



BUTLER COMMUNITY ARTS SCHOOL

TEACHING ARTIST BOOTCAMP

May 8 - 12, 2023



www.beckymarshmusic.com



Accessible Adventures in Music Reading

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Butler University

Teaching for All Abilities

Universal Design for Learning (UDL)

CAST | *Universal Design for Learning*



	Language	Music
1		
2		
3		
4		
5		

DO YOU REMEMBER?!

DO YOU REMEMBER?!

Begin to audiate or "think in music," hear & comprehend in one's mind; develop awareness of tonality & meter

Listening to patterns (tonal or rhythmic) with nonsense syllables

Learn to read & write; bring sound to what is seen in notation

Improvise using vocabulary of patterns; understand what patterns look like in notation

Begin using solfege & rhythm syllables, echo/imitate patterns

	Language	Music
1	Listen to language, immersed in the surrounding sounds & conversations	Listening to patterns (tonal or rhythmic) with nonsense syllables
2	Try to imitate what's heard (babble <i>then</i> imitation)	Begin using solfege & rhythm syllables, echo/imitate patterns
3	Begin to think in the language; words & phrases begin to have meaning (as well as relationships to each other)	Begin to audiate or "think in music," hear & comprehend in one's mind; develop awareness of tonality & meter
4	Develop the ability to think & speak; engage in conversation; recognize sight words	Improvise using vocabulary of patterns; understand what patterns look like in notation
5	Learn to read & write	Learn to read & write; bring sound to what is seen in notation

	Music
1	Listening to patterns (tonal or rhythmic) with nonsense syllables
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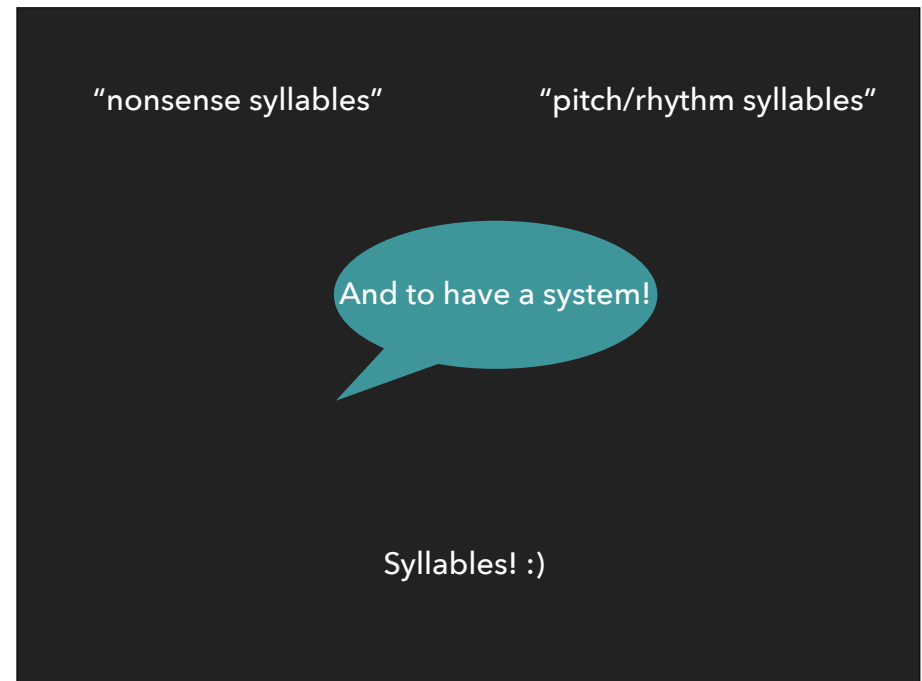
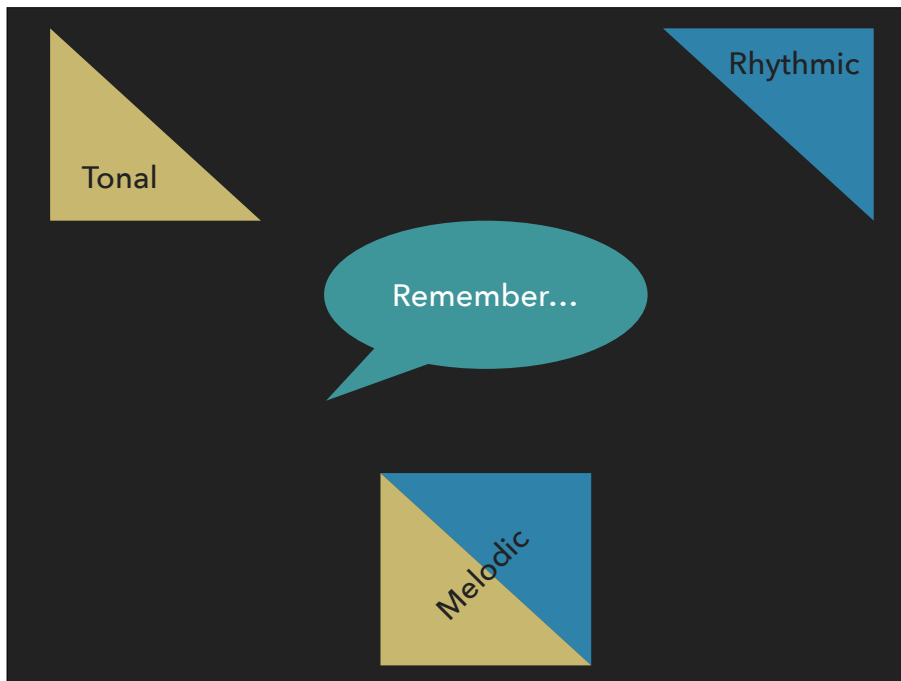
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TODAY

