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# Cypress-Fairbanks Independent School District

## ELEMENTARY MUSIC NEWSLETTER

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November, 2010

Loretta Bourn, Elementary Music Coordinator  
Coach

Mary Torian, Curriculum

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### WELCOME TO OUR NEW MUSIC TEACHERS

Please join me in welcoming the following teachers to the Elementary Music Department:





**Lana Antsulevich** – Emery  
**Elaine Donaldson** – Gleason  
**Nicole Fair** – Copeland  
**Emily Lucas** – Matzke  
**Lauren Nichols** – Hancock  
**Maria Smith** – Tipps




### TAKE NOTE

This section of the newsletter will be used to share suggestions and/or interesting tips observed in use in district elementary music classrooms, program rehearsals, and performances.

 Try to place small group/individual speakers or performers in programs **on the stage or at least on a step**. When students are placed on the floor to speak lines or perform, only the first few rows of audience can see the students. The teacher and students have worked hard, and the students deserve the opportunity to be seen.

 One program included—as a part of the performance—video segments\* of students/teachers in the school sending messages to the audience. In the instance observed, students and teachers were sending greetings and thanks to veterans. This was an innovative way to include more students in the “performance.” (If you want more details, ask Jamie J. at Ault!)

 In another program, the pre-program included pictures\* of the students at work in their classrooms, or posing as class groups. The pictures were set to music and looped as the audience arrived for the program. This might be an effective method to get the audience settled and focused. It could be fun to include pictures of program rehearsals.

*\* Be sure to comply with district requirements for video/photo release for students.*

### UPCOMING WORKSHOPS

#### Music Mentor and Mentee Session

**Date:** TBA

**Location:** ISC-South

**Time:** 4:30 – 6:30 p.m.

#### Quick and Easy Approaches to Music Literacy

Moores School of Music

The University of Houston

Quick and Easy Approaches to Music Literacy is a workshop by Joy Nelson which will give teachers easy and imaginative activities that will motivate children to listen and respond to music. In addition, Joy will share ideas for building a strong foundation for music literacy including stories, drama, art, music, singing, reading rhythm, melody, meter, and much more!

**Date:** January 22, 2011

**Time:** 9 a.m. – 4 p.m.

**Instructor:** Joy Nelson

**Credit:** 6 CPE Hours

**Fee:** \$25 Early Registration Fee

\$40 Late Registration (after January 14)

#### Texas Music Educators Association Convention

**Date:** February 10 – 12, 2011

**Location:** San Antonio, TX

#### Orff Workshop by Randy DeLelles and Jeff Kriske

**Date:** Saturday, March 26, 2011

**Time:** 9:00 a.m. – 3:30 p.m.

**Location:** M. O. Campbell Educational Center  
1865 Aldine Bender Rd.

Houston, TX 77032

**Credit:** 6 CPE Hours

**Fee:** \$10 TMEA members

\$20 non-TMEA members

## MUSIC MEMORY 2010

Tuesday, May 24, 2011

4:30 p.m.

Berry Center

**Principals and music teachers will soon receive information and instructions for signing up to participate in the district music memory contest. We hope to have a record number of schools participating this year!**

It is with great excitement that we announce the completion of the ***John Hendrickson Music Memory Project.*** John Hendrickson is a local concert pianist and piano instructor whose studio is in Tomball. John very kindly agreed to participate in the creation of music video clips to be used to enhance the instruction of the Music Memory selections. Teachers and schools who commit to participate in the Music Memory 2011 contest will receive information on how to access the teaching videos.

In the meantime, here's a fun activity for everyone to enjoy. Using "In the Hall of the Mountain King" by Grieg, have students form a circle and pass a beach ball to the steady beat. This gets very exciting as the tempo and dynamics increase! Another idea suggested using the traditional hand jive while listening to "In the Hall of the Mountain King."

