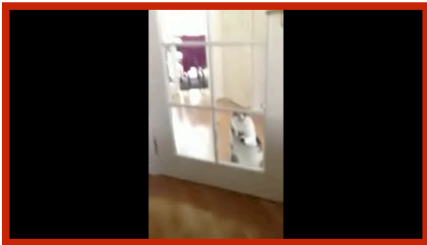


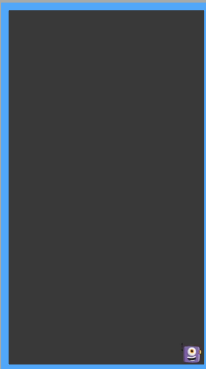
**Download Session
Notes**

Feeling Left Out?
Advocate for Technology



Denise Gulliver-Lewis
White Pigeon Community Schools

So you find yourself in this situation...



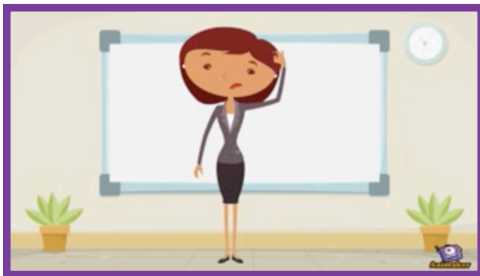


Why can't they understand?

- 1 Unfamiliar with your content
- 2 Unfamiliar with your standards
- 3 Differing opinions on methodology
- 4 Not comfortable with technology
- 5 Budget constraints



What can you do?



Present them a well written proposal!

Points to Cover

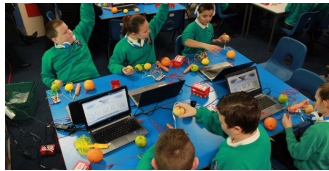
- 1 Hardware and/or software required
- 2 Which curricular standards will be met?
- 3 Lesson example
- 4 Cost breakdown
- 5 Research citations

Hardware/Software



What do I need?

- Evaluate first
- Three sources and pricing
- Storage and cases
- Patch cords
- Microphone?
- Spare power cords and bricks (1/5 ratio)



Hardware/Software



Software and Apps

- Site licensing - work with IT if you can
- Ease of student use?
- Never overlook free!



Standards



Why technology?

- Differentiation
- Accommodation
- Reaches another learner group
- Tool with multiple uses



Standards

Examples (MI)

Standard 1: Apply skills and knowledge to perform in the arts.

- ART.M.I.5.9 Use a system to read rhythmic notation in various meters.
- ART.M.I.5.10 Use a system to read pitch notation in various tonalities.

Standard 2: Apply skills and knowledge to create in the arts.

- ART.M.II.5.1 Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.
- ART.M.II.5.2 Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases.
- ART.M.II.5.3 Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies.
- ART.M.II.5.4 Create and arrange songs and instrumental pieces within specified guidelines.
- ART.M.II.5.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.
- ART.M.II.5.6 Create and arrange music to accompany readings, dramatizations, or visual media.

*Grade 5

Lesson Examples

Composing Background Tracks with GarageBand for iPad

MI Fine Arts Standards

- ART.M.II.5.1 Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.
- ART.M.II.5.4 Create and arrange songs and instrumental pieces within specified guidelines.
- ART.M.II.5.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.
- ART.M.II.5.6 Create and arrange music to accompany readings, dramatizations, or visual media.

MI Technology Standards

- 3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
- 3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
- 3-5.TC.2. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

Projects

*Use GarageBand to compose an ABA accompaniment for an 16 measures (8 measures repeated) recorder melody. A sections should be 16 measures long. B section 8 measures. Only non-pitched loops should be used. Finished project must be uploaded to the appropriate grade level share folder on Google Drive. Class will perform the melody with finished accompaniments.

*Use GarageBand to compose a background track for a given 2 minute video clip. Finished products should reflect the theme, action and mood of the video. Soundtrack must be 2 minutes long and use any or all of the following: Tracks, recorded performance, Live Loops or any combination of the three. Final project must be uploaded to the student's Google Drive and shared with the teacher.

Now we get to the stuff they really want to see!

- Cost of hardware (3 sources with prices)
- Cost of software and/or apps
- Site licenses
- Annual renewal
- Extra charging cords and bricks if necessary (1:5 ratio, 3 sources)
- Patch cords, additional devices needed for interface (3 sources)
- Speaker (3 sources)
- External microphone (3 sources)
- Estimated maintenance costs (3 sources)



Last but not least, make your point with research

- Citing research will give extra validity to your request
- Technology inclusion, music education
- Technology inclusion, grade level, education
- When citing research for other content areas, tie to music curriculum with a citation showing how music enhances learning in this area



Sources

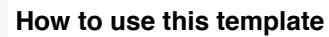
Ingenta Connect
Keyword search website for research journals
www.ingentaconnect.com

Journal of Research in Music Education
Keyword search and archives
<http://journals.sagepub.com/loi/jrma>





Does Music Instruction Help Children Learn to Read? Evidence of a Meta-Analysis^a (*Application for Research in Music Education, November 1 2008*) is a good example of further research: "This meta-analysis of 30 studies using a variety of music interventions to affect reading skills resulted in a moderately strong, significant, overall effect size of $d = .32$. When music activities incorporate specific reading skills and/or address the needs of struggling readers, the effect size of the music is used to reinforce reading behavior ($d = .66$), benefits are large. The music activities that pair alphabet recognition with phonetic patterns, incorporate word segmentation and sound blending skills, and promote rapid decoding skills are effective in enhancing reading instruction and require little transfer to the assessment methodology. Benefits are greater when the special music reading activities are added to an existing music program than when they are used in isolation. Music activities are equally effective regardless of whether daily, intense, short-term, or weekly period intervention spread across the school year."



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