

Alex McCarthy

June 2019

Music of Learning

Reflection 1: The Kennedy Model

This workshop really opened my eyes to the Kennedy Model of Arts Integration. Going into the workshop, I thought I understood the Kennedy Model very well, but this really helped me improve my understanding. Originally, I thought the Kennedy Model simply looked at integrated arts into other content areas, but after working with Marcia, I realized there is far more to it than that. I realized that in order for the model to be done to fidelity, it was really about teach students standards in both areas, both their arts area as well as their core subject area. We address standards in multiple subjects all the time, but I feel like we usually focus on only using one content area to support teaching the other. This made it clear that it's about growing students in at least two areas if not more. This will greatly impact my teaching as I work to create rigorous material that pushes students in multiple areas using the Kennedy Model. Marcia Daft did an excellent job modeling this as we looked at standards in both music and language arts. Also, similar lessons could be applied using different standards as well as switching out the subject matters. Marcia's way of modeling such an effective lesson really improved my confidence as a teacher to collaborate on lessons that were truly rigorous. Overall, the directive of the model to create lessons with evolving objectives in both areas spoke to me and increased my understanding about what it truly meant to have true arts integration. I look forward to incorporating this into my classroom more effectively.

Reflection 2: Word Painting

The lesson Marcia Daft presented on word painting was truly impressive to me. The way she connected music to text was truly incredible. While I have a decent background in music, the way she taught basic elements of rhythm to help understand text was incredible. I really believe that using this strategy can help a student understand any text on a deeper level. Any time we can push students to look at text more deeply, it enhances their understanding. I believe in general we sometimes as a society try to consume as much text as we can and true comprehension sometimes becomes an afterthought. This deep dive method into interpreting text and “word painting” is going to increase student understanding on a high level.

Personally, this is something that will likely become a vital part of my theatre curriculum. Never before have I seen a method for teaching text interpretation so effectively. Marcia’s method translates to the theatre flawlessly. I have already started to incorporate it in some of the other acting classes I teach. Learning to read with great expression isn’t that different than what we do on stage. Using the strategies of word painting as a jumping off point for actors to create characters and really do deep interpretation of text will enhance my students’ performances immensely. This is a tool I am excited to use on a regular basis.

Finally, as an experienced Language Arts Teacher, I see the incredible value this strategy offers. It provides students with a lively way to interact with the text in a way that will make them better readers in the long run. I am excited to see my students become better readers when their Heritage teachers incorporate this great strategy.

Reflection 3: Sound Writing

As a writing teacher and a music person, this is a very fun strategy! I look forward to seeing this incorporated into the classroom. I think with the poetry pouches that were so generously provided to us, this is a strategy that any teacher with a basic sense of rhythm could apply with ease. Learning the different beats and how to communicate with them in such a physical way is very relevant for students.

This is a great strategy for kinesthetic learners and multiple learning types. There is a part of the activity that also applies to auditory learners as they listen for the beat. Visual learners see the items on the number line and can follow that way. A strategy that appeals to so many different learning strategies is sure to increase student engagement exponentially.

I thought the poetry writing assignment that built off of the Sound Writing strategy was a great way to assess student learning. One of my biggest takeaways from Marcia's workshops was looking at Bloom's Taxonomy and thinking I don't spend enough time on the introductory levels. I try to go straight to the top to create without really spending enough time on the facts and the foundation environment students need to climb up the ladder. One of the things we took away from Marcia was how important it was to spend some time on those introductory steps even if they aren't always the most appealing. We're going to get better products created in the long run if we start with the teaching and learning on the introductory level.

LESSON TEMPLATE



A. FOUNDATION

Teacher Mr. McCarthy

Grade Level: 6th

Standards Connecting, Performing

Art Form:

Theatre

Other Curriculum Content:

Music/Language Arts

Objectives

Art form:

Music

Other Curriculum Content:

Materials Required

Slide show with Word Painting

White Board with markers

Room Set-up Required

Normal set up. Some portions of the lesson may take place in the Black Box Theatre

B. LESSON TIMING

INTRODUCTION	TIME:20
LEARNING ACTIVITY	TIME:30
CLOSURE	TIME:5
	TOTAL: 55

C. INTRODUCTION

	Min:	20
<ul style="list-style-type: none"> • State Purpose <i>The purpose of our lesson is for you to learn about/ review ... using reading structures to learn about interpreting scripts.</i> • Preview Lesson <i>Today we will... word paint our monologue</i> • Communicate Expectations <i>Remember our rules about...speaking when it is our turn. I expect that you will...speak and listen and fully participate.</i> 		

D. LEARNING ACTIVITY

TITLE:

Step #1: Pitch activity	Min:	2
Step #2: Speed activity	Min:	2
Step #3: Volume activity	Min:	2
Step #4: Repetition Activity	Min:	1-2
Step #5: Pause Activity	Min:	3
Step #6: Word Painting Sentences	Min:	5-10
Step #7: Share Sentences	Min:	5
Step #8: Word paint entire monologue	Min:	20
Step #9: Partner Share	Min:	3
Step #10: Volunteers Share	Min:	10

E. CLOSURE

Min: 5

- Review Purpose *Today we learned about...word painting monologues*
- Restate Main Ideas *The main ideas to **remember from our** work today are...how to enhance your performance.*
- Recognize Challenges and Accomplishments *Today we found [x] challenging... students will share out what was easy/challenging about the lesson*
- Connect to Future Learning
Next time we will...add more movement to the monologue
Before our next lesson, remember to...practice your word painted monologue for memorization.