



GIML Faculty Workshop/Session Topics

Christopher Azzara

cazzara@esm.rochester.edu

Christopher Azzara

- **“Developing Musicianship through Improvisation”**

Improvisation in music is the spontaneous expression of meaningful musical ideas – it is analogous to conversation in language. As presented here, key elements of improvisation include personalization, spontaneity, anticipation, prediction, interaction, and being “in the moment.” Interestingly, we are born improvisers, as evidenced by our behavior in early childhood. This state of mind is clearly demonstrated in children’s play. When not encouraged to improvise as a part of our formal music education, the very thought of improvisation invokes fear. If we let go of that fear, we find that indeed we are improvisers. Improvisation enables musicians to express themselves from an internal source and is central to developing musicianship in all aspects of music education. Participants will develop skills associated with “Developing Musicianship through Improvisation” (Azzara & Grunow), including learning repertoire, musical vocabulary, and seven skills for learning to improvise.

Christopher Azzara

- **“Jump Right In: The Instrumental Series”**

For instrumental, vocal, and general music teachers at all levels who wish to improve their musicianship skills for teaching. This course is particularly relevant for teachers who are addressing the National Standards for singing, performing on instruments, reading, composing, and improvising. The emphasis is on beginning instrumental study for recorder, winds, percussion, and strings from “Jump Right In: The Instrumental Series.”

Christopher Azzara

- **“Teaching Improvisation: How to Get Started and Beyond”**

According to the National Standards for Music Education, everyone should be teaching improvisation. How do students learn to improvise? Where do I start? This session will provide a common sense approach that improves your musicianship and that of your students—making connections for general, vocal, and instrumental teachers at all levels of instruction and experience. Participants will be introduced to practical techniques designed to: (1) improve musicianship; (2) develop improvisation skills in a variety of musical styles; (3) include improvisation as an integral part of teaching and learning; (4) define relationships among improvisation, reading, and composition; and (5) assess student learning.

Christopher Azzara

- **“Assessing Improvisation: Learning to Improvise Meaningful Solos”**

Using repertoire as a foundation, this hands-on session will provide practical, accessible ideas for learning to improvise. It will address specific sequential techniques for teaching and assessment of improvisation, including learning repertoire, patterns and hearing chord changes, spontaneity, interaction, improvising melodic phrases, developing musical ideas, and skills for learning to improvise.

Christopher Azzara

- **“Music Literacy that Goes Beyond the Page”**

This interactive session will explore the relationships among music listening, improvisation, reading and composition. With an understanding of how these skills are related, participants will be able to implement sequential curriculum that will help their students learn how to improvise, improve reading comprehension, compose original ideas, gain deeper understanding of literature, and sing and play with better intonation and rhythm.

Christopher Azzara

- **“Improvisation and Composition: A Practical Guide for Musicianship”**

Everyone can, and should, improvise and compose music. Through improvisation and composition, students and teachers will improve listening skills, express their creative ideas, gain deeper understanding of literature, and play with better intonation and rhythm. Using repertoire as a foundation, this session will provide practical, accessible ideas for teaching improvisation and composition in a variety of settings.

Terrence Bacon

baconterr@mac.com

Terry Bacon

- **“MLT and HS Band – How Can I Apply Music Learning Theory to Secondary Instrumental Music?”**

Music Learning Theory is a framework for educators to understand how we learn when we learn music. However, we tend to focus on the chronological age of younger classroom music and beginning instrumental students. In this session we will explore possible ways MLT can be used as a framework for secondary instrumental music.

Terry Bacon

- **“Composing in Ensembles Using Technology”**

The NCAS includes Creating, Performing, Responding, and Connecting. Explore ideas on guiding students in developing musical skills including creating their own compositions. Suggestions on how to use technology tools with students to create, share, and evaluate musical ideas within ensembles.

Terry Bacon

- **“Performance-Based Assessment”**

Data collection and its utilization are vital in teaching musical students. This session will share one teachers’ continuing experience developing performance-based assessments that include student performance, composition, and performance analysis.

Terry Bacon

- And not a formal session but I am happy to create customized sessions for MLT and Technology. I have presented a number of technology sessions that include an MLT focus with Technology Based Music Instruction (TBMI).

