

Young Audiences Signature Core Services Planning Template

This template is intended as a guide for artists in the development of their YA program, and in meeting the new criteria for YA core services to be child centered, outcome driven, and measurably effective. Each program will be firmly grounded in the four essential elements - experiencing the arts, understanding in the arts, creating in the arts, and connecting the arts across the curriculum and to everyday life.

Core Service:	Workshop	Residency (6 days)	Performance/Assembly	Professional Development
Program Title: Rhythms Abounding & Sounding: Lively Language			Artist/Ensemble: Terry Boyarsky	
Art Form: Music			Grade Levels: 1 - 6	
Big Idea: Music is organized sound, and the structure of language creates order and clarity. Both are forms of communication.		Enduring Understanding: Music is a way for people to express themselves. Music speaks to me and for me.		Essential Question: How does music communicate form and meaning?
Arts Standard(s): 1. Creative Expression and Communication: Students sing, play instruments, improvise, compose, read and notate music. 2. Connections, Relationships and Applications: Students identify similarities and difference between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music. 3. Analyzing and Responding: Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.				
Non-Arts Standard(s): (English Language Arts) 1. Craft & Structure: analyze the structure of texts, including how specific sentences, paragraphs, and larger portions relate to each other and the whole. 2. Comprehension & Collaboration: Prepare for and participate effectively in a range of conversations and collaborations. 3. Presentation of Knowledge & Ideas: Make strategic use of visual displays of data to express information and enhance understanding of presentations.				
Program Summary: Literature and Language Arts form the basis for this residency that also teaches students to follow directions, improvise, use their imaginations and play with phonemes and rhyme schemes. Students dramatize stories, sing songs, and dance while immersing themselves in the elements of literature. Terry combines proverbs and body percussion to show the rhythmic aspects of language. This residency will make language and story come alive for students. This program can be customized for the literature being used in your classroom.				
Objective(s): 1. Be able to sing with accurate pitch, perform rhythms, keep a steady beat, identify melody, notate music, express music with the body. 2. Understand musical terms, recognize musical structures (beat, meter, phrase, larger forms) and how to measure them. 3. Understand the elements of literature and use the imagination to visual story sequence and setting. 4. Be able to work in a group to dramatize a story using the body and voice to improvise.				
21st Century Learning & Innovation Skills <i>Select all skills that participants will learn, explore, and experience during the program.</i>				
Creativity		Critical Thinking		Communication

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<u>Fluency</u> <u>Flexibility</u> <u>Originality</u> Elaboration	<u>Resourcefulness</u> <u>Reciprocity</u> <u>Reflection</u> Resilience	<u>Articulate</u> <u>Collaborate</u>
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Experience

A Signature Service will include an experience with an art form delivered by professional artists and will give participants the opportunity to interact with the work(s) or art itself. Experience will inspire, engage and encourage interest and exploration in the arts and learning.

Program Content: *What will participants experience (hear, see, touch) during your program. List at least three ways children will experience your program.*

1. Students will hear and perform songs, play percussion instruments and perform body percussion.
2. Students will follow the music with their movement, listening carefully so as to match their locomotor movements with the tempo and beat of the improvised piano music.
3. Students will engage in “Quick Reaction” games to strengthen their attention and fluidity of body movement.
4. Students will experience how to brainstorm, problem solve, choreograph and make decisions in a group.
5. Students will experience silence & stillness - absolute listening with ear & body - which will open new horizons in self regulatory behavior.

Understand

A Signature Service will illuminate the art form through its cultural context, creative processes, and/or the role of the artist and artistic expression.

Program Content: *List the key ideas, concepts, and terms about the art form, artist, and/or artistic process that the participants will understand, learn, and retain.*

1. Students will understand steady beat, tempo, rhythm, rhythmic pattern, ostinato, and rondo form.
2. Counting and grouping beats is like structuring words and phrases. Songs have beginning, middle and end, just like stories.
3. Rhythms can rhyme and have shape, and words can rhyme and have shape.

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4. Proverbs are condensed nuggets of meaning; every language has its proverbs with unique rhythm and flavor.

5. Musical decisions (dynamics, tempo, high/low voice, repetition) have correspondence in language - *how* you talk conveys meaning.

Create

A Signature Service will engage participants in the process of creating and empower them to make artistic choices.

Program Content: *List at least three ways participants will actively participate and/or create during this program.*

1. Students will create and perform their own body percussion patterns.

2. Students will create their own movements for part of a dance.

3. Students will create their own ostinato as accompaniment for chanting a proverb of their choice.

4. Students will make musical choices about tempo, dynamics, repeats, crescendo/decrescendo, and instrumentation.

5. Students will work in small groups to create a final form including voice, movement, body percussion and percussion instruments.

Connect

A Signature Service will enable and encourage participants to link program content to personal experiences, other academic learning, and/or life skill development.

Program Content: *List at least three specific links in your program that will help participants connect the program to their personal experiences, other academic learning beyond the arts, and/or life skill development.*

1. While learning the songs and dances students will be actively engaged in analyzing rhyme, rhythm, form and structure.

2. In observing themselves learning something new, students will understand how to pay attention, be patient, practice, repeat, mine mistakes for learning.

3. Music is like being on a sports team: Passing the beat and making music together is like “Keep the ball rolling!” “Don’t drop the ball!” “Carry the ball!” “Keep your eye on the ball!” “Don’t throw him a curveball!” “Give it your best shot!”

4. Different roles in music are applicable to other areas of life: performer, audience, conductor, composer.

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5. “Frozen” body movements are like statues and geometric shapes. Melodies are musical ideas which are like pathways through space.

Preparing for Your Program

Program Content: *List three specific things teachers can do to prepare students for your program.*

1. Remind students that the most important thing is to listen.
2. Children will be moving (whole body movement) so they should be reminded about following directions, personal space, and safety.
3. We will have lots of fun! Be prepared to do something you’ve never done before!

Extending Your Program

Program Content: *List three specific links in your program that will help teachers continue the discussion after your program.*

1. Using a poem that you know, draw a diagram or symbol for to show the form of the song, including rhyme scheme.
2. What is the purpose of repetition in music? in public speaking? in conversation?
3. Can you predict what someone is about to say? Can you tell how a melody will end?

Program Content: *List three open ended questions that you will ask participants during or after your program that will reinforce material learned and prompt further discussion or exploration.*

1. How did our songs and movement games help you understand beginning, middle and end?
2. How is music different from other forms of language?
3. How do musicians make music together? How does a basketball team win the game? Why is a theatre troupe called and “ensemble?”