

LMEA 2023 - HOT Music for IBA

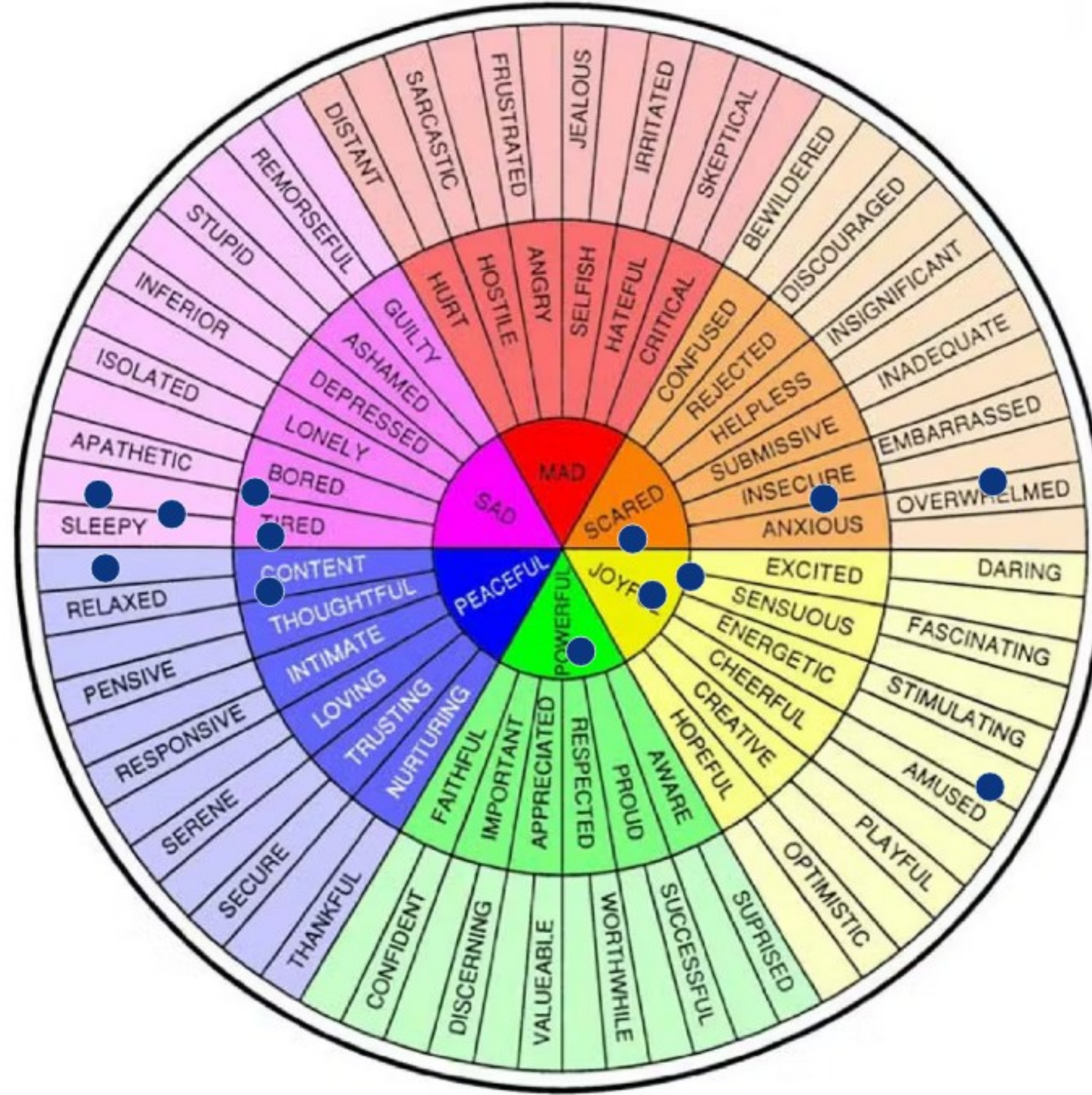
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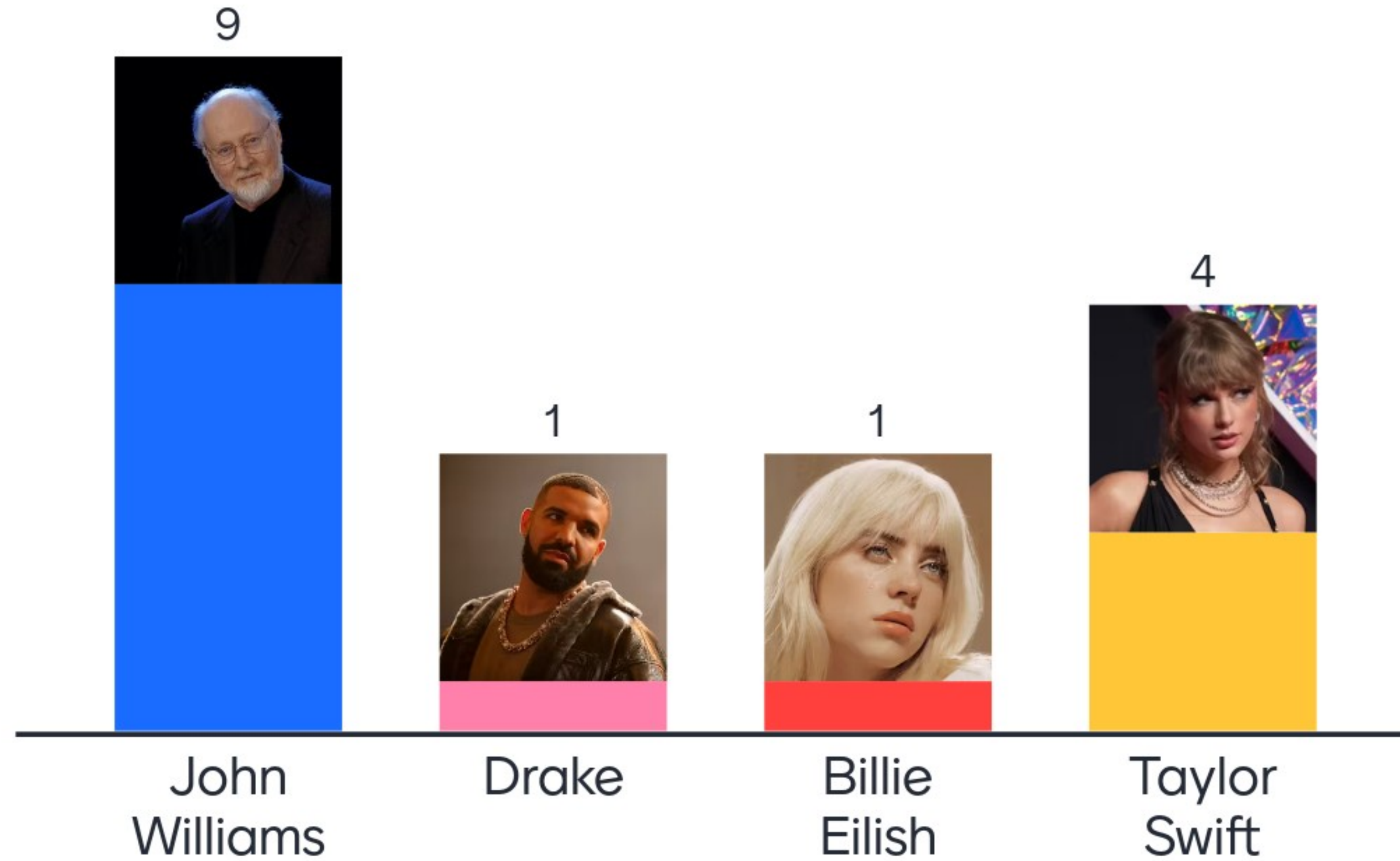
6