- ▶ Audiation Activities
- ▶ Pre-Reading & Pre-Writing Activities
- ▶ Beginning Improvisation Activities
- ▶ Beginning Composition/Creation Activities
- ▶ Beginning Music Reading Activities

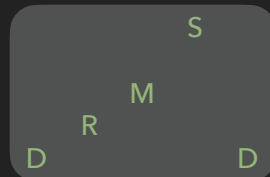
AUDIATION

- ▶ Audiation Concepts
 - ▶ Higher - Lower
 - ▶ Longer - Shorter
 - ▶ Faster - Slower
 - ▶ Same - Different
- ▶ Audiation Activities
 - ▶ Imitation Pattern Process w/ Movement
 - ▶ Leave One Out (aural and/or reading)
 - ▶ "Sound On, Sound Off"
 - ▶ *with notation supports tracking
 - ▶ Forbidden Pattern



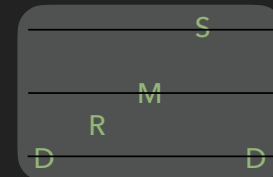
PRE-READING & PRE-WRITING

- ▶ Pre-Reading Activities
 - ▶ Tonal Contour
 - ▶ Rhythmic Syllables
 - ▶ Melodic
- ▶ Working with Manipulatives
 - ▶ ex. solfège cards
- ▶ Difference Detection
 - ▶ Start Simple
 - ▶ Rhythmic. Tonal. (Then melodic!)



PRE-READING & PRE-WRITING

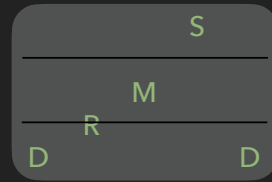
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▶ Pre-Reading Activities

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PRE-READING & PRE-WRITING

(Listen!)

PRE-READING & PRE-WRITING

takida ta takida takida

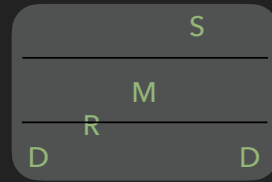
takida ta ta takida

PRE-READING & PRE-WRITING



PRE-READING & PRE-WRITING

- ▶ Beginning Dictation
 - ▶ Tonal Contour
 - ▶ Rhythmic Syllables
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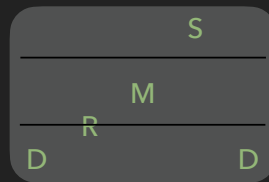


PRE-READING & PRE-WRITING

(Listen!)

