

Villanova University/University of the Arts - Summer 2016
MMED751 Creative Classroom Musicianship
Pre Class Assignment
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Welcome to Creative Classroom Musicianship! I am so excited to be working together with you to explore how we can better engage our student musicians creatively in the classroom. It will be very collaborative and hands-on! I hope to learn together how our strengths can help our students to thrive, how we can better tap into our students' creativity, how we can reach different students in different ways, and, in the process, create exciting practical ideas, strategies, and lesson plans that you can use in your classroom! To start out, I would like you to...

Consider the following:

- What constitutes creativity in music class?
- What are the benefits of developing creativity in the music classroom and ensembles?
- How do you want your students to grow creatively? What activities and questioning leads best to cultivating creativity?

Think about the following:

- Which philosophy/ies and pedagogy/ies influence your current teaching practices? (Ex. Orff, Kodaly, Gordon, Dalcroze, etc.)
- What guides your choice of repertoire and activities within your classroom and choral settings?
- What type of creative process is the easiest kind of activity for you to plan and/or implement within your classroom? (composing, exploration, arranging, improvising, etc.) Why is it easier than other creative activities for you?
- What type of creative process is the most difficult kind of creative activity to plan and/or implement within your classroom? Why is it difficult?
- How does your personality affect the types of creative activities that make you most comfortable? What types of activities are totally out of your "comfort zone"? Why?

Write down your thoughts and be prepared to discuss them on the first day. Bring your notes with you!

Successful Creativity: What was the most successful creative activity you have implemented within your classroom (or have read about)? What contributed to its success?

On Day One, please bring a copy of the most successful creative activity you have implemented within your classroom thus far. If you do not have an activity that you have done, please research, ask some colleagues, look on-line, and bring an activity with which someone else has found success or that you feel could be successful. Please bring a copy of any song, paperwork, etc. involved with the activity. We will be sharing this activity with your classmates.

Please include your name and e-mail address if possible (in case anyone has any questions if they wish to try your activity.)

Please take the following survey: <http://goo.gl/forms/jUebOdEwP2JB3SJA3>

We will use this data to guide our instruction. You should complete this survey before coming to class the first day so that we have time to compile the information.

Read the Introduction and Chapter 1 of Creative Thinking in Elementary General Music: a Survey of Teachers' Perceptions and Practices by Sarah Mae Fairfield (University of Iowa.) You can find this attached. [Reading Assignment # 1] This includes information on the main foundational studies on children's creative thinking in music as well as background information on the 3 main European pedagogies of Music Education: Dalcroze, Kodaly, and Orff and their particular emphases on the creative process with children.

Please take notes using either of the two **graphic organizers** I have included. (Here's What/So What? Now What? or the Plus/Minus/Interesting organizer) Feel free to use more than one page if needed. If you prefer to take notes without the organizer, that is fine as well. *Bring this to class the first day.*

Read Chapter 2 of Creative Thinking in Elementary General Music: a Survey of Teachers' Perceptions and Practices by Sarah Mae Fairfield (University of Iowa.) You can find this attached. [Reading Assignment # 2] This chapter focuses on empirical studies of creative thinking and includes characteristics that the author has determined to be visible in creative musical products, characteristics of children's compositions, and characteristics of children's improvisation. It also includes ideas for facilitating the cultivation of creativity in the music classroom. In order to facilitate discussion, **take notes or make a content chart of big ideas and concepts.** If you print out the chapter, instead of notetaking, **you may mark sections, sentences, or paragraphs that really speak to you or you feel are important as well as sections that you find confusing, unclear, or with which you disagree.** Be prepared to discuss them in class.

I look forward to making music creatively with you in a few short weeks!

Sincerely,
Anne Sterner-Porreca
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Here's What:

List/Describe
important concepts

So What?

What's the
importance?

Now What?

How can you use this
to improve your
teaching?

PLUS- interesting/big ideas

MINUS- Questions?
Need clarification?
Disagree?

INTERESTING-
Surprising, Profound,
A-HA!