Christina Hornbach

hornbach@hope.edu

Christina Hornbach

- **“You Sing, Kids Sing: How to Help Students Find Their Singing Voice”**

Children often have difficulty finding their singing voice. This workshop will provide teachers with tonal activities to help students find and develop their singing voices.

Christina Hornbach

- **“The Listening Rehearsal: How to Teach Elementary and Middle School Choir Students to Audiate”**

Developing elementary and middle school students’ ability to listen and comprehend in choir is often a daunting task. In this hands-on workshop, participants will engage in a variety of warm-up and rehearsal techniques to not only prepare choir members for the rehearsal ahead, but provide a daily protocol for developing musicianship and vocal skill. Come and maximize your rehearsal time, your students' musicianship and audiation muscle!

Christina Hornbach

- **“K-2 General Music: Answers and Successful Ideas for Early Elementary”**

This session will begin with a short discussion of developmentally appropriate practice and how to develop an appropriate K-2 music environment; this discussion will serve to contextualize the practical activities/demonstrations. Participants will engage in an informal music lesson that features specific examples of developmentally appropriate singing, chanting, and movement activities.

Christina Hornbach

- **“Feel the Beat!: Activities to Help Children Become Beat Competent”**

This workshop will give elementary general music teachers ideas on how to help their students FEEL the beat and become beat competent. Participants will engage in a variety of activities that foster feeling the beat while singing and chanting.

Christina Hornbach

- **“Making "Elementary General Music Curriculum" Soup: A Recipe for Independent Musician”**

Elementary general music educators must be knowledgeable about what is musically and developmentally appropriate in order to maximize learning in the classroom. This hands-on workshop will provide participants with a curriculum and example activities for elementary general music. Participants will engage in activities to not only highlight curricular concepts but to take back to school and try out on Monday!

Christina Hornbach

- **“Sing, Chant, Move, and Play: What to Do in Music Day after Day!”**

This workshop will give elementary general music teachers ideas on how to incorporate singing, chanting, moving, and playing instruments in a fun, interactive and experiential manner. Participants will engage in a short lesson as students and come away with activities to do right away in their classrooms.

Christina Hornbach

- **“Plant a Seed: Growing Improvisation Skills in Elementary General Music”**
Plant a seed and help students grow into independent musicians. This session will begin with a brief introduction to the improvisation process: exploration, creation, and improvisation. Participants will engage in hands-on activities that highlight the process as well as provide immediate activities to take home and try out in the classroom.

Christina Hornbach

- **“Flow is the Way to Go!: Using Music Learning Theory and Movement to Help Students be Musical”**
Children love to move! This workshop will engage participants in a variety of movement activities that will help prepare students for the learning of rhythm and stylistic interpretation of music. Children will become more musically expressive and actively involved in their learning. A variety of songs and chants will be used to illustrate the elements of movement.

Christina Hornbach

- **“How to Use Music Learning Theory to Help Students Find and Develop Their Singing Voices”**
Singing is an essential part of the elementary general music classroom; yet, children often have difficulty finding their singing voice. Based on Music Learning Theory, this "hands-on" workshop will provide teachers with specific tonal activities to help students find and develop their singing voices. Elementary general music is the prime age for setting vocal singing habits that will serve children for life.

Heather Kirby

heatherkirbymusic@gmail.com

Heather Kirby

- **“Dip Your Toe!”**
So, you've heard about audiation, and music learning theory and you've been curious to know what the big deal is but you're not ready to take the plunge! This session is for you! Come dip your toe in the water and experience ways to take your students' understanding to the next level by infusing some techniques that are simple, yet powerful, in engaging and enriching musical minds.

Heather Kirby

- **“Musically Meaningful Improvisation in Early Childhood”**
Preschool and Kindergarten children are capable of much more sophistication in their musicking than most would imagine! Their improvisations provide a peek into what is really going on in their musical minds. This session will present techniques for engaging young children in rhythm, tonal, and melodic improvisation, along with examples of student work.