PRE-READING & PRE-WRITING

- ▶ Pre-Reading Activities
 - ▶ Reading from Tonal Contour
 - ▶ Reading from Rhythmic Syllables
 - ▶ Melodic
- ▶ Working with Manipulatives
 - ▶ ex. solfège cards
- ▶ Difference Detection
 - ▶ Start Simple
 - ▶ Rhythmic. Tonal. (Then melodic!)

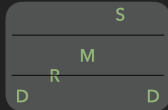
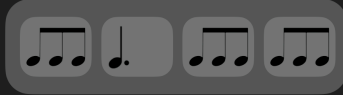


BEGINNING IMPROV

- ▶ Improvise pitch over rhythm
 - ▶ Parameters
 - ▶ Which pitches?
 - ▶ Can they be repeated?
 - ▶ Upon repeat, add expressive elements
 - ▶ Discuss: What did you like, what might you change?
- ▶ Add rhythm to pitches
 - ▶ Parameters
 - ▶ Which rhythms? (Start w/ beat & subdivision)
 - ▶ Upon repeat, add expressive elements
 - ▶ Discuss: What did you like, what might you change?
- ▶ Melodic...build to this, be sure *meter* is comfortable.

BEGINNING COMPOSITION/CREATION

- ▶ Add pitches to a given rhythm
 - ▶ Parameters
 - ▶ Which pitches?
 - ▶ Can they be repeated?
 - ▶ Discuss: What did you like, what might you change?
 - ▶ Add notated expressive elements
- ▶ Put rhythm to given pitches
 - ▶ Parameters
 - ▶ Which rhythms? (Start w/ beat & subdivision)
 - ▶ Discuss: What did you like, what might you change?
 - ▶ Add notated expressive elements
- ▶ Melodic...build to this, be sure *meter* is comfortable.



BEGINNING READING EXPERIENCES

Accessibility Moment

Considering Colorblindness

Avoid using colors as the only way to be successful with an activity

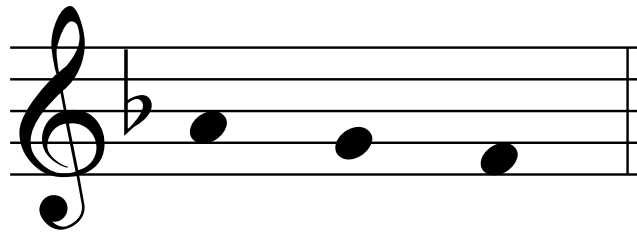
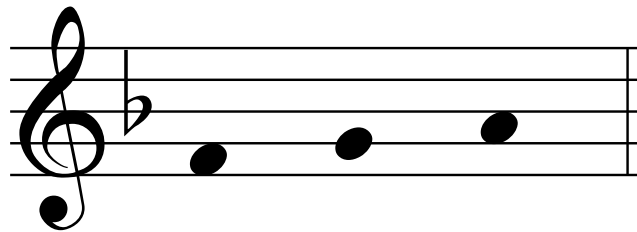
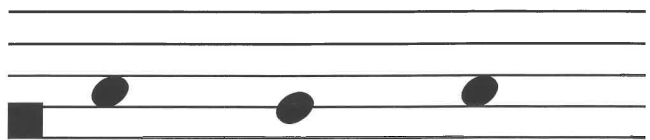
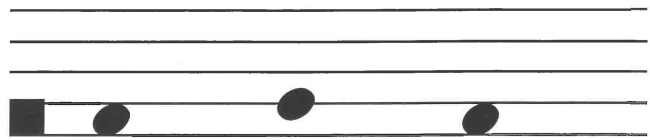
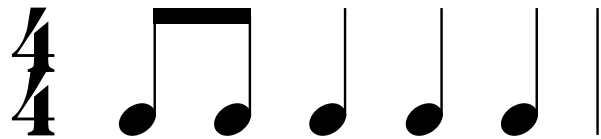
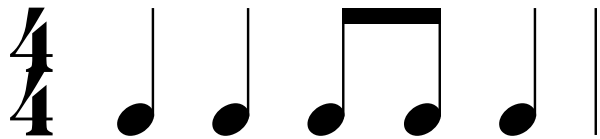
Dyslexia