Pat knees (2X)

Clap (2X)

Wave hands (left on top) (2X)

Wave hands (right on top) (2X)

Pound fists (left on top) (2X)

Pound fists (right on top) (2X)

"Hitchhike" with left thumb (2X)

"Hitchhike" with right thumb (2X)

Repeat...



One final idea...consider using the ELO and Duke Ellington versions (available at iTunes) as well as the music memory version of "In the Hall of the Mountain King" to allow students to compare and contrast the three arrangements.

Very, very last one...the 5 Browns can be heard performing a portion of "In the Hall of the Mountain King" at this site:

[http://www.youtube.com/watch?v=3fWh9EkYr-w&feature=fvst&safety\\_mode=true&persistent\\_safety\\_mode=1](http://www.youtube.com/watch?v=3fWh9EkYr-w&feature=fvst&safety_mode=true&persistent_safety_mode=1)

It seems to require a good bit of buffering, but it is worth the wait. Be sure to allow time for the buffering prior to using the clip. To hear just the performance of the Music Memory selection, start the clip at the 1:50". It ends at approximately the 2:30" point. (As with use of all YouTube links, review the link prior to classroom use to determine appropriateness, and be sure to utilize the full-screen option in order to prevent the displaying of the comments and sidebar images.)

## FREE RESOURCES

Here's a hidden treasure! *Music K-8* offers some select songs as free downloads.

These are zipped files that include demonstration tracks, accompaniment tracks, and more.



<http://www.musick8.com/PDF/PE-217.zip>

***Do not wait another minute!*** Visit the site shown below to download the songs that interest you. This is an excellent opportunity for those teachers who do not have a campus or personal subscription to the magazine. (Check out the song, "Peaceful.")

<http://www.musick8.com/html/downloads.php?expand=15>

**\*\* See the "Free Songs" box at the site \*\***

The **music terms poster** on Page 4 was accessed from this site:

[http://www.idaddario.com/resources/content/TLR/PDF/TLRPO\\_DP0014\\_Music\\_Definitions.pdf](http://www.idaddario.com/resources/content/TLR/PDF/TLRPO_DP0014_Music_Definitions.pdf)

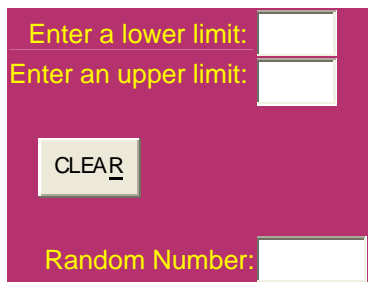
## TECHNOLOGY TIPS

A “CUSTOM RANDOM NUMBER GENERATOR”

can be found at the site listed below:

[http://www.mathgoodies.com/calculators/random\\_no\\_custom.html](http://www.mathgoodies.com/calculators/random_no_custom.html)

This program will generate a random number between two numbers of your choice.



The screenshot shows a web interface for a random number generator. It has a dark blue background. At the top, there are two input fields: "Enter a lower limit:" followed by a white text box, and "Enter an upper limit:" followed by another white text box. Below these is a "CLEAR" button with a white background and blue text. At the bottom, there is a label "Random Number:" followed by a white text box.

The tool could be used in a variety of ways including the following:

- used in conjunction with an individual reinforcer system;
- used in completing a # chart to earn a class reward;
- used to select the number of a rhythm pattern to be performed;
- used to create a melodic pattern using m, r, d (3 represents mi, 2-re, and 1-do)
- used to create a rhythm pattern with 2 sounds or 1 sound on a beat (1 = quarter note; 2 = eighth notes)

## USING SMARTBOARD

Hopefully, teachers are working around the changes for use of SmartBoard files.

Files seem to work fine, if the SmartBoard program is opened prior to trying to open a SmartBoard file.

## VOCAL HEALTH

**Use amplification, if needed**

- ♪ Many teachers use amplification systems; however, I often see teachers who continue to use a teaching voice while wearing a microphone. This is not only harsh to the listener, it negates the value for the voice as well.
- ♪ Bring your teacher vocal volume down a bit while wearing a microphone.



