

The Opus

Volume 50, No. 4

June 2019

President's Message



It's hard to believe we are halfway through June already. As most of our colleagues are beginning to wind down, music specialists are still going full speed ahead with final concerts, musicals, farewells and graduations. There really is no break in our field. From the moment school starts until the day the students leave, we are preparing performances and organizing talent shows. As summer vacation approaches, it is important we take time to rest and rejuvenate. We have spent a great deal of time in recent years to teach mindfulness to our students so they have the skills to calm themselves and take time to breathe. Far too often music teachers forget to do this for ourselves. Over July and August I hope you find time to do the things that spark joy inside of you and bring you peace, whether it be hiking, reading, playing sports or crafting.

Holding onto our passion is important. We have all faced change this year and there seems to be more on the horizon. Some of us are experiencing the new Phase schools, staffing cuts are happening, we are anxious about the future of the Music Education degree program at Memorial University and of course, our recent Provincial election and upcoming Federal election. With so much flux happening, finding the stability is important. Over the summer please take time to reignite your passion. Remind yourself why you became a music teacher. Sing, Play, Dance.

Thank you for all that you do, for all that you give and for all that you sacrifice. This job requires a lot and takes its toll, but the rewards are immeasurable.

NLTA Music Special Interest Council 2018-2020

Provincial Executive

President	Ashley Beresford	Bishop Feild Elem/Holy Family Elem – St. John's	ashleyberesford@nlesd.ca
Vice-President	Michelle Collins	CBS Elementary, CBS	michellecollins@nlesd.ca
Treasurer	Sarah Caines	Newtown Elementary – Mount Pearl	sarahcaines@nlesd.ca
Secretary	Catherine Hoven	Fogo Island Central Academy – Fogo Island	catherinetaylor@nlesd.ca
Communications	A. Rebecca McDonald	Mary Queen of Peace Elementary – St. John's	rebeccamcdonald1@nlesd.ca
Avalon East	Leigh Ann Ryan	Beachy Cove Elem. – Portugal Cove - St. Philips	leighannryan@nlesd.ca
Avalon West	Tiffany Smith	Persalvic School – Victoria	tiffanysmith@nlesd.ca
Central	Amanda Hollett	Pearce Junior High – Burin Bay Arm	amandahollett@nlesd.ca
Western	Jennifer Stratton - Renouf	J.J. Curling Elementary	jenniferstratton-renouf@nlesd.ca
Northern Peninsula	Cheryl Knight	White Hills Academy – St. Anthony	cherylknight@nlesd.ca
Labrador	Christopher Ryan	Eric G. Lambert School – Churchill Falls	christopherryan@nalcenergy.com
Independent	Vincenza Etchegary	St. Bonaventure's College – St. John's	vetchegary@gmail.com
Affiliate	Chris Davis	Long and McQuade	cdavis@long-mcquade.com
Student	Kristian Butt	Memorial University	kristianbutt@nlesd.ca

Jamie Wilkinson Memorial Award



Jamie Wilkinson was a passionate, dedicated teacher and a long-standing member of the Newfoundland and Labrador Teachers' Association. As a music educator he was loved by his students and teaching colleagues. Throughout his career Jamie

demonstrated his passion for teaching young musicians by inspiring them to reach their fullest potential. Unfortunately, Jamie passed away in May of 2017. A strong advocate for the teaching profession, Jamie is best known for his quiet demeanour, passion for music education and commitment to providing his students with the best musical experiences imaginable.

In Jamie's memory, the NLTA Music Special Interest Council is pleased to announce an award which will be presented to a music teacher within the province of Newfoundland and Labrador who best exemplifies the qualities of Jamie Wilkinson, namely:

- who exhibits a passion for music;
- who demonstrates perseverance and musically inspires her/his music students;
- who takes great pride in her/his school music program and endeavors to encourage young musicians to enjoy all that music offers.

The NLTA Music Special Interest Council invites the submission of nominations for this award. Nominators may be students, colleagues, parents, or community members. The award recipient will be determined by a committee comprised of MSIC board members and other members of the teaching and music communities. A plaque and a \$500 Award will be presented to the successful recipient at the MSIC Annual Conference. The financial component of the award is to be used at the discretion of the recipient to support the music program(s) under her/his jurisdiction.

Nomination Deadline: September 30, 2019

Applications and supporting documents can be emailed to ashleyberesford@nlesd.ca and submitted through the form on the MSIC website (www.nlmsic.com)

Coding Corner

by Ashley Beresford

Education is constantly changing and evolving and it is our job as teachers to try and keep up. One of the major focuses of the NLESD right now is coding. All classrooms are expected to try and incorporate coding into the regular curriculum. At first it may seem daunting to try and bring this technology into the music classroom, but you will find it may be easier than you think. Here are some great ways to get started coding in the music classroom.

