



News and Notes

December 2010

The purpose of Music Ed Ventures is to search for and practice ways of making music and interacting with people that preserve and celebrate the dignity of both. As a guiding principle, this purpose will focus our work on:

1. Practices that foster interactive, facilitative learning environments.
2. Strategies that empower the learner within the context of music experience and study.
3. Networks that encourage collaboration between diverse disciplines, professionals, and interest groups.

Are you interested in hosting a workshop or class in your area? Send requests to the email address shown above, to be routed to the appropriate presenters/coordinators.

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From Our President Marilyn Winter, Butte, Montana

Oh, My! I am getting so excited about the upcoming conference. Kathi Smith and Judy Fjell are promising an awesome conference with new twists to presentations. They are planning a fourth grade observation class taught by Betty Phillips and Aimee Newman. If you are acquainted with these two teachers you know that we are in for a very special treat. A full agenda will appear in our January's newsletter and possibly before that time on the website. Keep posted to musicedventures.org for details. Remember to help us plan efficiently by registering early.

Also the deadline for scholarship applications is drawing near. Please get your application in as soon as possible to assure you receive grants. See details below.

Marilyn

Be sure to see the Conference 2011 flyer and registration form in this newsletter – send in your registration by January 8 for early bird discount.

Scholarships/Travel Grants for Conference 2011

Send your letter of application to Marilyn Winter at wintermf@aol.com as soon as possible. December 15th is the deadline for application. Notifications of scholarships awarded will be sent in January.

Your request should include:

- ***Your name and contact information,***
- ***Information about your teaching position,***
- ***Amount requested.***

Scholarships may be applied to registration and/or travel expenses. (Note: There is no registration fee for students.)

Do you want to save on expenses by sharing a room at the Conference? Contact the president.

News and Notes is the monthly communication of Music Ed Ventures, Inc. (MEI). Regular features will keep members and friends up to date on coming events and the latest teaching techniques, tips and strategies. Submissions are due on the 15th of the month prior to publication and may be submitted months in advance, indicating the month in which they are to be published. The committee reserves the right to select material to be published according to length and appropriateness. Articles should be 200-325 words. Visuals should be scanned and submitted as PDF or jpeg files. Submissions may be sent to PamBridgehouse@hughes.net and may be edited to accommodate space limitations.

Some holiday treats!

On pages 3-6 you'll find some holiday ideas to enjoy with your students.

Anna Langness sends you some "secret songs" where the clues are provided in song dots (see SongWorks I: Singing in the Education of Children, by Peggy Bennett and Doug Bartholomew) and solfege. Answers are on the bottom of page 4 – but don't peek too soon!

Peggy Bennett sends you a fun dance activity excerpted from her new book.

Pam Vellutini sends you a great idea for using the popular children's book, The Polar Express.

Explore them and enjoy!

News from Minnesota MEI –

In Minnesota a group of about 12 teachers, organized by Molly Feigal, met on Nov. 20 at St. Catherine University. Paige Macklin shared the game "Jump for Joy" which she learned from Anne Mendenhall. She also shared other materials that she and Anne had done at a workshop for all day kindergarten teachers in District 196 where Anne teaches and Paige used to teach. We shared Peggy's book *RhymePlay* which several people had not seen. . Molly showed some video clips from last year's conference. We talked about the upcoming conference in Portland and how many of us might be able to go (undetermined at this time). We encouraged young teachers to apply for the "Young Pioneers" grants.

SECRET HOLIDAY SONGS

*Editor's note: song dots are a visual representation of the syllables and rhythm of a song;
Solfege syllables are represented in block letters. The prime mark indicates high "do" or #8 of the scale.*

CLUE 1

Can you name this song by checking the song dots for its isorhythmic patterns that begin with syncopation?

Introduction (sung)

A
** ** * * * * * * *

** ** * * * * * * *

** ** * * * * * * *

** ** * * * * * * *

B
* * * * * * * * *

* * * * * * * * *

A'
** ** * * * * * * *

** ** * * * * * * *

CLUE 2

Look at this ONLY after you have tried the rhythm.

Introduction (sung)

A
SL SM D' L S SLSLS D' T

FS FR T L S SLSLS L M

SL SM D' L S SLSLS D' T

SL SM D' L S SLSLS R' D'

B
L L D' L S MS F L S FM

R M S L TTT D' D' T L S FR

A'
SL SM D' L S SLSLS D' T

SL SM D' L S SLSLS R' D'

SONG 2

CLUE 1

Can you name this song by checking the song dots for its rhythm pattern?

* * * * * * * * * *
* * * * * * * * * * *
* * * * * * * * * *
* * * * * * * * * * *

CLUE 2

Look at this ONLY after you have tried the rhythm.

MMM MMM MSD RM
FFF FFMM MMM R RMR S
MMM MMM MSD RM
FFF FFMM MMS S FR D

Keep reading! There's more!

SONG 3

CLUE 1

Can you name this song by checking the song dots for its rhythm pattern?

* * * * * * * * * *

* * * * * * * * * *

* * * * * * * * * *

* * * * * * * * * *

CLUE 2

Look at this ONLY after you have tried the rhythm.

