



# STRATEGIES

POINT OF THE MODEL



# STRATEGY: INTRODUCING THE PIECE



- ★ YOU HAVE ONE CHANCE TO “HOOK” YOUR STUDENTS
  - ★ START WITH THE “BIG PICTURE”
  - ★ TELL A STORY –LEAVE A CLIFFHANGER FOR THE NEXT DAY!
  - ★ MAKE IT PERSONAL
  - ★ SHARE THE ORIGINAL OR A VARIATION
  - ★ BEGIN WITH A PROBLEM/MYSTERY
  - ★ GO TO THE “HEART” (WHAT “HOOKED” YOU IN THE FIRST PLACE?)
-

*WHAT MUST STUDENTS KNOW TO ACHIEVE YOUR OUTCOMES?*

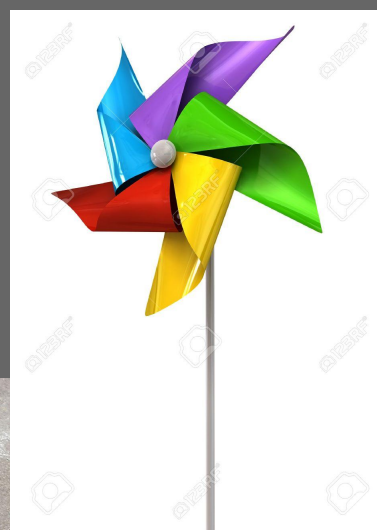


OUTCOMES  
ARE THE **WHAT**...



STRATEGIES  
ARE THE **HOW**





"BUT WAIT! I JUST ATTENDED THIS  
GREAT WORKSHOP AND NOW HAVE  
ALL OF THESE ACTIVITIES I CAN JUST  
PLUG RIGHT IN... !"

**amazon**  
 **Prime**



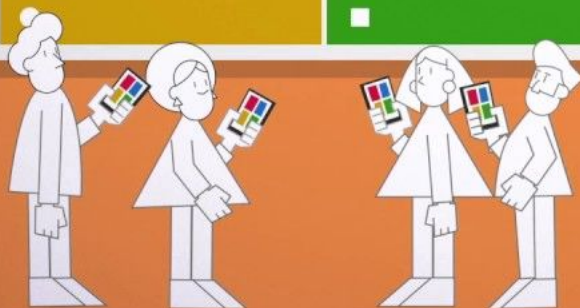
# STRATEGIES

CONSIDER HOW YOUR STRATEGIES WILL HELP YOUR  
STUDENTS ACHIEVE YOUR OUTCOMES



YOUR STRATEGIES MUST BE TIED AND TETHERED TO AN  
OUTCOME. ..OTHERWISE, THEY ARE JUST "ACTIVITIES"!





