

## 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.*

<b>Core Service:</b>	Workshop	<u><b>Residency (6 days)</b></u>	Performance/Assembly	Professional Development
<b>Program Title: Rhythms Abounding &amp; Sounding: Math in Motion</b>			<b>Artist/Ensemble: Terry Boyarsky</b>	
<b>Art Form: Music</b>			<b>Grade Levels: 1 - 6</b>	
<b>Big Idea:</b>  Listening is the most important skill in life.		<b>Enduring Understanding:</b>  Music has form and structure, as do time, shape, energy, structure. Everything is measurable and depends on units.		<b>Essential Question:</b>  How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high-quality standards?
<b>Arts Standard(s):</b> 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.				
<b>Non-Arts Standard(s):</b> 1. Measurement: Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies. 2. Geometry and Spatial Sense: Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems. 3. Patterns, Functions and Algebra: Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. students analyze, model and solve problems using various representations such as tables, graphs and equations. 4. Mathematical Processes: Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.				
<b>Program Summary:</b> Terry uses a varied repertoire of music and movement in the fast-paced residency that teaches listening skills, problem solving, team work and kinesthetic awareness. Students estimate, measure and analyze musical patterns and forms through rhythmic games, body percussion ad song. They will use spatial reasoning to connect musical forms with geometric figures. Teachers will be amazed to see their class becoming engaged, challenged and motivated by working together to answer musical and mathematical questions.				
<b>Objective(s):</b> 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. Graph, represent, analyze and solve mathematical problems using logic, spatial reasoning, kinesthetic sense and movement. 4. Identify, classify, compare and analyze characteristics and properties of geometric shapes.				

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<b>21st Century Learning &amp; Innovation Skills</b> <i>Select all skills that participants will learn, explore, and experience during the program.</i>		
<b>Creativity</b>	<b>Critical Thinking</b>	<b>Communication</b>
<b>Fluency</b> <b>Flexibility</b> <b>Originality</b> Elaboration	<b>Resourcefulness</b> <b>Reciprocity</b> <b>Reflection</b> <b>Resilience</b>	<b>Articulate</b> <b>Collaborate</b>

<i><b>Experience</b></i>
<i>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.</i>
<b>Program Content:</b> <i>What will participants experience (hear, see, touch) during your program. List at least three ways children will experience your program.</i>
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.

<i><b>Understand</b></i>
<i>A Signature Service will illuminate the art form through its cultural context, creative processes, and/or the role of the artist and artistic expression.</i>
<b>Program Content:</b> <i>List the key ideas, concepts, and terms about the art form, artist, and/or artistic process that the participants will understand, learn, and retain.</i>

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1. Steady beat, tempo, rhythm, rhythmic pattern, ostinato - how to count and group beats and time.

2. Musical form and structure is echoed in counting, arithmetic, geometry and algebra.

3. Compass Rose (North, South, East, West) in relation to body facing (in front, my right, behind, my left).

4. Dancing in a circle - the circle goes right or left - and/or clockwise or counterclockwise.

5. Sound & silence are like positive & negative, or like black & white, motion & stillness.

### **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.

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.*

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1. Students will be actively engaged in math problems while learning the songs and dances.
2. In observing themselves learning something new, students will understand how to pay attention, be patient, practice, repeat, dissect and analyze mistakes.
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.
5. “Frozen” body movements are like statues and geometric shapes.

### ***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 song that you know, draw a different symbol for each different part to show the form of the song (i.e. ABAB or AABA).
2. Beats are grouped into measures and phrases. What other units of measurement are grouped into larger forms?
3. Create a new body percussion ostinato and draw a chart showing which part of your ostinato uses which body percussion sound (snap, clap, pat, stomp).

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**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 part to whole?

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 an “ensemble?”