician not only plays the clarinet he also plays the guitar, shown below. When he's not rocking the house he's minding the nets at the _____ arena for the _____ Blades. He is 10-3-0 and has got a 2.98 GAA. He gives his best wishes to everyone attending his concert and his hockey games.



That's my boy





Finally

the students performed for their friends and families.



In Music Language & Performance Skills, students

- develop skills for making music individually and as part of an ensemble.
- read, write, and perform from music notation, as required for playing a variety of repertoire
- demonstrate awareness and understanding of rhythm, melody, texture, and harmony



Audience members signed the backs of the programs and provided feedback on what they had heard.

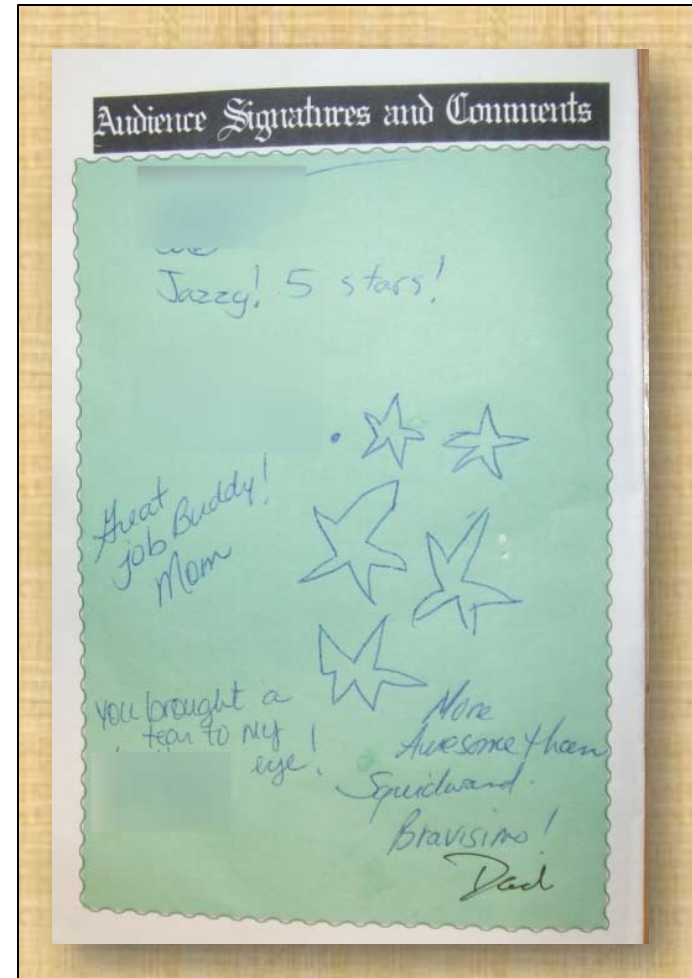
Students discussed their performance experiences and shared ideas with the class.

Student Comments:

"It was fun but I was so nervous!"

"My mom said I played really well."

"My dad liked the songs I picked. He said I am a good French Horn Player."



In Valuing Musical Experience, students share and justify interpretations of own and others' music and respect and acknowledge that individuals may have different interpretations and preferences regarding musical works and experiences



The students filled out self assessments of their work and were given time to reflect on the process of preparing a concert. They came up with ideas of things they would change and ways to do things better the next time.

Student Comments:

“I played all the music I liked.”

“I even wrote my OWN song!”

*In Valuing Musical Experience, students assess own music-making process and product using appropriate assessment criteria and tools 5-8 M-V4.3
And they establish, reflect on, and reassess personal and group goals for extending learning in music 5–8 M–V4.5*



Appendix: Resources

Tools and materials

- Students' instruments
- Tuner
- CD recordings
- Written music
- Staff paper
- Music stands
- Chairs

Print and non print

- Instruments
- Materials for making programs

Why was this exemplar a valuable learning experience?