WE HAVE A  
DIVERSE  
GROUP OF  
UNIQUE  
LEARNERS





WE HAVE A  
DIVERSE GROUP OF  
UNIQUE LEARNERS

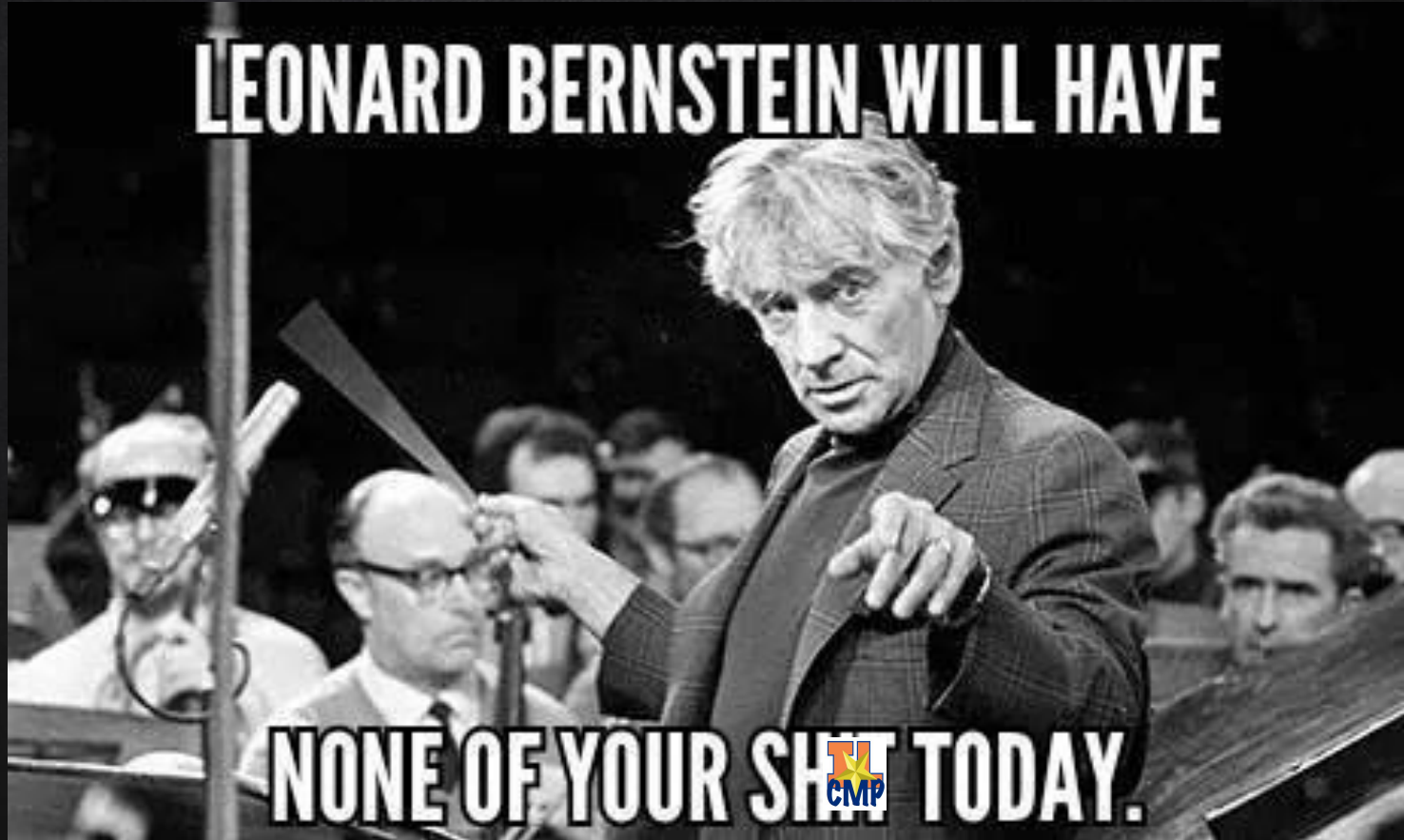


# LEARNING STYLES (MODALITIES)



- VISUAL
- AURAL
- VERBAL
- KINESTHETIC/  
TACTILE

# WHO'S IN CHARGE? LEADERSHIP STYLE?





# TEACHER- CENTERED -Vs. STUDENT-CENTERED



STUDENT CHOICE  
(THE “FLIPPED” CLASSROOM)

STUDENTS + DECISIONS =  
INDEPENDENT &  
CONFIDENT MUSICIANS!



Choice (We're wired for free will.)

Collaboration (We're wired to be  
social creatures.)

Communication (Ditto #2)

Critical Thinking (Problem solving)

Creativity (a uniquely human  
pleasure)



2:28 / 17:41



Teaching Methods for Inspiring the Students of the Future | Joe Ruhl |  
TEDxLafayette

1,392,769 views



15K



386



SHARE



SAVE



## THINGS TO CONSIDER AS YOU PLAN

- ✗ CAN YOU BREAK THE SKILLS/CONCEPTS DOWN?
- ✗ HAVE YOU ALREADY PROVIDED SOME SCAFFOLDING?
- ✗ HAVE YOU CONSIDERED STRATEGIES THAT OCCUR OUTSIDE OF THE REHEARSAL?
- ✗ KNOWING THE SKILL LEVEL(S) OF YOUR STUDENTS



## BEING REALISTIC...

- X STUDENT CONTACT TIME
  - X PERFORMANCE TIMELINE
  - X SPACE CONSTRAINTS
  - X CONCERT CYCLE
  - X MATURITY LEVEL
  - X CHECK OUT THE "PEEK  
BEHIND THE CURTAIN"  
HANDOUTS RELATED TO  
EACH DEMO...
-

# STRATEGY: "TAKE OUT THE PIECE"

XVIII. BASSO.

Je hi hi/ ij Ha ha ha ha ij

6 6 14 43

Ist Han und Hännchen { Weck, Weß bricht her,  
 { luf, Weß Fe- bo  
 { Frucht, { Je mehr der