Ozobots

Ozobots are small robots, the size of a golf ball, that provide the opportunity for children to begin coding **WITHOUT** using a computer or any other electronic device. While you can connect Ozobots to apps and online programs, students can program their journey with nothing more than paper and markers. Ozobots move by reading colours. Draw a wide black line and your Ozobot will follow it while emitting its own LED light signals. Ozobots can also follow many other colour-coded commands, all found in the instruction booklet. You can even dress your Ozobot up! Doing a festive lesson? Make him a leprechaun who's trying to find his pot of gold. Using the colour-coded commands, you can control the Ozobot's speed and direction among other things. It does take some practice to ensure your lines are wide enough and the colour-coded markings are just the right distance apart, but students have a ball. They are a helpful tool for creating listening maps, reviewing the story within a piece of music, or even spelling words using the notes on the staff. In Grade 2 we sang "The Cat Came Back". Students then created a map of the cat's journey. Some just did one long path, some used Uturn functions. Each storyboard and code pattern was unique. They then dressed up their Ozobots as cats and set them off on their journey. It was a fabulous introduction to both coding and listening maps!

Micro:bit

The Micro:bit is a small, or "micro" computer that connects to your Chromebook or laptop via a USB cable. Using block coding on the Micro:bit website, or other platforms such as Scratch, you are able to program this small hand-held device to do a large number of things. The block code on the Micro:bit website is written in Java but the blocks are just drag and drop, making them user friendly. Your students can program Micro:bits to be their tuners for their guitars, ukuleles or even band instruments. They can take their ensemble music and program the Micro:bit to play their part. While a Micro:bit can't play harmony, your students can each record a separate part and then play multiple parts at the same time – useful for teaching chords. Within the coding, you can create and label sections as you program them – a helpful tool for teaching form.

Assessment Reflections: K-6 Music

by Jennifer Stratton-Renouf,
Western Region Representative



In March, nine music teachers from the Western Region met in Corner Brook with Jennifer Nakashima to discuss assessment in K-6 music. The discussion stemmed from the three categories of the music section of the report card – creating, listening, and performing. Many questions arose as to which outcomes and activities fit into the categories.

Jennifer explored a lot of information about assessment, exposed the group to many elements of the Google system (i.e. Google Classroom), and challenged the group with thought provoking questions that allowed for productive conversations. I tried to be a studious participant by taking notes, while still engaging in the conversation. As I sit and review my notes, a few points stand out to me (note: these points come from Jennifer Nakashima's presentation and the round table discussions):

- Assessment does not make students learn – we need to look at achievement
- Teachers need to focus on rapport and relationship building, not just the curriculum, in order to engage students in the learning process
- Review success criteria with students – use self and peer evaluations

- Our first job is to help students learn and love music – be musicians
- We need to observe many forms of music learning
- Remember that learning is a process – do not have the ears and eyes of June when assessing in November

Although we know a lot of information about assessment, reviewing the research and information behind assessment from time to time allows for professional learning and growth. In turn, we grow professionally and our students benefit.

The group did not explore specific activities for creating, listening, and performing – this may need to be a teaching sharing session for another day. However, we were reminded that teaching is a personal journey as we all bring unique personalities with our own strengths and challenges. Assessment in music education is open to subjectivity that is unavoidable. We need to remember to be professional – use professional judgement, focus on recent evidence of learning, and report learning in a way that demonstrates student achievement.

The conversation about assessment is long from over. It has to be continuous with music educators sharing, interacting, and conversing. We are often alone in our schools, communities, or regions. We need to ensure that we are engaging in professional learning that benefits us and our students. And remember, when going to professional development sessions, everyone loves the person that brings chocolate!

Professional Development Travel Grant Report

PianoFest/Piano Symposium, St. John's

by Chris Ryan, Eric G. Lambert School

I had the opportunity to attend PianoFest/Piano Symposium in St. John's on May 24-27. This event was made possible by PlayPianoNL where piano and music teachers from across the province come together for two days of professional development and training.

I was able to gain some valuable professional learning throughout the week. I attended several sessions including: "Cultivating Problem Solving Skills in the Music Studio" where we discussed many different teaching techniques that I can implement both in my private studio as well as in my classroom teaching.

The second session I attended was presented by Susan LeMessurier Quinn titled "Adapting Lessons for all

Abilities", where we discussed how to make music learning environments more inclusive and adaptable for all students.

The third session I availed of was presented by Andrew Staniland titled "Composing in the Lesson". In this session, I learned different ideas and strategies that I am able to carry over into my music composition curricular outcomes.

An open session at the end of the conference was an opportunity for music educators to share and exchange ideas for teaching, learning and assessment. This was a phenomenal opportunity for collaboration for many of us who teach in rural and remote areas of the province.