Music Language and Performance Skills

Students develop understanding of and facility with elements, concepts, and techniques for making music

Creative Expression in Music

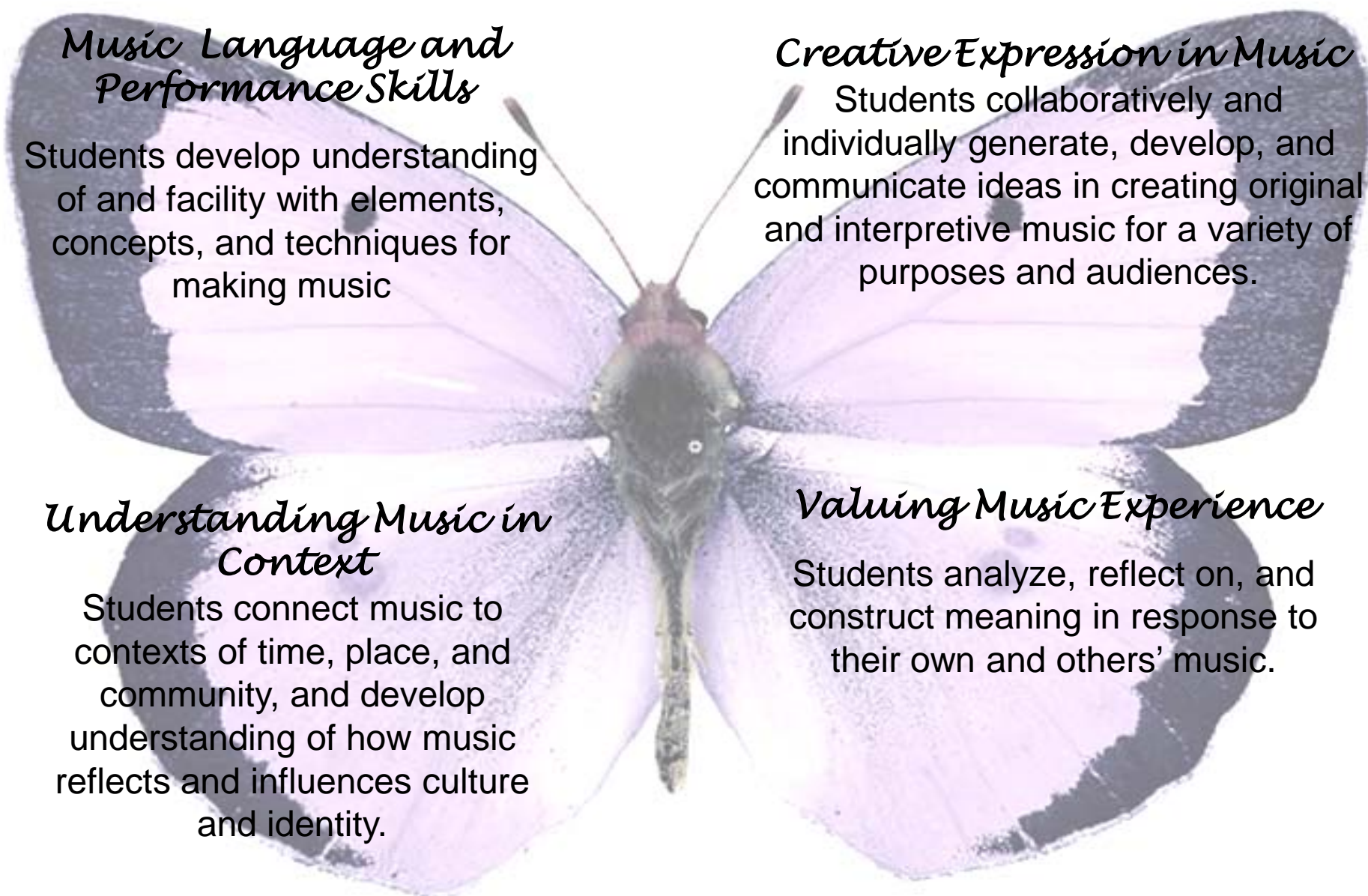
Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.

Understanding Music in Context

Students connect music to contexts of time, place, and community, and develop understanding of how music reflects and influences culture and identity.

Valuing Music Experience

Students analyze, reflect on, and construct meaning in response to their own and others' music.



Why was this exemplar a valuable learning experience?

Music Language and Performance Skills SLO:

5-8 M-L1.1
7-8 M-L1.4
5-8 M-L1.5
K-8 M-L1.9
5-8 M-L2.2
5-8 M-L3.2
5-8 M-L3.2
5-8 M-L3.4

Creative Expression in Music SLO:

5-8 M-C1.1
5-8 M-C1.5
5-8 M-C3.1
3-8 M-C3.4
5-8 M-C3.5

*In
Music*

Understanding Music in Context SLO:

5-8 M-U1.2
5-8 M-U3.1

Valuing Music as Experience SLO:

5-8 M-V3.1
1-8 M-V3.3
5-8 M-V4.3
5-8 M-V4.5

