



# Teacher Tip of the Week

## New Teacher Support Program 2008-2009

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Teacher Tip of the Week  
New Teacher Support  
Program  
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### Integrating Music in the Classroom

*"Music is the electrical soil in which the spirit lives, thinks and invents."*

*--Ludwig van Beethoven*

We all know how greatly music affects our feelings and energy levels! Without even thinking about it, we use music to create desired moods-- to make us happy, to enjoy movement and dance, to energize, to bring back powerful memories, to help us relax and focus. Music is a powerful tool for our personal expression within our daily lives-- it helps "set the scene" for many important experiences.

Throughout time, people have recognized and intentionally used the powerful effects of sound. In the 20th century the western scientific community has conducted research to validate and expand our analytical knowledge of music. This research supports what we know from personal experience: Music greatly affects and enhances our learning and living!

Research continues to be conducted to provide helpful guidelines for our intentional use of music, especially in the classroom. This article, based on extensive research and experiences, will provide you with successful and valuable guidelines for incorporating music into the teaching and learning environment-- applicable to all ages and educational settings.

#### BRINGING EDUCATION TO LIFE WITH MUSIC

How is it that for most people music is a powerful part of their personal life and yet when we go to work or school we turn it off? The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities. Plus, using music for learning makes the process much more fun and interesting! Music, one of the joys of life, can be one of the joys of learning as well. The following pages give you sugges-

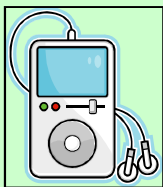
tions for when and how to use music during your teaching or training. With these techniques, you, the teacher, can orchestrate a classroom environment that is rich and resonant-- and provide learners with a symphony of learning opportunities and a sound education!

Music helps us learn because it will--

- Establish a positive learning state
- Create a desired atmosphere
- Build a sense of anticipation
- Energize learning activities
  - Change brain wave states
  - Focus concentration
  - Increase attention
  - Improve memory
  - Facilitate a multisensory learning experience
- Release tension
- Enhance imagination
- Align groups
- Develop rapport
- Provide inspiration and motivate
- Add an element of fun
- Accentuate theme oriented units



#### HELPFUL WEBSITE FOR TEACHERS



<http://www.fi.edu/learn/hotlists/music.php>

Franklin Institute Music Hotlist includes links to a series of topics for grades K-12/ These include Opera, Classical, Jazz, Reggae, Instruments, String Instruments, Gregorian Chant, Teacher Resources and more.



#### Cutting Corners

##### RECYCLING CRAYONS

Shave down crayons in an assortment of colors. Sprinkle in a pattern or design on a piece of wax paper or contact paper. Cover paper with a piece of cloth, and iron gently until crayon is melted. Make a pretty frame using construction paper, or cardboard covered in gift wrap scraps.

Keep in mind that you do not have to use music in all the ways presented here in order to be effective in enhancing learning through music. The addition of even one music technique in your classroom will add richness and improve the learning process. My suggestion is for you to begin your musical journey by incorporating one use of music in your classroom, go on to

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## Integrating Music in the Classroom (continued from page one)

explore a new method. Your students enthusiasm and response will be a guideline and incentive for future ideas and uses.

### MUSIC FOR LEARNING SUGGESTIONS

**Focus and Concentration Music**—Play as a background music while students study, read, or write to: increase attention levels; improve retention and memory; extend focused learning time; expand thinking skills.

**Creativity and Reflection Music**—play as background for activities such as: journaling or writing; problem-solving or goal-setting; background for project work; brainstorming.

**Welcoming Music**—play as background for entries, exits, breaks. Use to: greet your students; create a welcoming atmosphere; set a learning rhythm; expand musical awareness.

**Active Learning Music**—use for a sound break or movement activities to: increase productivity; energize students during daily energy lulls; provide a stimulating sound

break to increase attention; make exercise more fun; encourage movement activities.



To begin a learning session, use lively, cheerful music:

Divertimentis, Mozart  
Thus Sprake Zarathustra (2001 Theme)  
Blue Danube, Strauss  
Fantasia, Disney  
Suites for Orchestra, Bach  
Toy Symphonies, Haydn  
Musical Joke, Mozart  
Desert Vision and Natural

States, Lanz and Speer  
Bolero, Ravel  
Well-Tempered Clavier, Prelude in D Major, Bach  
Hungarian Dances, Brahms

To create a relaxed atmosphere or for visualization activities :

Silk Road, Kitaro  
All recordings of Daniel Kobialka  
Sea Peace, Georgia Kelly  
All four of the " Seasons" recordings, George Winston  
All recordings, Steven Halpern  
Trois Gymnopedies, Eric Satie  
Barefoot Ballet, John Klemmer  
Classical guitar  
Classical piano music



**“Do what you can, with what you have, where you are.”**

—Theodore Roosevelt



## Human Rights Day

December 10 2008

*“Dignity and Justice for all of us”*

“It is our duty to ensure that these rights are a living reality -- that they are known, understood and enjoyed by everyone, everywhere. It is often those who most need their human rights protected, who also need to be informed that the Declaration exists -- and that it exists for them.