How are you feeling today?



Pick one to buy lunch...



"I am who I'm
meant to be;
this is me"

Fundamental Teaching Principles

- FTP 1: People, Music, Band (s);
Empty chairs make no sounds



Fundamental Teaching Principles

- FTP 2: Memory facilitators -
Teachers are controllers of
forgetting/remembering



Create Memories

- Known to unknown/relevance
- Concrete then abstract
- Repeat to Remember/Remember to repeat –
Avoid the fluke
- Primacy and Recency – How do you start and end
- Consistency
- HOT, HOT, HOT



Patterns/Sequence/REPEAT

- TEACHER PRESENTATION OF A TASK
- STUDENT RESPONSE
- TEACHER REINFORCEMENT
- "Clarinets, more contrast between legato and staccato in measures 33–35"
- Clarinets play/teacher listens for difference (did my instruction work?)
- Feedback about TASK - "Good space clarinets/Improved connection"

Fundamental Teaching Principles

→ FTP 3: Proactive and Reactive



Balance Proactive and Reactive

- Proactive: planned, intentional, informed, prepared
- "save them from themselves"
- Reactive: responsive, adjust, aware, perceptive, flexible
- "know when to punt"





Billie Eilish - What Was I Made For? (Official Music Video)



Billie Eilish 
48.1M subscribers

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 929K



 Share

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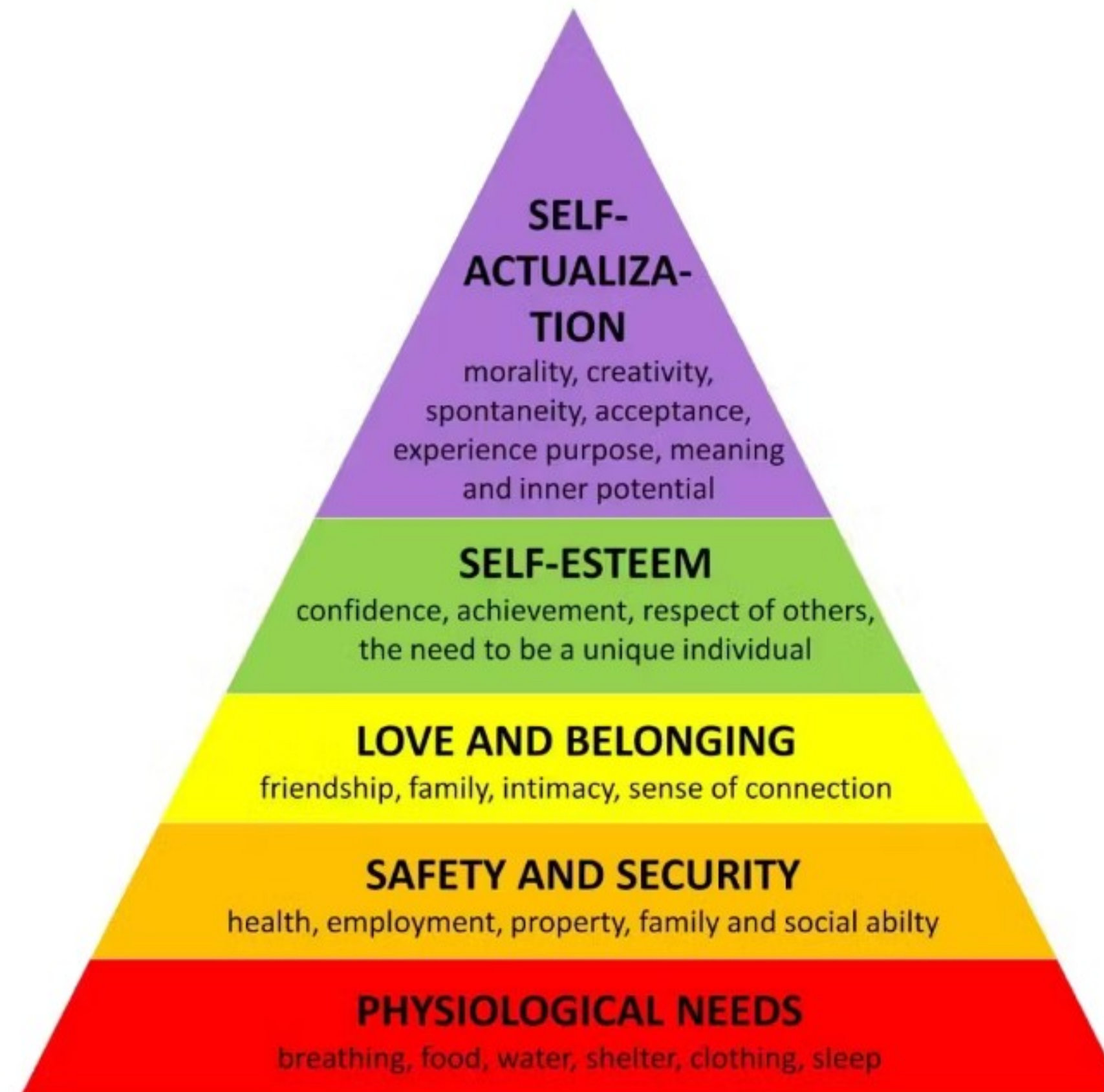