Heather Kirby

- **"Modes, Meters, and Movement, Oh My!"**

Serving up a variety of modes and meters in your music classes doesn't need to be as scary as it may sound. Come experience how tame they can be with some movement, singing, and playing instruments. If variety is the spice of life, prepare to get hot!

Heather Kirby

- **"Preschoolers: Not Just Smaller Kindergarteners"**

The earlier music guidance begins in a child's life, the more of an impact it will have. Thankfully, more and more of us are finding ourselves tasked with 'teaching' preschool music classes and are quickly learning how very different PreK children are from Kindergarten children. How do these very young children acquire music skills? Research suggests in much the same way they acquire language skills. Participants will gain an understanding of this process from birth through PreK and how they might most effectively guide these little learners toward audiation. Come ready to move!

Marilyn Lowe

marilynwhitelowe@gmail.com

Marilyn Lowe

- **MLT Applied to Piano Instruction**

Michael Martin

martinme@aol.com

- Introduction to Music Learning Theory: How to Begin in the Instrumental, Choral, or General Classroom
- Application of Gordon's Music Learning Theory to Instrumental Teaching
- Application of Gordon's Music Learning Theory to String Teaching
- Rhythm 101: According to Gordon
- Introduction to Audiation for All Music Teachers
- Improvisation: How to Begin with Any Class or Ensemble
- *Jump Right In: The Instrumental Series for Winds and Percussion*
- *Jump Right In: The Instrumental Series for Strings*
- Why Can't They Play in Tune? Developing Good Intonation in Beginning Band or Orchestra
- Why Can't They Stay Together? Developing Rhythm Skills in Beginning Band or Orchestra

Jennifer McDonel

jmcdonel2@radford.edu

Jennifer McDonel

- **Inspiring creativity through Jazz: An MLT-based approach to teaching swing style and improvisation in concert band.**

Jazz music and improvisation can be accessible for all musicians—even young instrumentalists! In this interactive session, participants actively will engage in a consistent, aural approach to teaching swing style and a sequential process for learning to improvise meaningfully using tunes, chord roots, and simple jazz chord progressions. They will leave with the know-how and skills to teach themselves and, more importantly, start guiding their own students to swing and improvise using concert band literature.

Jennifer McDonel

- **Swingin' from the Start: An Audiation-Based Approach to Teaching the Basics of Jazz**

This session will help teachers feel confident about teaching swing style and improvisation. We will demonstrate a consistent approach to teaching concepts of swing; participants will actively engage in these processes. It will be of value to those who want to improve their jazz instruction in general music, choir, band, or orchestra classes!

Jennifer McDonel

- **Musicianship in the Band Class: Growing Independent Instrumentalists through Comprehension and Creativity.**

We acquire music skills in much the same way that we acquire language skills. An aural foundation is required for instrumentalists to be able to bring meaning to the music notation they encounter in ensemble performance. Before handing out a piece of music to students, consider the building blocks of musical understanding – Listening, Performing, Improvising, Reading & Writing.

Jennifer McDonel

- **You CAN teach an “old dog” new tricks: Introducing Music Learning Theory to High School Instrumental Ensembles.**

In this session the clinicians will share effective techniques for using Music Learning Theory with high school instrumental ensembles that have had little or no prior MLT background. Taking the time in rehearsals to teach these skills will ultimately create more time to lead students to higher levels of understanding, because rehearsals will be much more efficient and productive.

Jennifer McDonel

- **Move into more expressive conducting: Guiding middle-level students' musicianship through movement and gesture.**

It's what we do—not what we say—that communicates musical meaning to middle level ensembles! In this session, we'll explore how to guide students to use movement and audiation to heighten musical awareness in performance and how to communicate musically to students through expressive gestures in conducting.

Jennifer McDonel

- **Blend to taste: Bring out best learning with a mixture of Orff-Schulwerk and Music Learning Theory!**

Energize students' learning with this collaborative approach of the Orff-Schulwerk process and Music Learning Theory sequence. Participants will actively engage in blended lessons in this participatory session that targets National Standards: come listen, move, sing, chant, and play!

