

---

# KODÁLY EDUCATORS OF IOWA

---

March/April 2016

---



## From the President-Amy Schoene

Greetings, KEI! I hope you enjoyed the weather this past weekend; it was a much-needed boost for my energy level! This time of year always seems to sneak up on me faster than I realize, and it can easily become stressful if I let all of the small details get to me. As I have learned in many other areas of my life, it is essential to live in the moment and find balance. I often need to remind myself to focus on the present moment while teaching, then utilize my planning time to reflect upon the past and plan ahead for future lessons.

I have spent a lot of time reflecting lately, as I just completed grades for the trimester. This process makes me stop and take a very close look at my yearly plan. Are my students on track to learn all the concepts I am required to teach them by the end of the year? More importantly, have they practiced known concepts in enough ways to become secure with them while preparing for more advanced concepts? Now is the time I often have to stop and take a step back to determine if a solid foundation has been built across all musical concepts and decide my course of action for the rest of the year.

What a great opportunity this provides us to remind students and ourselves to celebrate how much we have already grown musically! It is easy to get wrapped up in all the paperwork that comes along with grades. I consider standards-based grading a curse and blessing. Although I have the task of giving over 600 students at least seven grades each, a clearer picture of where each student needs improvement is painted and goals for future steps can be made.

I encourage you to celebrate student success in your classroom. A few ways that work for me are:

- Concerts: What a wonderful way to share with parents what their students have learned in music!
- Recorder Karate Wall: Student names are added to a list that is displayed in the hallway as they pass each belt-level!
- Pitch Matching Target: Many schools utilize learning targets, "I can statements," class goals, etc. I incorporate the target that my students are already familiar with by having the class determine where each soloist's voice would fall on the target. I use a magnet to show too high/low, outside the target if they use their speaking voices, or center for a bull's-eye. It is so much fun to see students celebrate each other's small victories!
- Musician of the Day: As students line up at the end of class, I recognize a student who has been a wonderful example of expected behavior and has gone above and beyond musically that day by letting them play the drum set (that I was lucky enough to have donated) and giving them a certificate to take home!

## Upcoming Events!

3/10-13 - **OAKE**, Long Beach, CA

4/2/16 - **Jane Emery-Becker**,  
GDSMO, folk dancing

4/19/16 - **Sarah Fairfield**, FIO

4/23/16 - **Dr. Kathy Thomsen**,  
Russell Music Building, UNI

5/13-14/16 - **Jay Broeker**, visit  
<http://bit.ly/1ndfVdM> to register

10/28-30/16 - **MKMEA**, DSM

## Kudos

Christina Svec will be presenting  
*Early Childhood Music Through  
Multiple Lenses* at OAKE!

Carly Scheiffer is now the IMEA  
Conference Chair and will begin  
serving in that newly created  
position in 2017.

Lauren Fladland had 4 students  
sing at NCACDA in Sioux Falls!

Thanks to Shelley Droe, IMEA and  
ICDA for co-sponsoring the  
Dalcroze workshop!

## Did You Know...

Carly Scheiffer is teaching two  
professional development music  
classes this summer for Grant  
Woods AEA. Visit <http://bit.ly/1XIM7CP> and <http://bit.ly/1T28pAG> for more info.

MKMEA honor choir info is  
online! Visit [mkmea.com](http://mkmea.com) and  
nominate students to join this  
select choir!



## Dalcroze Workshop

Join music educators on April 23  
for ***Music and Movement:  
Dalcroze Eurhythmics for you  
Music Classroom*** with Dr.

Kathy Thomsen, certified  
Dalcroze specialist. Workshop  
participants will experience how  
purposeful, full body movement  
can be used to teach children  
fundamental musical concepts,  
while fostering expressivity and

creativity. A Dalcroze-based lesson typically introduces a  
subject through movement, ensuring success by all.  
Sequential challenges are added by way of games. Nuances  
in the music are introduced to refine and measure students'  
responses. Lessons develop listening skills, quick reactions,  
focus, self-control, coordination, cooperation, self-  
expression, imagination, and creativity. Come and discover  
how the eurhythmics approach can enhance learning in your  
music classroom and studio. This event is cosponsored by  
KEI, ICDA and IMEA and will be held at UNI from  
9am-3pm. Cost is \$15 for KEI/ICDA/IMEA members, \$25  
for non-members, \$5 for students. Also, please bring a food  
item to contribute to the lunch. Rsvp at <http://bit.ly/1VNyaTt> so we have a count for lunch.