13,190,575 views Premiered Jul 13, 2023 [#15 on Trending for music](#)
Listen to "What Was I Made For?", out now: <https://BillieEilish.lnk.to/WhatWasIM...>

Billie is asking HOT questions

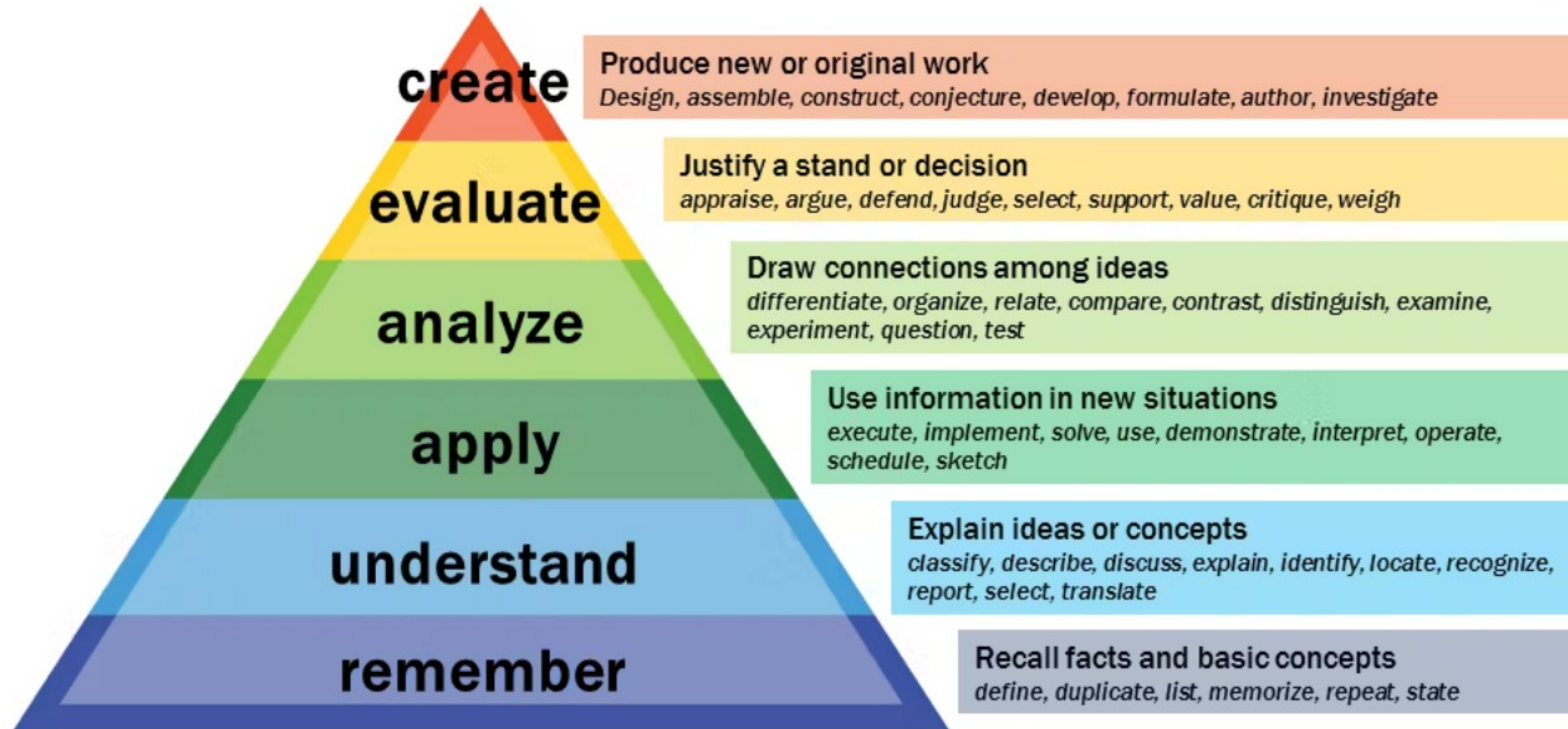
HOT?

