

The Opus

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President's Message

Happy Spring, everyone! We are nearing the end of the year but that hasn't stopped the MSIC from continuing to work hard for you. In February we were thrilled to present a workshop with Gena Norbury for teachers in the Central Region. We also had the opportunity to do a presentation for the Deputy Minister of Education regarding the Premier's Task Force on Education Report. We want to send a big thanks to Treasurer Deanna Higdon for spearheading this presentation. March saw us send Karen Dalton and Secretary Bethany Porter to Happy Valley-Goose Bay to offer a music workshop for teachers and we are already working with the district to plan another event there in the fall. We have had some teachers reach out to us in the last few weeks about various challenges they are facing – scheduling issues, cap sizes and new schools missing resources. We are here to work for you. Please do not hesitate to reach out if you have questions or have a challenge you'd like us to help you with.



Please stay tuned to Facebook and Twitter accounts as there are lots of big announcements coming in the weeks ahead – Music Monday contests, a new award for teachers and information on our 2018 conference as well as the 2018 Atlantic Regional Conference for Music Educators in Nova Scotia. Our regional representatives and executive continue to work hard on your behalf. Enjoy your holiday break and please don't hesitate to reach out to us!

NLTA Music Special Interest Council 2016-2018

Provincial Executive

President	Ashley Beresford	Bishop Feild Elem/Holy Family Elem – St. John's	ashleyberesford@nlesd.ca
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Teacher Profile – Megann Orendorff

1. Where did you complete your Music/Education degrees?

I completed my Mus. Ed. degree in Windsor, Ontario from the University of Windsor. I completed my education degree in North Bay, Ontario at Nipissing University.

2. Where and what do you teach?

I teach quarter time at Leo Burke Academy in Bishop's Falls. I teach junior high music and health.

3. What has been the most memorable moment of your career?

When a Grade 8 student came up to me and told me that he appreciated everything I do at the school.

4. If you could give one piece of advice to a new teacher, what would it be?

Have a 'bag of tricks'. If you have 10 minutes left in the period, play a "Minute to Win It" theory game. Have rhythm flash cards or interval flash cards at the ready. You need to have a few random exercises ready for any time there is down time for a group of students. If you keep them busy, you keep them happy.

5. What is the best part of your job?

The best part of my job is my choir. I have an amazing group of students who come in on their own time and sing. This will be the first year they are going to the Kiwanis Festival and I am so proud of them!

Cross-Curricular Corner

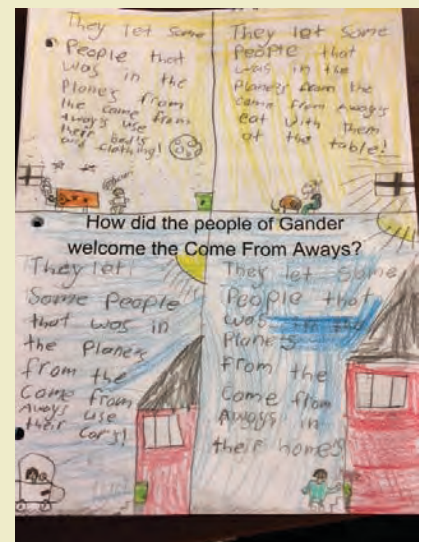
I had never really thought that the musical "Come From Away" could be connected to the Grade 3 curriculum and touch on so many outcomes, until one of my students showed a recent interest. I was fortunate enough to see this musical production in Gander in October 2016 and cheer on childhood classmate and friend Petrina Bromley. After that I was hooked and have followed the Broadway show on twitter and all other forms of media exposure it has received.

The show portrays how such a horrible tragedy has turned into something so powerful, showing the best of humankind. In the Grade 3 curriculum, many of our health, religion and social outcomes focus on things such as emotions, actions towards others, respect and relationships. We complete activities and share stories so the children develop an appreciation for all creation and build their morals and values. It is important that at even such a young age, students learn to respond to other's needs, showing empathy and kindness. Newfoundlanders have a passion to express and share their culture by positively interacting with visitors to our province. We show no stereotypes and are always actively involved. It is critical that even at such a young age we share our unique customs and traditions to ensure we have our young people grow up showing respect and empathy towards others. The musical "Come From Away" has helped my students in this process. The songs from the Broadway hit have also been very inspiring. They have aided in many wonderful



class discussions in hopes that the youth of tomorrow carry on the compassion and sense of community all Newfoundlanders show the world when 'come from aways' arrive.