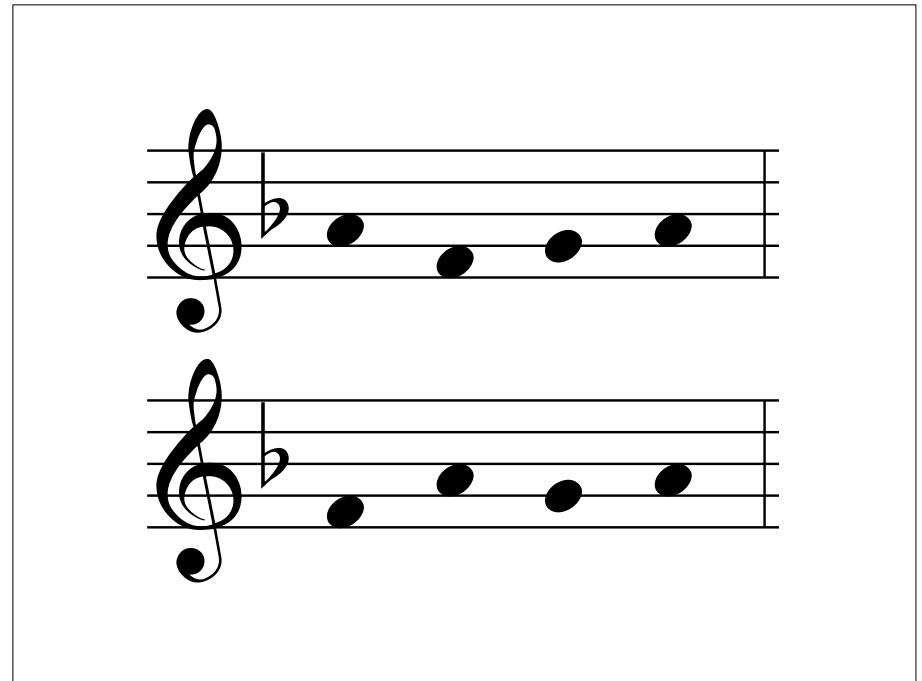
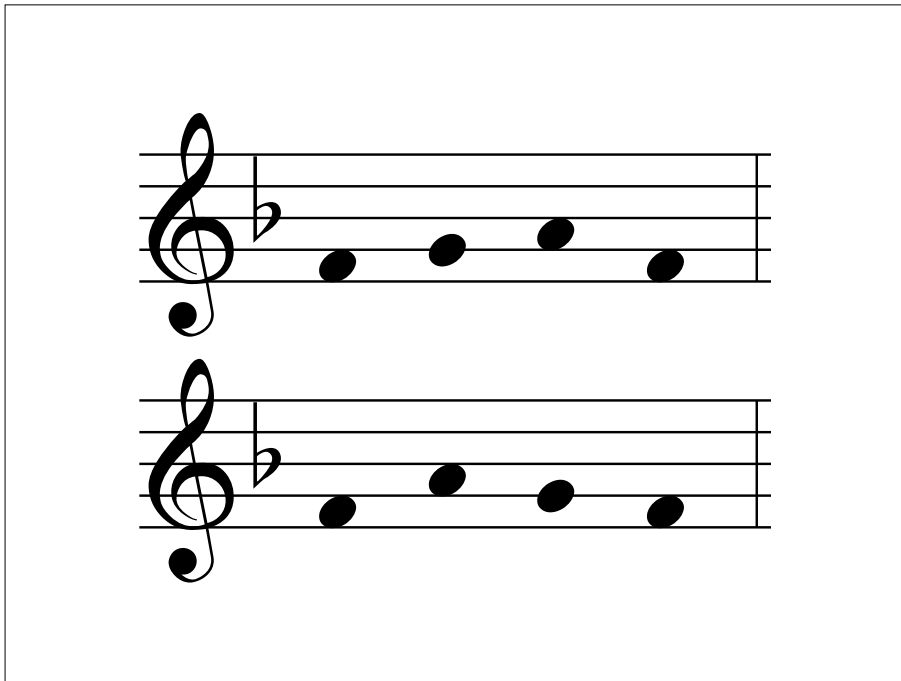
Highlighting or using shading/shapes can assist with pattern recognition