Jennifer McDonel

- **Improvis-Orffing with an MLT Mix: Playing with Music Languages.**
In this workshop, we will play with the languages of music, tonal and rhythm, through the continuum of exploration—creation—improvisation—composition. Participants will learn Music Learning Theory (MLT)-based strategies for guiding improvisation vocally and with instruments to promote music understanding (audiation development) and use the Orff process to build performable arrangements of simple tunes that include improvisation sections.

Jennifer McDonel

- **Improvising in the music classroom: Giant steps, but not just jazz!**
The presenter will demonstrate a continuum approach to teaching improvisation in elementary classroom music. Participants will actively engage in music activities that define four points on the improvisation continuum.

Jennifer McDonel

- **Jump, Jive, and Wail: Jazzin' it up in music class.**
Demonstrating a sequential approach to introducing swing style and improvisation in upper elementary/middle school classes and practical, fun activities teachers can utilize in their classrooms. Participants will actively engage in music activities that relate to the swing style and improvisation process.

Jennifer McDonel

- **“Deconstructing” the Compositional Process: Easy Steps to Help Kids Get Started!**
The presenter will deconstruct the compositional process in order to help teachers gain confidence in guiding students to compose in music classes. Participants will actively engage in music activities that relate to the compositional process.

Jennifer McDonel

- **Music and math make magic! Applications of research to early childhood music practice.**
In this session, research will be reported that supports complimentary music and math learning by engaging young children in active music making; practical applications also will be provided.

Jennifer McDonel

- **Encouraging preschool students' growth and holistic development through music.**
In this session, the presenter will provide insights from research about how young children learn music and how music learning connects to other areas of child development. Participants will experience practical activities that stimulate music development and holistic development of young children.

Jennifer McDonel

- **The impact of professional development initiatives on music teacher self-efficacy and perceptions of students' music learning in Nepal.**

In Nepal, there appear to be very limited opportunities for musicians to gain exposure to learning theories and research-based teaching practices. Previous music trainings have been skill-oriented and theory-based. Presentation centers on impact of MLT workshops delivered in 2016 and 2017 on teachers' practice and students learning.

Heather Shouldice

heathershouldice@gmail.com

Heather Shouldice

- **“The ABCs of MLT”**

This session will provide an overview of the major ideas of Gordon's Music Learning Theory and audiation. Video examples will be used to show what MLT looks like in the music classroom. Come discover how MLT can enhance your students' musicianship!

Heather Shouldice

- **“Advocating the Importance of Elementary General Music!”**

Given the current economic climate, we live in fear of the possibility that our music programs will be cut, especially at the elementary level. Rather than throwing our hands up in helpless despair, now is the time to be proactive! This session will address ways in which elementary general music teachers can advocate for their programs and their students by educating parents, administrators, and other stakeholders about the importance of what we do. Come learn how you can take action now!

Heather Shouldice

- **“Assessment in the Elementary Music Classroom”**

This session will provide an overview of assessment practices in the elementary general music program. Focus will be on building rating scales for use in measuring children's musical skill development within the context of authentic classroom activities. Ways of using assessment to guide instruction and strategies for translating assessments into evaluations (i.e., grades) will also be explored.

Heather Shouldice

- **“Composing from the Inside Out: Steps to Meaningful Composition in Elementary General Music”**

Have you wondered what students are capable of creating when they compose using the musical ideas inside of themselves? This session will focus on composition units and the step-by-step processes that enable students to develop and express their musicianship. Examples of student work will be shared along with practical ideas you can take back to your classroom to help students unlock their inner Mozart.

Heather Shouldice

- **“Don’t Stop Believing!”: Nurturing Musical Ability in ALL of our Students!**
Who do we believe can be successful in our music classrooms? Who has musical ability? Who has the potential to develop musical skills and what is needed to do so? Our answers to these questions can have a powerful impact on the musical development of our students. Contrary to popular belief that one must have innate “talent” in order to be good at music, this session will focus on what is possible when we truly believe in the musical potential of every student who walks into our classrooms.

Heather Shouldice

- **“Fostering Vocal Creativity and Improvisation in Elementary Music”**
Want to help your students create and improvise vocally but not sure how to start? This session is for you! The presenter will share strategies for using Gordon’s Music Learning Theory to help students develop the musical “vocabulary” and independence needed to create and improvise. These playful and engaging activities, using practical application of MLT, can help build students’ musical confidence and get them on their way to vocally improvising in no time!