Kim Wilson
Grade 3, Beachy Cove Elementary



Board Vacancy

Due to a recent resignation, we currently have an opening on the full board for the Avalon West region. The term will begin at appointment and run until October 31, 2018. If this is something you would be interested in, please email: ashleyberesford@nlesd.ca

Books for the Primary Music Classroom

I am always searching for books that I can incorporate into my music classroom. Books are an effective way to settle and start off a class. In this article, I hope to share with you some of my favourite children's books to use in my primary classes, as well as tips to making it successful.

Mmm, Cookies! and *Mortimer* are two fabulous books by Robert Munsch. I introduce a number of instruments using these books. In the first class, I'll read the book, allowing students to become familiar with the story. In the next class, I'll put instruments to the repetitive sections of the book. I'll demonstrate a variety of instruments, then discuss with the students which instrument would best match each sound, particularly in *Mmm, Cookies!* When reading *Mortimer*, I focus on dynamics, since all students play their instruments together.

To introduce xylophones in the classroom, I use the book *Up, Up, Down!* By Robert Munsch. Again, I'll introduce the book in one class, and then use the xylophones to accompany the book in the next class. The book is filled with ups and downs, so I have students start at the low notes and ascend to the higher notes for up, and vice versa for down.

Do you have a student who needs a little encouragement and motivation to participate or sing? *Harold Finds A Voice* by Courtney Dicmas explores different voices, then being brave and finding your own voice. This book creates wonderful conversations about Harold's experiences and relating them to activities in the music classroom.

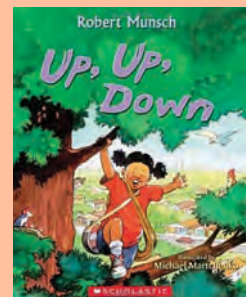
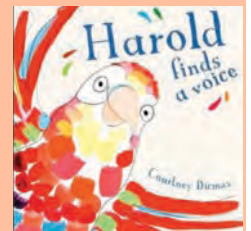
Is your music children's book library small? Never fear! Some of these wonderful books, and many more, are also available on YouTube. Some of my favourite books readily available on YouTube are *Abiyoyo* by Pete Seeger. Before playing this song, I'll teach students the chorus so they are ready to sing along before watching the video. Additionally, there is a great version of *Giraffes Can't Dance* by Giles Andreae. This story is accompanied by a soundtrack and is sung throughout. It is also a fabulous story to read around Pink Shirt Day in your school.

Growing your library can become expensive, especially if you are funding your own collection. Many of the books I use in my music classroom I've found at thrift stores. It's a great place to look and gather ideas, often for a dollar a book! When I search for books, I keep in mind – can I add instruments to this book, are there any repetitive sections in the book, or can students add sound effects or move? Renting from your local library is another way of trying out books before you make a final purchase for your classroom. As well, many books are already on YouTube, often with music accompaniment, so check there as well.

Happy reading and I wish you luck in growing your musical libraries!

Deanna Higdon

Music Specialist, St. Anne's Academy



CMEA Builders Award Nomination

In co-operation with its Provincial and Territorial Affiliates, the Canadian Music Educators' Association seeks to recognize those who advance music education in any Canadian province, through building community or establishing significant collaborative efforts, with the **CMEA/Acme Builders Award** and the **CMEA/Acme Builders Award for Newer Teachers** (max. 5 years teaching).

The CMEA/Acme Builders Award is presented annually to a music educator who brings honour to the profession by demonstrating one or more of the following:

- Building a more unified community of music educators
- Raising the profile of the value of music education in Canada

- Making a significant contribution to inter-provincial or national initiatives in music education
- Establishing sustainable collaborative initiatives in music education
- Developing mentorship initiatives for newer and/or pre-service music educators

For more information please visit <https://cmea.ca/professional-awards> or contact Ashley Beresford (ashleyberesford@nlesd.ca)

Nominations for the Builders Award and Builders Award for Newer Teachers are open until May 1, 2018. Nominations can be sent to ashleyberesford@nlesd.ca.