S M S S M S M S D' T L

F R F F R F R F T L S

S M S S M S M S D' T L

T T T T T T T S L T D'

SONG 4

Can you name this song given only its melody?

M M M M R R R R D D D D M

L, L, L, L, S, S, D T, D R M R

M M M M R R R R D D D D M

L, L, L, L, S, S, D R D R M D

SONG 5

Can you name this song given only its melody? (It's second phrase has an anacrusis)

S M F S D' T D' R' D' T L S
T D' R' D' T L L S D' M S L S F M F S
S M F S D' T D' R' D' T L S
T D' R' D' T L L S D' M S L S F M R D
D L L D' D' T L S M F L S F M
M R R S S T T R' R' R' D' T L S
S S M F S D' T D' R' D' T L S
T D' R' D' T L L S D' M S L S F M R D

Answers: Rudolph, Jingle Bells, Hanukah, Jolly Old St. Nick, Frosty the Snowman

▼ Story

1. **The Nutcracker Suite** tells the story of a young girl named Clara (in some productions Marie) who, at a big party on Christmas Eve, was given a gift. The gift was a nutcracker that looks like a soldier in full uniform.
 - Have you ever seen a nutcracker? Does your family own one?
 - Just from the name, can you guess how a nutcracker is used?
 - The nutcracker in this story looks very different from the ones most of us have at home. If the nutcracker in the story looks like a soldier in full uniform, what might it look like?
2. After Clara's family goes to bed and all in the house is quiet, Clara dreams about having all sorts of adventures with the nutcracker prince and a mouse king. In her dreams, Clara and the prince travel to many countries and watch beautiful dances. One of the dances they watch is from Russia, and it is called "Trepak" (TRAY-pock) or Russian dance.
 - As you listen to this music, can you imagine how people would dance to it? Show us what you imagine a Russian dance would look like?
 - I have never had a dream like Clara's. Have you?

▼ Moving

Dance 1: Circle Version

1. Circle formation, holding hands, perform this sequence TWICE:

 Movement A = Jump

Movement A = Jump

Movement B = Tiny mouse steps, moving around in a circle

Movement A = Jump

Movement A = Jump

Movement B = Tiny mouse steps, moving around in a circle

2. Change motions with the change in the music:

Movement C = Still holding hands, swing arms back and forth (in and out) with the music

3. When you hear the beginning theme again, repeat this sequence.

Movement A = Jump

Movement A = Jump

Movement B = Tiny mouse steps, moving around in a circle

Movement A = Jump

Movement A = Jump

Movement Bb = Tiny mouse steps, moving around circle [the mouse steps last much longer this time. Keep going!]

Dance 2: Seated Version

Follow the movement sequence in Dance 1, but with these variations:



Movement A: tap hands on legs in a jumping movement and raise hands slowly in time with the music

Movement B: wiggle fingers as they run all around legs, arms, and torso

Movement C: with elbows bent, swing arms back and forth across body energetically

Dance 3: Partner Version:

Follow the movement sequence in Dance 1, but with this variation:



Rather than placing the children in a circle, this dance is performed with partners. Partners can be children-and-parents or children-and-children. As partners hold hands, they perform the movements of Dance 1.

A Winter Activity Submitted by Pam Vellutini, Ashland Oregon

The Polar Express by Chris Van Allsburg

Several years ago shortly after the book *The Polar Express* was published, I decided to see how the story could be enhanced through sounds from added instruments. This was prior to the recording and movie. It started out as an in class activity across the grades and evolved to a wonderful and traditional part of the school's winter assembly. A 5th grade student would read the story and those wanting to play the sound effect on the instruments would come in during lunch recess to practice.

In the other classes prior to the assembly, I'd narrate some of the story with various instruments in front of me. We'd discuss what they felt would be the best instrument to represent the event in the story and then we'd try it out. Once the movie came out there were new challenges and opportunities. A second grade child asked, "What do you use for the sound of the train going through the ice?" We looked through the book and discovered that event never took place in the book. It gave opportunity to discuss movie versions of books we love.

We created a 4-measure melody played on the Metallophone and a conga drum as an introduction and ending to the story. A slide show of the illustrations in the book accompanied the telling of the story.

I've shared this activity with young children adding only sandpaper blocks, a train whistle and a woodblock. It can be as simple or elaborate as you want it to be. Have fun!

Instrumentation we used for presentation:

I have a renaissance harp. That, along with chimes and beautiful jingle and meditation bells became the sound of Christmas.

Snowflakes

Tiptoeed down the stairs and out the door

Sounds of the train

Wolves

"North pole" pg 6

Elves

Jumped into the sleigh

"First gift of Christmas"

Clock struck midnight

Cracked whip

End "shook the bell"

Chimes

Pentatonic temple blocks and drum

Sandpaper blocks; train whistle

Metal triangle striker on small cymbal

Children's voices

C major chord arpeggio; C E G C CC

Mallets rubbing across xylophones

Drum

All beautiful instruments (harp, chimes, bells)

Gong or woodblock

Wooden whip

All beautiful instruments (as above)