Higher Order



Maslow Hierarchy of Needs

Bloom's Taxonomy



Vanderbilt University Center for Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Affective Domain of Learning

(Krathwohl, Bloom, Masia, 1973)

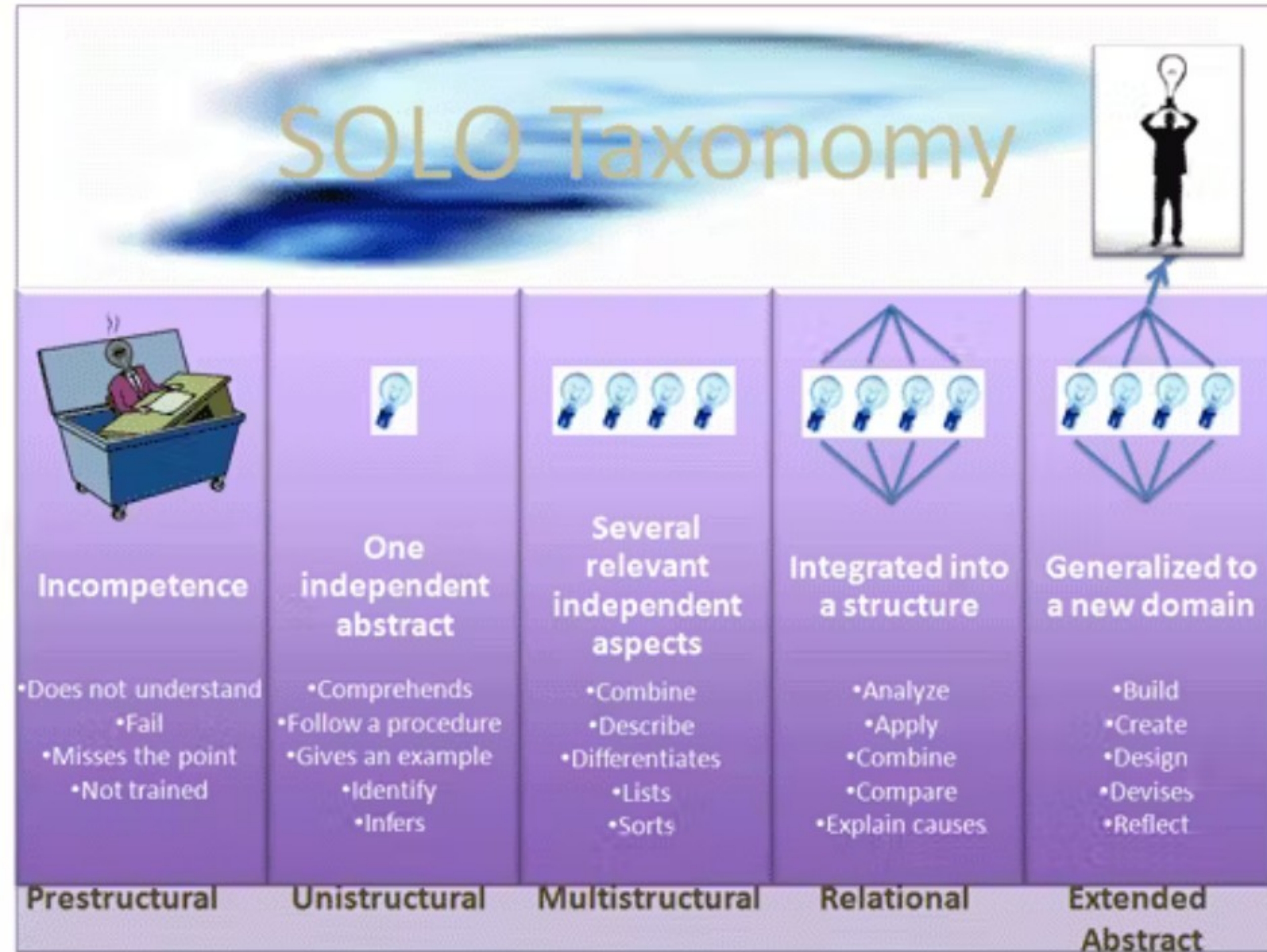


<https://brocansky.com/2012/08/the-other-learning-domain-developing-emotional-intelligence-in-a-digital-age.html>

Psychomotor Domain (Doing, Skills)					
Perception	Set	Guided Response	Mechanism	Complete Overt Response	Adaption
Definition	Definition	Definition	Definition	Definition	Definition
Senses cues that guide motor activity	Is mentally, emotionally, and Physically ready to act.	Imitates and practices skills, often in discrete steps	Performs acts with increasing efficiency confidence, and proficiency	Performs automatically.	Adapts skill sets to met a problem situation
Sample Verbs	Sample Verbs	Sample Verbs	Sample Verbs	Sample Verbs	Sample Verbs
. Detect . Hear . Listen . Observe . Perceive . Recognize . See . Sense . Smell . Taste . View . Watch	. achieve a posture . assume a body stance . Establish a body . place hands arms etc. . position the body . sit .stand . station	. Copy . Duplicate . Imitate . Manipulate . Guidance . Operate under . Supervision . Practice . Repeat . Try	. Complete with confidence . Conduct . Demonstrate . Execute . Improve efficiency . Increase speed . Make . Pace . Produce . Show . Dexterity	. Act habitually . Advance with Assurance . Control . Excel . Guide . Maintain efficiency . Manage . Master . Organize . Perfect . Perform . Automatically	. Design . Originates . Combines . Composes . Constructs