—Secretary-General Ban Ki-moon

This theme for 2008, *“Dignity and justice for all of us,”* reinforces the vision of the Universal Declaration of Human Rights (UDHR) as a commitment to universal dignity and justice. It is not a luxury or a wish-list. The UDHR and its core values, inherent human dignity, non-discrimination, equality, fairness and universality, apply to everyone, everywhere and always. The Declaration is universal, enduring and vibrant, and it concerns us all.

Since its adoption in 1948, the Declaration has been and continues to be a source of inspiration for national and international efforts to promote and protect human rights and fundamental freedoms.

## New Teacher Support Participants:



**Clarissa  
Childress**

W. A. Wright Ele-  
mentary

Kindergarten

### WHY DID YOU BECOME A TEACHER?

*"I have felt a calling, for as long as I can remember, to be involved with children for the rest of my life. I have a passion to see young children reach their goals, succeed, and make the most out of every situation they are put in. I feel like teaching is the best way to be involved with children on this level. Teachers have a lasting impact!"—Clarissa Childress*



**Amanda Can-  
nington**

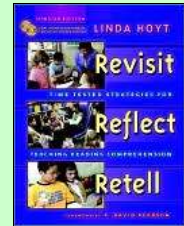
Lebanon High  
School

Guidance  
Counselor

### WHY DID YOU BECOME A COUNSELOR?

*"I've always had a desire to help children. I've seen so many children (including myself as a child) who have incredible potential to be great, successful citizens, and who fall through the cracks for various reasons—whether it be lack of attention, presumptions about the student before they even enter the school, not enough praise, etc. This may sound idealistic, but I do believe that if we really take care of all our children in the community, then we can have a progressive, healthy and law abiding community. It is my goal to try and show as many kids as possible just what they are really capable of—through praise, positive modeling, compassion, challenge, and instilling hope in all our students."—Amanda Cannington*

## From the Bookshelf:



**Revisit, Reflect, Retell :  
Time-Tested Strategies for  
Teaching Reading  
Comprehension**  
by Linda Hoyt

For ten years and in hundreds of thousands of classrooms, *Revisit, Reflect, Retell* has been a teacher's most reliable resource for helping students experience deeper levels of understanding. Now, Linda Hoyt returns with an updated edition of *Revisit, Reflect, Retell* that's loaded with new, teacher-friendly features and several new strategies, making it more useful than ever.

A new first chapter shows how to scaffold instruction for deep engagement and provides a thorough grounding in the research.

Important new correlation tables directly link Linda's strategies to the seven comprehension strands as well as to Robert Marzano's Classifications of Thinking - you'll quickly match the right strategies to your objectives.

*Revisit, Reflect, Retell*, Updated Edition, is a full year of top-notch comprehension instruction in one amazingly teacher-friendly package.



**A Wish to be a Christmas  
Tree Christmas**

By Colleen/Michael Monroe

4-8 years of age

## Beginning and ending your lectures or discussions with a summary statement

A history teacher finds it helpful to place his watch in full view on the desk. "I watch the clock carefully to be sure that there is time to summarize the day's discussion. Then, at the beginning of the next class session, I sum up the previous lecture once more before moving on to a new topic."

"Students crave both continuity and a sense of closure. They do not like

unfinished presentations. At the same time, because none of us like repetition, I try hard to use different words and examples in each summary. The best way I have found to avoid redundancy is to note on an index card the exact words I have used at the end of a lecture, so that I am reminded to vary them in the brief recapitulation I give at the beginning of the next class meeting."

Because each concept in a course builds upon what has gone before, it is important for students to see how each new topic relates to what is already learned as well as to what they will be learning in the coming weeks. The most effective way of doing this is to begin with a brief summary of what came before, followed by a brief preview of what will come next."



# Master Teacher Tips...

## Motivation

When you assign students to groups or teams, you must keep in mind that one student can derail motivation and ruin the team. Therefore, you must take one of two actions. You must give the group the authority to accept and/or dismiss team members, or you must monitor the groups' progress and each member's contributions and quickly make these changes yourself. If you want to make groups work, these actions are vital. Without these actions, one group member may de-motivate all—and the rest of the group is at the mercy of the student.

If we are bored, we will bore others. If we are dull, we will dull others. If we are unhappy about being a teacher, we will make students unhappy about being taught. Remember, it is our responsibility to set the pace, the tone, and the climate for learning in the classroom if we intend to motivate students in positive and constructive ways. If this responsibility is not fulfilled, motivation will lag and our teaching task will be made more difficult. Worse, learning may not take place in our classroom for us or our students.



## Upcoming Events

### Universal Human Rights Month

Human Rights Day—Dec. 10

UNICEF Day—Dec. 11

Bill of Rights Day—Dec. 15

Clean Air Day—Dec. 17

Humbug Day—Dec. 21

World Peace Day—Dec. 21

## For a Laugh!