*Photo by Elaine Patton*

# Music Terms

<b>ACCELERANDO:</b>	gradually becoming faster
<b>ACCENT:</b>	dynamic mark indicated by > indicating a sharp attack
<b>ALLARGANDO:</b>	decreasing the tempo, broaden
<b>ARCO:</b>	resume bowing after a pizzicato passage
<b>ATEMPO:</b>	return to the original tempo after an alteration from it
<b>CANTABILE:</b>	song-like
<b>COL LEGNO:</b>	using the wood of the bow to play the marked passage
<b>CRESCENDO:</b>	gradually increasing in loudness
<b>DÉTACHÉ:</b>	up & down bow strokes, one note per stroke flowing back & forth
<b>DA CAPO:</b>	from the beginning
<b>DECRESCENDO:</b>	gradually softer
<b>DIMINUENDO:</b>	become softer; also decrescendo
<b>FERMATA:</b>	to pause or hold when the symbol is placed over a note
<b>FORTE:</b>	loud
<b>FORTISSIMO:</b>	very loud
<b>GLISSANDO:</b>	to slide from one note to another
<b>LEGATO:</b>	smooth
<b>MOSSO:</b>	moved
<b>PIANISSIMO:</b>	very soft
<b>PIANO:</b>	soft
<b>PIANOFORTE:</b>	piano followed by forte
<b>PIZZICATO:</b>	an indication to pluck the string instead of to bow it
<b>QUASI:</b>	almost; as if
<b>RALLENTANDO:</b>	gradual slowing of the tempo; often while getting louder
<b>RITARDANDO:</b>	(rit.) to slow down gradually
<b>RITENUTO:</b>	hold back; sudden slowing of tempo
<b>SFORZANDO:</b>	accented; forced
<b>SORDINO:</b>	mute
<b>SPICCATO:</b>	detached bow stroke; bow is dropped on string then lifted back
<b>STINGENDO:</b>	pressing faster
<b>SUBITO:</b>	suddenly
<b>TACET:</b>	silent; when certain instruments are silent for a long period of time
<b>TEMPO PRIMO:</b>	go back to original tempo
<b>TENUTO:</b>	to perform a note or chord in a sustained manner

## Tempo Markings

<b>LENTO:</b>	very slow (40-66)
<b>ADAGIO:</b>	slowly (66-76 BPM)
<b>ANDANTE:</b>	walking (76-108 BPM)
<b>MODERATO:</b>	moderately (108-116 BPM)
<b>ALLEGRO:</b>	cheerful and quickly (116-168 BPM)
<b>PRESTO:</b>	fast (168-208)

## Mood Indicators

<b>ANIMATO:</b>	animated
<b>AGITATO:</b>	agitated
<b>CUPO:</b>	dark, somber
<b>DOLCE:</b>	sweetly
<b>ESPRESSIVO:</b>	with expression
<b>GRANDIOSO:</b>	grand
<b>GRAVE:</b>	solemn
<b>GRAZIOSO:</b>	graceful
<b>MAESTOSO:</b>	majestic
<b>MORENDO:</b>	dying (away)
<b>SOLENNE:</b>	solemn
<b>SOSTENUTO:</b>	sustained
<b>SPIRITOSO:</b>	splrited
<b>TRANQUILLO:</b>	calm
<b>VIVACE:</b>	lively

## Qualifiers

<b>ASSAI:</b>	very
<b>CON:</b>	with
<b>MENO:</b>	less
<b>MOLTO:</b>	very, as in Molto Allegro
<b>NON TROPPO:</b>	not too much
<b>PIÙ:</b>	more
<b>POCO:</b>	slightly, as in Poco Adagio

[www.thelessonroom.com](http://www.thelessonroom.com)

the **LESSON ROOM**.com

*A one-stop resource for both students and teachers, offering a range of supplemental resources and information. A robust teacher directory allows students to search for private teachers by instrument, location, and more.*

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