

THE LION'S SHARE

A NEWSLETTER FOR
ELEMENTARY MUSIC
EDUCATORS IN NORTH TEXAS

SPRING 2012



SPRING EVENTS

- March 3 TExES Music Content
 Worship with David and Caia
 McCullar
- March 31 North Texas AOSA Workshop
 with Roger Sams
- April 21 TAMU-C Spring Music
 Educator Workshop with
 Ben Torres
- May 14 Annual Bill Martin, Jr.
 Symposium



SING, SAY, DANCE, AND PLAY YOUR DAY AWAY! with BEN TORRES

Experience and explore a variety of engaging activities using the Orff media of singing, saying, dancing, and playing while incorporating technology. Please bring a soprano recorder if you have one.

SATURDAY APRIL 21, 9 am to 12 pm
Texas A&M University-Commerce
Music Building

THREE HOURS CPE CREDIT!



MASTER OF MUSIC IN MUSIC EDUCATION

COHORT FOR CHORAL DIRECTORS AND ELEMENTARY MUSIC SPECIALISTS

Earn a Master of Music in four summers.

32 hour program ~ no GRE required ~ no diagnostic exams

Classes held at the TAMU-C Mesquite Metroplex Center or online

SEMESTER	CREDITS	COURSE TITLE
I	3	Choral Literature I / Elementary Pedagogy I
I	3	Seminar in Music Education: Philosophy and Psychology
I	2	Applied Conducting / Applied Voice
II	2	Introduction to Graduate Study
II	3	Choral Literature II / Elementary Pedagogy II
II	3	Research Literature and Techniques
III	2	Conducting II / Movement in the Elementary Classroom
III	2	Graduate Theory
III	2	Choral Pedagogy / Vocal Literature and Repertoire for Elementary
III	2	Romantic History
IV	2	Classical History
IV	3	Movement for the Music Educator
IV	3	Independent Study



TAMU-COMMERCE CHORALE AND WIND ENSEMBLE PERFORM AT CARNEGIE HALL

On the evening of February 28, 2012, the Texas A&M University-Commerce Wind Ensemble and Chorale performed at the world famous Carnegie Hall in New York City in the Distinguished Concert Series "Deep in the HeART of Texas."

The concert featured percussion instructor Dr. Brian Zator on Bradley Bodine's exciting new work, *Kaleidoscope*, for Marimba and Wind Ensemble, as well as Jennifer Sanchez, soprano, on James Syler's *Symphony No. 1 (Blue)* for Chorus and Wind Ensemble.



EIGHTH ANNUAL

BILL MARTIN JR MEMORIAL SYMPOSIUM

Guest Speaker

JIM AYLESWORTH

Date: 5/14/12

Registration: 3/15/12 - 4/30/12

Teaching Children with Special Needs



The Individuals with Disabilities Education Improvement Act (IDEA 2004) is a federal law governing the education of students with disabilities. It requires that children with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Due to the inclusion of special education students in regular classrooms, music educators need to know their rights and responsibilities with regard to this law.

- You have the right to refer a student who you feel may have a disability.
- You have a right to request to participate in the initial identification/ evaluation meeting.
- You have the right to provide input to the child study team with regard to student performance within the classroom, and to participate in a meeting intended to develop an Individualized Education Program (IEP).

What does the IEP contain?

The IEP lists the modifications, accommodations, and supports for that must be provided for the child. These are things that will help school personnel work more effectively with the child, and could involve special training for the child's teachers.

Who gets the IEP?

Current federal regulations require that the child's IEP must be accessible to each regular education teacher and anyone else responsible for its implementation. The IEP must be provided to these individuals as soon as possible after it is finalized and before beginning work with the child. **Current Texas rules require that each teacher of the child be provided a copy of the IEP.**

Each teacher who will provide services to the child must be informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. **The IEP must be followed to the letter.** Teachers have a responsibility to make good faith efforts to assist the child in achieving the IEP goals and objectives.

Source: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>

THE GREAT KAPOK TREE

BY LYNN CHERRY

Suggested Grade: 3rd

Just in time for spring! This lovely book by Lynn Cherry has exquisite pictures, and a message for us all. Perfect for celebrating Earth Day 2012!



1. Have students sit in their personal spaces and close their eyes. Play a recording of rainforest sounds during this activity. "Let's take a trip in our imaginations to a rainforest. You are walking through the jungle in heavy hiking boots observing exotic animals. You can hear monkeys chattering, frogs croaking, birds cawing, and crickets chirping.

"Towering over you are enormous trees, and there are grasses under your feet. It is HOT. Your clothes are wet with sweat, and are sticking to you. The air is so thick with humidity that you find it difficult to breathe. You constantly slap at the mosquitoes landing on your body. You are quickly becoming exhausted from climbing through the thick grasses and pulling your boots out of mud."

2. "Now let's create the sound of a rainforest with our voices and bodies." Assign the following sounds to groups of children: monkeys, crickets, frogs, birds, swishing of grasses.

"Conduct" the rainforest sounds. Be sure to teach your conducting gestures first. (start, stop, louder, softer)

3. Display a K-W-L chart. Ask the children to list some things they already know about the rainforest, and some things they would like to learn. (The students will complete the last section at the conclusion of the lesson.)

4. Read *The Great Kapok Tree*, inserting the song below after each animal appearance.

5. Have the children act out the following words, silently, one at a time. Give them a start signal and a stop signal.

chop	slither	slump	stalk	glide	swing
melt	flurry	frolic	creep	soar	climb

Compare the words above to the movement characteristics of the animals in the book. Discuss any unfamiliar animals.

7. Divide the students into small groups, and assign each group one of the animals from the story. They are to determine the main reason their animal gave for not destroying the tree, and state it in a complete sentence. Have each group create a visual of their reason. These statements will be the script for the performance. Have them practice speaking their sentence together. Then, the students also need to decide how their animals will move, either as individual animals, or working together to create ONE animal. Allow them to practice.
8. Assign parts for the two hunters, and an instrument for the "chopping" sound effect.
9. The students may wish to create their own animal masks, or even decorate the room to look like a rainforest. (Of course, you will need a Kapok tree! This could be as elaborate or as simple as you wish. You may even choose to assign several children to use their bodies to create a large tree.)
10. Teach the song and instrument part. Add more complex accompaniment, if desired.
11. Use the wind whirler or a windchime to take viewers "into the world of the story." Choose a narrator to read the story as the students dramatize. Again, use the rainforest sounds to add atmosphere.

Voice

As you lay there sleep - ing, please lis - ten to me:

Mallets

When you a - wake, you must not chop down th tree.