## MKMEA DSM Volunteers Needed!

Many hands make light work, and  
there will be many opportunities  
for chapter members to volunteer  
to serve during MKMEA. That  
could include introducing a presenter for a session, serving  
as room monitor for a session, videotaping sessions and  
assisting with honor choir rehearsals. The conference  
committee has already put in many hours of work in the  
following positions: honor choir chair (LeAnn Houlette),  
Program and Publicity (Sarah McCue), Registration,  
Advertising and Exhibitors (Amy Schoene, Kelly Janson)  
Hospitality (Patty Haman). Conference co-chairs are Sonia  
Johnson and Carly Scheiffer. As we approach the fall, look  
for information about opportunities. The best way to help is  
to attend this fabulous convention and to bring students to  
take part in the amazing honor choir experience!

## What I learned at MKMEA in Wichita-Part 2, Sonia Johnson

As I look back over my session notes from the Wichita convention more than four months ago, I am reminded of so many great “take-ways” and want to list a few of them here.

Andrew Ellingsen, Creative Movement in the Kodály Classroom

- Do the same thing lots of different ways so that kids don't just stick with their first answers but instead have more opportunities to create.
- If you are going to do a lot of movement in a class period, use some appropriate music and lead students through a stretching warmup before you get into the activity.

Sandy Knudson, The Engaging Choral Classroom

- The first lesson needs to make students fall in love with the piece in five minutes or less. What kind of a hook do you have to introduce the song?
- To help students understand the difference between marcato and legato, use hammers and paint brushes.
- Use writing prompts. For example, if doing an English piece, ask them to write about what British person they would be and why. What would the person be doing in the different sections of the piece?

Jo Kirk, Active Listening - Active Minds!

- Pop Goes the Weasel is a good intro piece to theme and variation. Sing the song while shaking a parachute, on “pop” the chute goes up and the class sings “Pop goes \_\_\_\_\_” while that student runs under the parachute. Listen to the piece and show steady beat as students listen for the pops. Use scarves during the waltz-type movement and use sticks to pretend to play the violin during the sad-sounding movement.
- Using Haydn's Surprise Symphony, walk the steady beat with a scarf that only comes out on the accent. Play boomwhackers on the d d m m s s m phrases and have students jump on the floor staff to show the solfege.

Michael Ruybalid and Christina Svec, Early Childhood through Multiple Lenses

- Rocky Mountain - walk in a circle and shake a parachute to the beat. On the refrain, walk in 4 beats, shake parachute 4 beats, then back out and shake. For the stormy ocean verse, take steps that are bigger and louder.
- Snail, Snail - walk in a circle with a parachute and shake it to the beat. Later, have a child sit in the center of the parachute so that they are wrapped up to the shoulders by the end of the song. Then pull back on the chute to spin them.
- Frog in the Meadow - stir the frog in your hand and then someone else's hand. Where else can you stir - movement exploration. Do vocal exploration as the frog hops from hand to hand.



## **Christina Svec to Receive OAKE Award**

Congratulations to Dr. Christina Svec who is the 2016 recipient of the OAKE Alexander Ringer Award for Outstanding Doctoral Research. This award will be presented to Christina during the general meeting at the OAKE convention in Long Beach in recognition of her dissertation entitled “The Effects of Instruction on the Singing Ability of Children Ages 5-11; A Meta-Analysis”. In addition to presenting an interest session at the conference, she will also present her doctoral research at the poster session, as well. Congratulations, Christina!

## **Food for Thought**

“While singing in itself is good, the real reward comes to those who sing, and feel, and think with others. That is what harmony means.” *Zoltán Kodály, Bicinia Hungarica, 1941*

*Amy Schoene, President \*Patty Haman, President-Elect\*LeAnn Houlette, Vice- President\*Molly Loftin, Secretary\*Sonia Johnson, Treasurer\* Kelly Janson, Sara McCue, Members at Large\*Carly Scheiffer,Past President*

*KEI is an affiliate of the Organization of American Kodály Educators*

[oake.org](http://oake.org)    [kodalyeducatorsiowa.weebly.com](http://kodalyeducatorsiowa.weebly.com)

Look for us on Facebook at Kodály Educators of Iowa and MKMEA Conference