Regional PD

Exploring Music Literacy Blocks

March 2, 2018, Happy Valley-Goose Bay



On behalf of the NLTA MSIC, Karen Dalton and Bethany Porter traveled to Labrador to present “Exploring Music Literacy Blocks” professional development for teachers in the big land of Happy Valley-Goose Bay and surrounding areas. Music teachers spent the day learning about music literacy blocks in primary and elementary classrooms. Colleagues enjoyed working through recorder, sound exploration, music notation and rhythm activities in the format of music literacy blocks. Teachers also had an opportunity to participate in a “Make It Take It” session where everyone made three games/activities to bring back to their classrooms. Our Labrador music educators were thrilled to be involved in this fun day of learning and collaborating. It was a positive day of sharing and teachers were excited to bring many new ideas back to their classrooms. Thanks to the NLTA Teachers Talking to Teachers Grant for funding this project.

Teacher Tech Tip

FLAT: Add-on for Google

Did you know there’s a way to easily add music notation to your Google docs and slides? **FLAT** is a google add on that works right within Google so that you can add musical excerpts within your document!

Check out this video on how to use it!

https://youtu.be/vG1Xh4ca_Qg

PD Opportunity

Canadian World Drumming Course, August 13-17, Edmonton, Alberta



For teachers, counsellors, community recreation leaders, church musicians, and players who would like to learn the basics of African and Caribbean drumming, singing, and moving. This course is based on the ©2015 publication, *World Music Drumming 20th Anniversary Teacher Edition* (Hal Leonard) by Dr. Will Schmid (past president, NAFME; author). Participants will learn how to implement and teach a course or an experience in World Music Drumming. The Level 1 class assumes no prior experience with drumming. Those with no background and individuals with prior experience (even trained percussionists) will benefit from learning how the World Music Drumming curriculum is approached from the very beginning. Because drum ensembles, songs, and movement are taught orally, teachers trained in notation often experience a significant paradigm shift.

Daily classes include large group instruction, small group interaction with guided micro-teaching/leading, and small group ensemble creation/improvisation. You will learn how to drum, sing, move, play xylophones and recorders, and teach and lead others. You will learn how to integrate drumming into other school and life experiences, and you will also receive supplemental songs and leader strategies not published in the curriculum. Training in West African and Caribbean dance will be offered at some locations.

For more information please visit:

www.worldmusicdrumming.com/registration-brochure/

Music Monday 2018

Celebrate YOU! Is the theme for Music Monday, May 7, 2018. Please be sure to visit www.musicmonday.ca for ideas and activities and make sure you register your school if you are doing anything special to celebrate.

Stay tuned to the MSIC Facebook as we will be having a fun Music Monday contest for your students!

PD Funding Opportunity

Professional Learning in Arts and Culture with Ease (PLACE) Program

Professional Learning in Arts and Culture with Ease (PLACE) Program is designed to be a flexible professional learning model to promote professional learning opportunities in the arts or cultural education. It is intended to support teachers who have identified arts or culture as a professional learning priority or need and embraces collegial learning and partnerships in the areas of Creative Writing, Cultural/Traditional Crafts, Drama in Education, Movement, Music, Visual Arts, and Theatre Arts.

Funding from Cultural Connections may assist with materials, substitute time, fees, and travel allowances for the teacher applicant. A teacher's plan may vary depending on the goals and needs identified. Interested teachers will identify or design a plan which may include working with a learning partner. The learning partner should have a level of expertise in an arts/cultural related discipline. He or she may be a colleague, clinician or a professional artist/tradition bearer/heritage professional in the community. The ability for a teacher applicant to work with a learning partner outside their community/region will depend on related travel costs, available funding, and professional need. Applicants are encouraged to first explore partnerships within their regions.

There are four levels of professional learning teachers may consider under the PLACE program. For more information please visit:

[http://www.ed.gov.nl.ca/edu/k12/culturalconnections/Professional_Learning_in_Arts_and_Culture_with_Ease\[PLACE\]_2017-18.pdf](http://www.ed.gov.nl.ca/edu/k12/culturalconnections/Professional_Learning_in_Arts_and_Culture_with_Ease[PLACE]_2017-18.pdf)