Psychomotor Taxonomy -

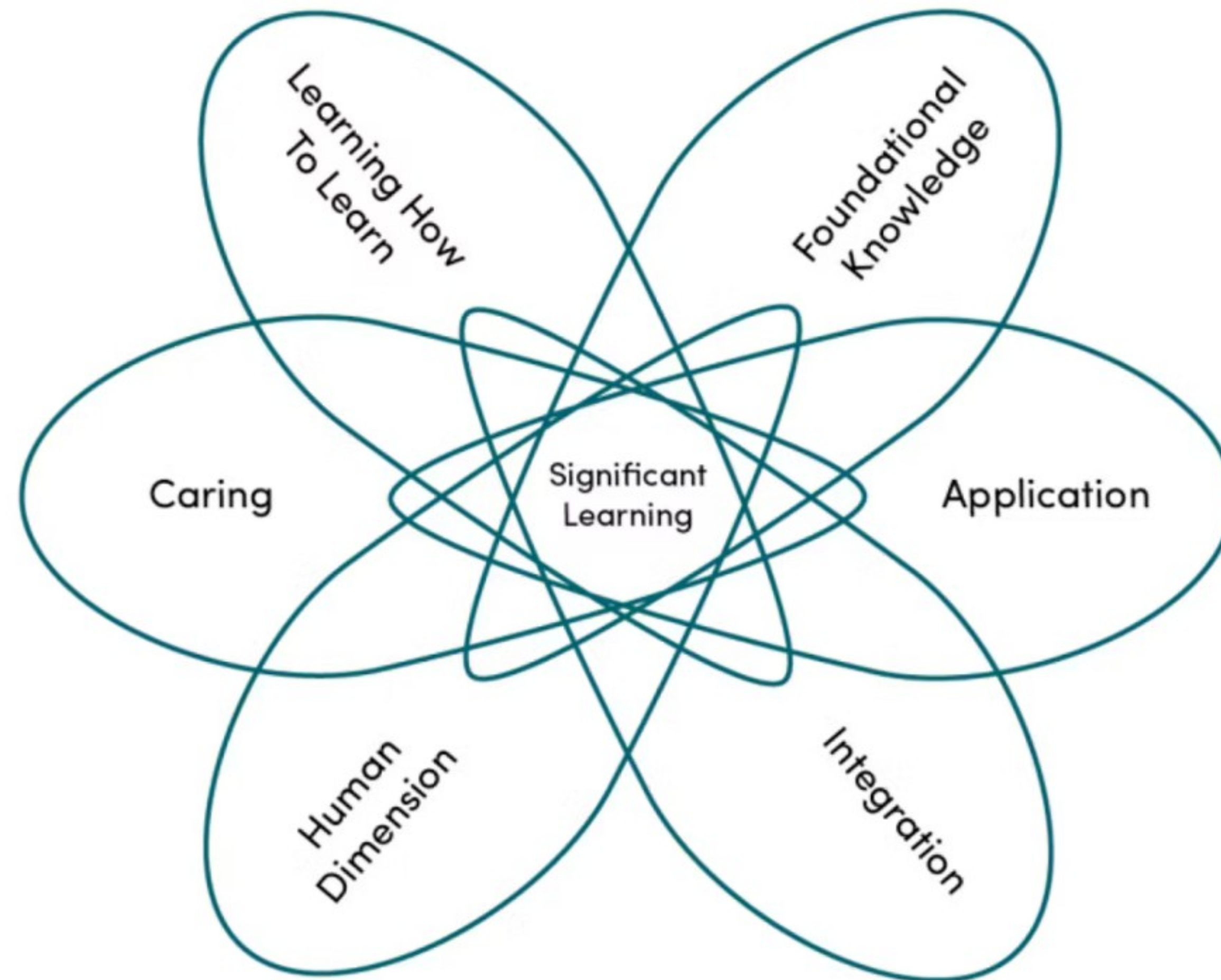
https://knowledgejump.com/hrd/Bloom/psychomotor_domain.html



https://knowledgejump.com/hrd/Bloom/SOLO_taxonomy.html

Six Facets of Understanding: I can

1. Explain
2. Interpret
3. Apply
4. Perceive
5. Empathize
6. Understand self (through others)



Fink (2013) - Significant Learning Outcomes

INTERACTIONS AND INTERSECTIONS

How do HOT environments/experiences build identity, belonging, and agency?

What are these?



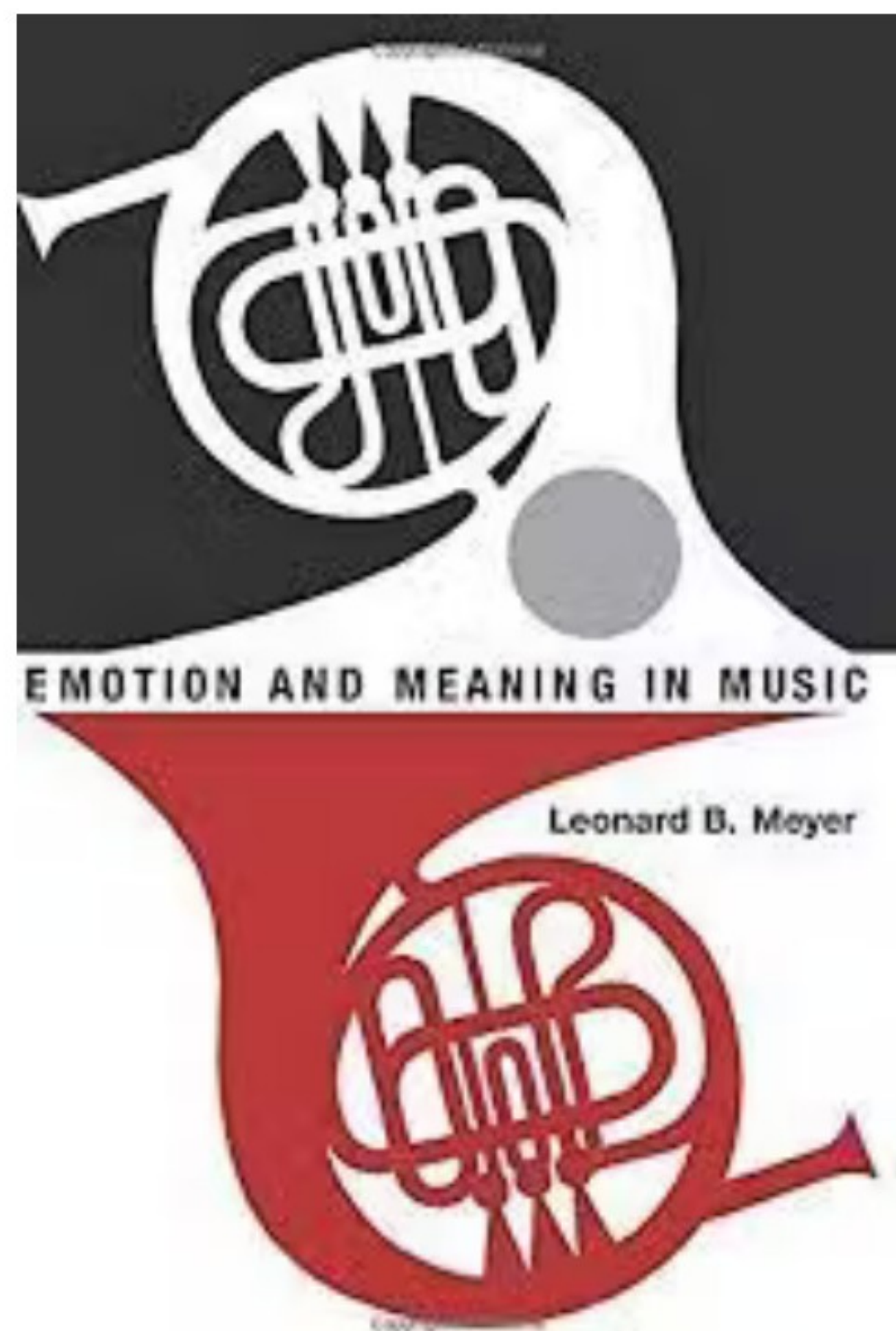
How have you benefitted from engaging in and through music ?