Overall, the experience was very rewarding and I have gained a wealth of information to take back to my students!

My Professional Development Experience at ACDA

by Robert Colbourne, Holy Heart High School

This past February, I had the privilege of travelling to Kansas City, Missouri to attend the American Choral Directors Association (ACDA) biennial national conference. This conference brings choristers, teachers, conductors, professors, choir administrators, composers, arrangers, publishers, etc. all together in one city for an amazing five days of making choral music. I attended concert after concert of incredible performances by some of the world's best choirs. This is an experience that I have labeled the best professional learning I have ever received.

What does a day look like while attending an ACDA conference? Well, everyday started very early to make it on time to one of the amazing plenary sessions. Some of the sessions I attended included the changing male voice, conducting warmups, Latin American choral music, conducting techniques, reading sessions for SATB, TTBB and SSAA choirs, body mapping, programming a high school choral program, plus many more.

Following these sessions, I would walk to a beautiful church close to the convention center where 200 singers, choral directors, composers, and college students met to participate in a Legacy choir. This was the 60th anniversary of the conference so they decided to do something special and create a choir that would be conducted by some great American choral conductors. I will admit that many of these conductors I hadn't heard of, but there was so much experience on the podium, it was very inspiring. Some of these directors were in their 80s and 90s and were still able to get up and make incredible music. The combined years of experience on the podium was well over 500 years. You can only imagine how valuable this experience was for me!

By 11:00 a.m., it was time to be treated to a concert. I would then attend several concerts throughout the morning and afternoon before making my way to the exhibition hall at the convention center. Exhibition Hall – not only a place to spend your money, but a place to be in awe of seeing all the music publishers, music stores, risers company, uniform companies, travel companies, composers, etc. It was THE

hotspot to be! Booth after booth, you could stop, chat with people, purchase new music, find the perfect souvenir, or just be entrenched in all things music. It was here you would go around and look for participant badges to see the "Who's Who" of choral music. Composers, arrangers, conductors – names you have seen on paper but were now putting a face to the name.



After dinner, you guessed it – time for another amazing concert! And following the early concert, yet another concert. Choir after choir, I was in awe! Choirs from middle school all the way through college, and professional choirs that were for all different voice types singing repertoire that blew my mind. I was constantly writing notes in my phone of repertoire selections that I heard and liked to take back to my students at Holy Heart. It was also neat to see other choirs perform repertoire that my students are currently doing. Whenever I saw that, I would post a video on social media to share with my students back home. They thought it was very cool that choirs from all over the world were singing some of the same songs they were singing back home in Newfoundland.

Speaking of Newfoundland, we can't go anywhere in this world without finding other Newfoundlanders! It was great to see Dr. Nicholle Andrews (Martin) as well as Dr. Peter Green. Both are now working in California and attend this conference every two years. It was great to catch up and to hear all of the wonderful things they are doing with their choirs.

So there you have it, the end of day one! To find out what I did on day two, three, four, five – just copy and paste the above text and you will have my whole itinerary. Every day became better and the quality of choirs continued to blow my mind!

I would like to thank the Bruneau Centre for Excellence in Choral Music, the Provincial Government Cultural Connections PLACE grant and my school administration who supported this professional learning financially and with substitute time. Without their support – it would not have been possible to attend this amazing PL.

Interested in attending the next ACDA conference? Mark your calendars for March 2021 when ACDA will take over Dallas, Texas. If you have any questions, feel free to reach out to me at robertcolbourne@nlesd.ca. See you all at Resonate 2019 in October!



A Cory Hart Experience, Thanks to MusicCounts

by Deanne Coady, Juniper Ridge Intermediate

What's it like to have a music icon perform a secret performance at your school for your students and staff? It's surreal, it's amazing, and the look on the faces of students and staff will cause your heart to be filled with pure joy and pride.

Just under two years ago I found myself in a brand new school that had no instruments. Because Juniper Ridge Intermediate was made up of students from both Holy Trinity Elementary and Cape St. Francis Elementary, and those schools were staying intact as K-4 schools, I was not permitted to take any instruments from those schools when we moved. I was tasked with the job of building the music inventory, and though exciting, that task seemed quite daunting, and expensive. So I began researching grants to apply for and I came across the MusiCounts Band-Aid program, so I applied. When the time came for successful applicants to be notified, I received notification that, though my application demonstrated a great need of instruments for my school, I was unsuccessful in obtaining the grant. In the fall of 2018 a representative from MusiCounts contacted me with some very exciting news. Because of a new partnership with a group called Canada's Great Kitchen Party my unsuccessful application from the previous school year was being funded. I was invited to join them in a celebration to commemorate the new partnership in the form of a Grand Gala at the Sheraton Hotel in late October of 2018.