6 6 16 6 6

vor der Mor- genstern/ ij Da laffen sie sich  
 folgt dem Mor- genstern/ ij Da hacket der Han da  
 Han das Hänn- lein hacket/ ij Je mehr die Hänn will  
 Han das Hänn- lein wol/ ij So wird da Meß der

7 6

hören gern. ij  
 Hännlein gern. ij

KIKKEHIHI  
 for Three-Part Treble Voices, a cappella  
 English Translation by MARY GOETZE  
 JOHANN HERMANN SCHEIN (1586-1630)

Spirited

I Ka - ka - ka - nei, Ka - ka - ka -  
 Ka - ka - ka - nie, ka - ka - ka -

II Ka - ka - ka - nei,  
 Ka - ka - ka - nie,

III Kik - ke - hi - hi, Kik - ki - hi -  
 Kik - ke - hi - hi, kih - ki - hi -

nei, da da da da da, ist  
 nie, da da da da da, the

ka - ka - ka - nei, da da da da da,  
 ka - ka - ka - nie, da da da da da,

hi lu ha ha ha, ha ha ha ha, ist  
 hi ha ha ha ha, ha ha ha ha, the

1. 2.

Hahn und Hen - nen Mor - gen - schrei, schrei,  
 hen and roue - ter's morn - ing cry. cry.

# “TAKE OUT THE PIECE” STRATEGY:

★ KIKKEHIHI: “TAKE OUT THE PIECE ...

- ... COMPOSED BY JOHANN HERRMAN SCHEIN
- ... BY A GERMAN COMPOSER
- ... SUNG IN GERMAN
- ... THAT IMITATES HENS AND ROOSTERS
- ... THAT BEGINS IN A FLAT MAJOR
- ... THAT FEATURES DOTTED EIGHTH/SIXTEENTH MOTIFS
- ... COMPOSED IN THE EARLY BAROQUE PERIOD
- ... THAT IS A MADRIGAL
- ... CONTAINING CONTRASTING ARTICULATIONS
- ... WITH SHIFTING TONAL CENTERS IN THE B SECTION
- ... THAT USES MELODIC AND RHYTHMIC IMITATION





# “TAKE OUT THE PIECE” STRATEGY:

★ KIKKEHIHI: “TAKE OUT THE PIECE ...

- ... COMPOSED BY JOHANN HERRMAN SCHEIN
- ... BY A GERMAN COMPOSER
- ... SUNG IN GERMAN
- ... THAT IMITATES HENS AND ROOSTERS
- ... THAT BEGINS IN A FLAT MAJOR
- ... THAT FEATURES DOTTED EIGHTH/SIXTEENTH MOTIFS
- ... COMPOSED IN THE EARLY BAROQUE PERIOD
- ... THAT IS A MADRIGAL
- ... CONTAINING CONTRASTING ARTICULATIONS
- ... WITH SHIFTING TONAL CENTERS IN THE B SECTION
- ... THAT USES MELODIC AND RHYTHMIC IMITATION





# IT'S YOUR TURN NOW!

## 1- BRAINSTORM

EACH GROUP CREATES  
ONE STRATEGY THAT  
TIES TO OUTCOME:

"STUDENTS WILL  
REFLECT ON HOW  
THEIR INDIVIDUAL  
CONTRIBUTIONS IMPACT  
A COMMUNITY."

## 2- DESCRIPTION & TITLE.

A SECRETARY FROM EACH  
GROUP WILL TYPE IN A BRIEF  
DESCRIPTION (WITH A  
MEMORABLE TITLE!)

USE THE QR CODE BELOW:

[BIT.LY/31vB5Ju](https://bit.ly/31vB5Ju)

## 3- WORDCLOUD

ANOTHER GROUP  
MEMBER TYPES THEIR  
PITHY TITLE INTO THIS  
WORDCLOUD:

[ANSWERGARDEN.CH/APP](https://ANSWERGARDEN.CH/APP)

ID: 955790



**STRATEGIES** ARE THE TEACHER'S PLAYGROUND~ LET YOUR PERSONALITY SHINE... YOU'RE LIMITED ONLY BY YOUR IMAGINATION!



BE SURE THAT THE **STRATEGIES** YOU CHOOSE ARE ENGAGING, VARIED, AND CONNECT TO THE OUTCOMES YOU'VE WRITTEN.





THANKS!

COMMITTEE MEMBERS—  
ANYTHING TO ADD?



TO BE CONTINUED...

IN SMALL GROUPS!