40 responses

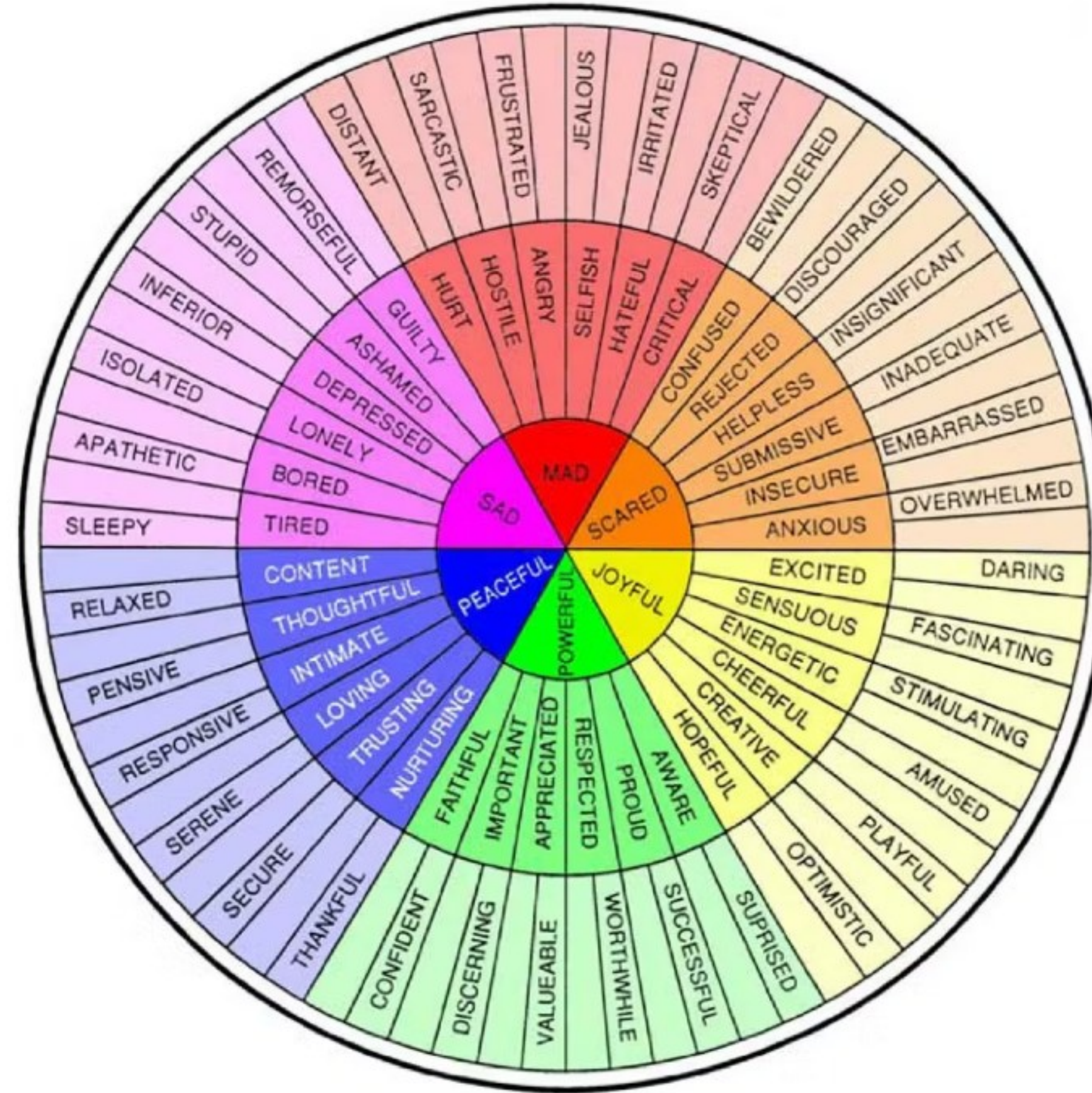








Which emotions are being conveyed?



Functions of Music (Chapter 11)

- EMOTIONAL EXPRESSION
- Aesthetic Enjoyment
- Entertainment
- Communication
- Symbolic Representation



THE ANTHROPOLOGY OF MUSIC

Mentimeter



Functions of Music (Chapter 11)

- Physical Response
- Enforcing Conformity to SOCIAL Norms
- Validation of SOCIAL institutions and religious rituals
- Continuity and stability of CULTURE
- Integration of SOCIETY