Heather Shouldice

- **“Hearing the Notes on the Page: How to Help Kids Make Sense of Music Notation”**
The session will focus on helping students develop the ability to read and write music notation with comprehension- by associating musical sounds with the notation they see. Using concepts from language and literacy development, the presenter will share ideas for helping students develop musical skills and understanding that will enable them to read and write notation in a musically meaningful way, beginning with informal notation awareness and progressing to notation skills and even composition.

Heather Shouldice

- **“Improvisation Is Elementary: It’s All About Readiness!”**
The first step to improvisation is developing the readiness to improvise. This session will share activities and ideas to help elementary music students develop the tonal and rhythm “vocabulary” and skills that will enable them to be successful improvisers, as well as strategies for how to approach creating and improvising with young children. Connections between improvisation and composition will also be explored through examples of improvisation replication and revision.

Heather Shouldice

- **“Individual Musicking: Developing Elementary Students’ Musical Independence”**

If we want students to become lifelong music-makers, we need to help them develop musical independence as early as possible. Individual response can be a natural part of the elementary music classroom that will help students develop independent musical skills, as well as provide an opportunity for assessment and individualization of instruction. From brief individual response to creating and improvising, elementary general music can lay the foundation for a lifetime of independent musicking!

Heather Shouldice

- **“More Bang for your Buck: Extending Lessons and Making Connections in Elementary General Music”**

Elementary music can easily become a disjunct “grab bag” of activities. This session will enable elementary music teachers to help students make connections, continuously develop skills, and encourage deep understanding by extension and spiraling of concepts and repertoire through and across grade levels. Many national standards, including improvisation and composition, will be incorporated.

Heather Shouldice

- **“A Playful Approach to Teaching Preschool and Kindergarten Music”**

Discover developmentally appropriate and musically rich activities for harnessing the energy of young children through “music play” and using it to lay the foundation for a lifetime of music making. See how even improvisation can begin at age five or earlier!

Heather Shouldice

- **“Responding to the Musical Needs of Young Children”**

This presentation will focus on how young children learn and develop musical skills and understanding and the ways in which we, as music teachers, can use this knowledge to provide sequential and developmentally appropriate music-learning experiences for our young students.

Heather Shouldice

- **“When Worlds Collide: Incorporating Vernacular Music into the Elementary Classroom”**

Our students often live in two musical worlds: that of school music and that of music outside of school. Unfortunately, these worlds may seldom intersect. Incorporation of vernacular music styles (pop, rock, rap, blues, etc.) can be engaging for students and helps them make connections between music class and “the real world.” From movement to harmony to songwriting, this session will share ways to help students further develop their own musical skills and understanding through “their” music.

Heather Shouldice

- **“Teaching Harmony Step-by-Step: A Sequential Approach to Developing Harmonic Audiation”**

Helping your students understand and sing in harmony can be a snap! The key is to think about readiness. This workshop will share ways to prepare your students to audiate harmony and engage in practical activities for developing students’ harmonic skills in a sequential way. We will also explore extensions to improvisation and composition, as well as harmonic audiation in a variety of tonalities.

Heather Shouldice

- **"Beyond Major and Minor: Expanding Students’ Musical Experiences Through Varied Tonalities"**

Just as life is more exciting in color than black and white, the musical environment we provide our students is richer if we include tonalities beyond major and minor. This session will share repertoire in a variety of tonalities (including folk songs and popular music) as well as corresponding activities that can be used to teach a variety of skills in the elementary music classroom, such as singing games, movement, steady beat, form, ostinati, basslines, and rounds.

Cynthia Taggart

taggartc@msu.edu

- Encouraging Musical Play: Laying the Foundation for Lifelong Music Enjoyment and Participation
- Measuring Children’s Musical Behaviors
- Giving Elementary Students Their Wings: Developing Independent Musicianship
- Creating and Improvising in Elementary General Music and Beyond
- Using Assessment and Individual Response to Teach to Individual Differences
- Reading and Writing Music with Comprehension
- Developing Part-Singing Skills in Students of All Ages