BEGINNING READING EXPERIENCES

- ▶ Rhythm Sight Reading
 - ▶ Familiar, successfully audiated/labeled patterns
 - ▶ Rhythm only (spoken or on one pitch)
 - ▶ Without staff
 - ▶ On the staff (notated as the same pitch)
 - ▶ On the staff (notated as different pitches)
- ▶ Pitch Sight Reading
 - ▶ Familiar, successfully audiated/labeled patterns
 - ▶ Pitch only (to a steady beat)
 - ▶ (You've ideally done without the staff as a pre-reading activity!)
 - ▶ On the staff, solid noteheads only
 - ▶ On the staff, add stems to make beat/subdivisions







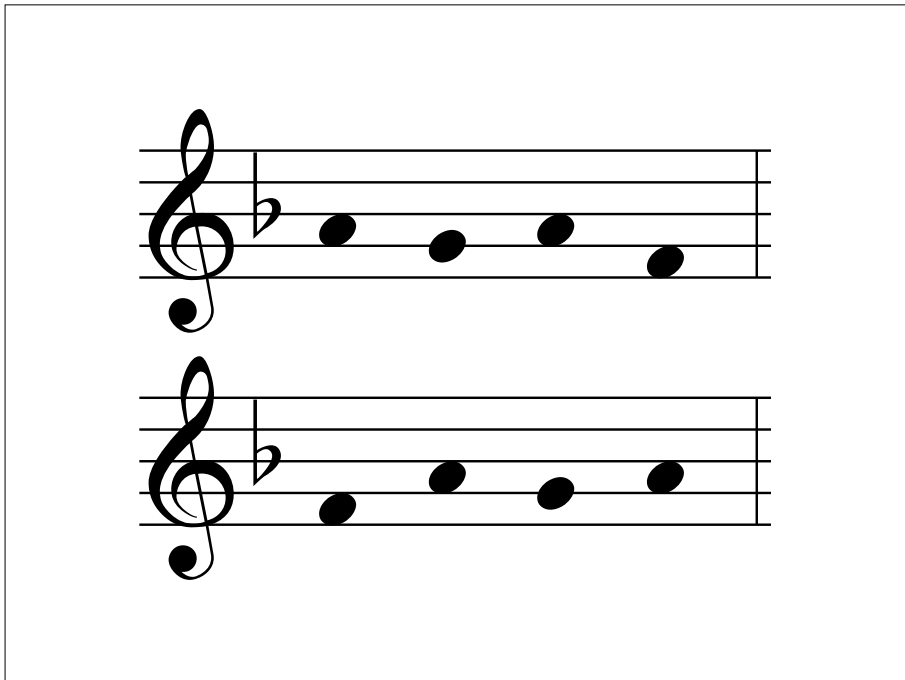
BEGINNING READING EXPERIENCES

- ▶ Melodic Sight Reading
 - ▶ Isolate Pitch
 - ▶ Isolate Rhythm
 - ▶ Combine for melodic sight reading
- ▶ Error Detection
 - ▶ Start Simple
 - ▶ Rhythmic.
 - ▶ Tonal.
 - ▶ (Then melodic!)

SIGHT-READING

SKILLS & STRATEGIES





REVIEW

- ▶ Audiation Activities
- ▶ Pre-Reading & Pre-Writing Activities
- ▶ Beginning Improvisation Activities
- ▶ Beginning Composition/Creation Activities
- ▶ Beginning Music Reading Activities


Connections
to **UDL**

THANK YOU!

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You can find these slides as well as other supplementary materials on my website.

I'd love to chat!

What we did!

(From Music Learning Theory)

Skill Learning Sequence	Teacher Gives	Students Respond
Aural-Oral	neutral syllable	neutral syllable
Verbal Association	pitch/rhythm syllable	pitch/rhythm syllable
Partial Synthesis	neutral syllable	pitch/rhythm syllable

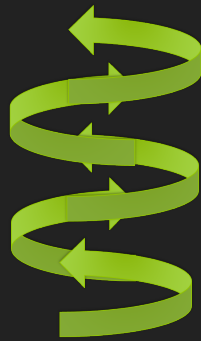
(<http://gjml.org/mlt/lsa-sls/>)



(which is key to setting up all learners for success in reading & creating with notation)

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What this means for curricular design:
Spiral Curriculum

8-minute break