THE ANTHROPOLOGY OF MUSIC

Mentimeter





Definitions of Identity, Belonging, and Agency

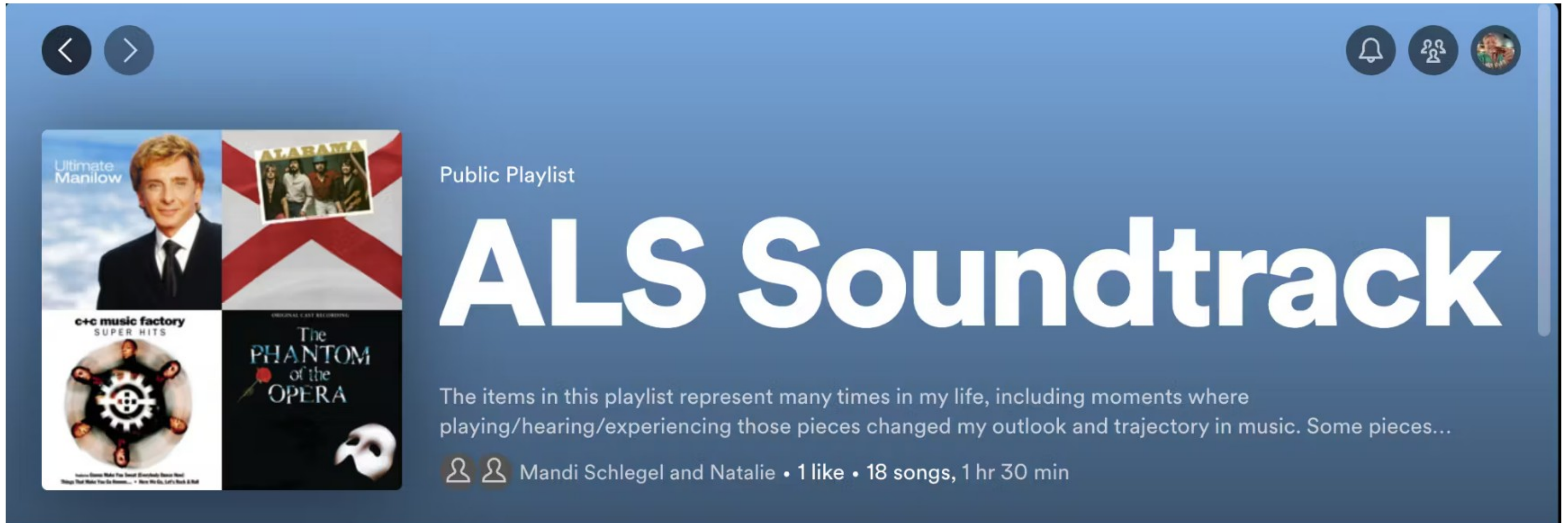
IDENTITY

Students' lived experiences and
understanding and expression of self

Words/Groups/Categories that reflect your musical activities and interests

57 responses





The screenshot shows a Spotify interface for a public playlist. On the left, there's a grid of four album covers: 'Ultimate Manilow', 'Alabama', 'c+c music factory SUPER HITS', and 'The PHANTOM of the OPERA'. The main title 'ALS Soundtrack' is prominently displayed in large white letters. Below the title, a description reads: 'The items in this playlist represent many times in my life, including moments where playing/hearing/experiencing those pieces changed my outlook and trajectory in music. Some pieces...'. At the bottom, it says 'Mandi Schlegel and Natalie • 1 like • 18 songs, 1 hr 30 min'. Navigation icons (back, forward, bell, share, profile) are visible at the top.

Public Playlist

ALS Soundtrack

The items in this playlist represent many times in my life, including moments where playing/hearing/experiencing those pieces changed my outlook and trajectory in music. Some pieces...

Mandi Schlegel and Natalie • 1 like • 18 songs, 1 hr 30 min

<https://open.spotify.com/playlist/3VVfcOAxLayJ2sS2f89uqu?si=f551f74a26ce4d16>

Public Playlist

MUED 200 - Spring 23

What music do you love? What music do you think is great? What music represents you? What songs and pieces do you have memorized? Share with the class! ALL GENRES EMBRACED, ENCOURAGED, AND RESPECTED!!

Mandi Schlegel • 9 likes • 116 songs, 8 hr 23 min

Enhance

Date added ▾

#	Title	Album	Added by	Date added ▾	
1	<div><div></div><div>Adios Nonino</div><div>Astor Piazzolla</div></div>	El Tango	<div><div></div>Mason</div>	Apr 12, 2023	4:59
2	<div><div></div><div>The Yellow Jacket</div><div>Shaun Martin</div></div>	7Summers	<div><div></div>Mason</div>	Mar 29, 2023	6:05
3	<div><div></div><div>A Fifth Of Beethoven</div><div>Walter Murphy</div></div>	Saturday Night Fever (The Original Movie Soundtrac...	<div><div></div>Mason</div>	Mar 22, 2023	3:03
4	<div><div></div><div>Agni Kai - Epic Version - Cover</div><div>Samuel Kim</div></div>	Avatar: The Last Airbender (Epic Collection) [Cover]	<div><div></div>Enya Moore</div>	Mar 15, 2023	2:15
5	<div><div></div><div>Castle on the Hill</div><div>Ed Sheeran</div></div>	÷ (Deluxe)	<div><div></div>marshrobin12</div>	Feb 22, 2023	4:21
6	<div><div></div><div>orange show speedway</div><div>Lizzy McAlpine</div></div>	five seconds flat	<div><div></div>Nicole</div>	Feb 15, 2023	3:47
7	<div><div></div><div>Nyon Nyon (Live)</div><div>Jake Runstad, Pennsylvania All State Chorus, Ryan Becken</div></div>	2016 Pennsylvania Music Educators Association (PM...	<div><div></div>Mandi Schlegel</div>	Feb 15, 2023	3:12

What emotions to perceive/feel? EMOJIs ONLY!

18 responses





What was I made for?

BELONGING

Feelings of connection and concern for
others because of safe and brave spaces;
part of something bigger; ensemble;
recognition and validation





Ever have this feeling?



Is she on to something?

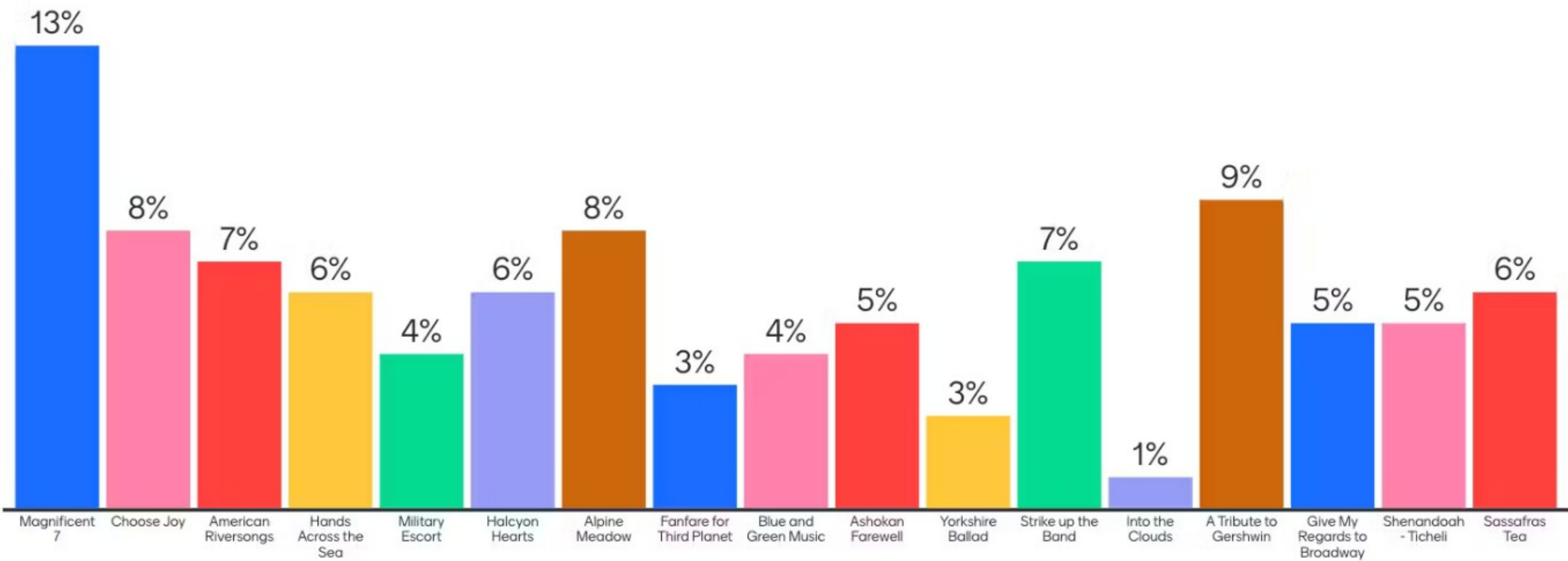
How have you benefitted from engaging in and through music ?

Waiting for responses ...

AGENCY

Belief in your ability to create change, make improvements; have a recognized voice

What do you want to play at May concerts? Pick no more than 6.



INTERACTIONS AND INTERSECTIONS

How do HOT environments/experiences build identity, belonging, and agency?

The intersections of FTPs with HOT to creating memories and informed by score study!



Create Memories

- Known to unknown/relevance
- Concrete then abstract
- Repeat to Remember/Remember to repeat –
Avoid the fluke
- Primacy and Recency – How do you start and end
- Consistency
- HOT, HOT, HOT





The image displays two pages of a musical score for a percussion ensemble. The left page is numbered 25 and the right page is numbered 26. The score includes staves for various instruments and vocal parts, with dynamic markings and performance instructions.

Left Page (25):

- FL:** Flute, marked *p* (pencil tap (on support rail)).
- Obse:** Oboe, marked *p* (pencil tap (on support rail)).
- Bsn:** Bassoon, marked *mp*.
- CL 1:** Clarinet 1, marked *mp*.
- CL 2:** Clarinet 2, marked *mp*.
- Bs. CL:** Bass Clarinet, marked *mp*.
- A. Sn:** Alto Saxophone, marked *mp*.
- T. Sn:** Tenor Saxophone, marked *mp*.
- B. Sn:** Baritone Saxophone, marked *mp*.
- Tpt:** Trumpet, marked *p* (pencil tap (on support rail)).
- Horn:** Horn, marked *p* (pencil tap (on support rail)).
- Tbn:** Trombone, marked *p* (pencil tap (on support rail)).
- Bar:** Baritone, marked *p* (pencil tap (on support rail)).
- Tuba:** Tuba, marked *mp*.
- Timp:** Timpani, marked *mp*.
- Perc. 1:** Percussion 1, marked *mp*.
- Perc. 2:** Percussion 2, marked *mp*.
- Perc. 3:** Percussion 3, marked *mp*.
- Perc. 4:** Percussion 4, marked *mp*.
- Perc. 5:** Percussion 5, marked *mp*.
- Pan:** Pan, marked *mp*.

Right Page (26):

- FL:** Flute, marked *mp*.
- Obse:** Oboe, marked *mp*.
- Bsn:** Bassoon, marked *mp*.
- CL 1:** Clarinet 1, marked *mp*.
- CL 2:** Clarinet 2, marked *mp*.
- Bs. CL:** Bass Clarinet, marked *mp*.
- A. Sn:** Alto Saxophone, marked *mp*.
- T. Sn:** Tenor Saxophone, marked *mp*.
- B. Sn:** Baritone Saxophone, marked *mp*.
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- Perc. 1:** Percussion 1, marked *mp*.
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- Perc. 3:** Percussion 3, marked *mp*.
- Perc. 4:** Percussion 4, marked *mp*.
- Perc. 5:** Percussion 5, marked *mp*.
- Pan:** Pan, marked *mp*.

What could be taught with this? You'll share on the next slide.



ILMEA CMP - <https://illinoiscmp.weebly.com/>



Wisconsin Music Educators Association - <https://wmeamusic.org/cmp/>

More Music, More People, More Life

- More Music (identity) - What else can I teach with this piece?
- More People (Belonging) - Who wrote this piece? Why? Do others identify with this piece? Process?
- More Life (Agency) - Can I improve? Can I make this better? Can the musical word I envision be a reality?
- THESE ARE HOT QUESTIONS! The process of answering them may be the most important outcome.



Thanks for your kind attention!

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