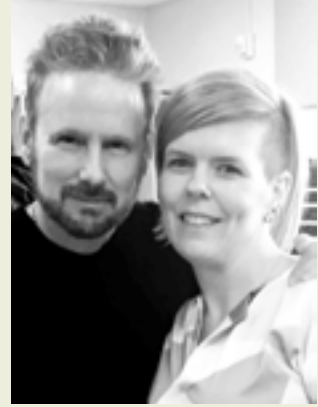
Early in the new year of 2019 the same MusiCounts representative contacted me with a great opportunity. He indicated that there would be a crew from MusiCounts in the St. John's area in late May and that they would like my help in planning a huge celebration to present the school with the instruments purchased with the grant money and

that a Canadian musician would be performing, who was not confirmed at that time. I didn't think twice. I immediately said yes and began the journey that brought me to the most exciting week of my career this far.

I soon found out the music icon performing at our school was Corey Hart, and it was important for me that the students knew who he was and that they had an understanding of his music. Although I wasn't allowed to tell anyone he was coming, I assigned Corey Hart as our "Featured Musician" since he was Canadian, he was alive, and he was beginning his upcoming tour at Mile One. Students enjoyed several lessons learning about his music, listening to his albums, and completing artistic album covers and narratives based on his music.

After months of secretive planning, the week of the celebration was finally here. On Monday, two days before the celebration, I received an email from MusiCounts asking me to call them regarding more exciting news. When I called, I was told that Corey Hart's team had secured 400 tickets to Friday night's show at Mile One for us to distribute to the school faculty and students and were wondering if I would take on the task of distributing them. I jumped at the chance as I knew this was an amazing gesture and likely a once in a lifetime opportunity.

On Friday night I had the opportunity to witness a concert with hundreds of people who have a special place in my heart, with a music icon who gave Juniper Ridge Intermediate the best shout out, and even asked one of our students up to the stage. On Friday night my "music teacher" heart couldn't have been more full of pure joy and pride and the smiles on those students' faces couldn't have been more genuine.



Lesson Idea: Water Glass Composition

by Rebecca McDonald, rebeccamcdonald1@nlesd.ca

Typically, I use this lesson with Kindergarten but it can be enjoyed by any primary/elementary grades. This usually takes 1 to 2 classes (often the second class is needed to clue up performances).

Supplies:

- 4 drinking glasses (made of glass), ideally 2 short and 2 tall
- Water
- 4 colours of food colouring
- Spoon, or mallet
- Printed composition sheet
- Crayons (match the 4 food colouring colours)
- Table

Vocabulary introduced:

compose, perform, reinforce: high, low

This lesson helps explain the relation between size and pitch (I usually reinforce this by demonstrating on a xylophone). It is also a very simple first look at composition as well as a performance opportunity. It also reinforces left to right reading and colour recognition. A line at the top of the page has been left for their name or the name of their song.

Steps:

1. You can have the water glasses filled before the lesson begins or do it during class to show the students – depends on time. I fill one tall and one small glass nearly to the top, and one tall and one small glass halfway. Add food colouring to each glass (4 different colours).
2. Discuss with students how each glass has a different sound, compare the big/small glasses, different amounts of water, compare to xylo, etc.
3. Discuss words “compose” and “perform”. Explain they are about to compose (colour their sheet) and perform (tap the glasses). Demonstrate filling in the circles and then playing the water glasses in the order you coloured them,

left to right. Let them know they can use all the colours, or just one, and you can also talk about patterning since they be will be doing this in math.

4. Students take a sheet and pick their crayons, then colour the four circles how they wish (using any or all of the four water glass colours).
5. Students come up one at a time with their sheet and perform by tapping the glasses as they’ve coloured their circles.

Assessment: Observing left to right reading, understanding of directions, participation in performance, and most importantly, asking questions to gauge their understanding – did Sally’s notes go high to low or low to high, how do you know, etc.?



CALENDAR OF EVENTS

RESONATE 2019

October 24 - 25, 2019
Sandman Signature Hotel, St. John's

NLTA CHRISTMAS SUITE

November 26 - 27, 2019
Arts & Culture Centre, St. John's

Music Monday

Big thanks to everyone who participated in our second annual MSIC Music Monday video project! It was so great to see such talented students from across our province. Congratulations to Amalgamated Academy and Sherry Crowley, this year's winner. This school was drawn from all participants and wins \$250 to support their music program.

Resonate 2019

Thursday, October 24, 2019, 6:00 – 9:30 p.m.

Friday, October 25, 2019, 8:00 a.m. – 4:00 p.m.

Sandman Signature Hotel, St. John's

REGISTRATION OPENS JUNE 15, www.nlmsic.com

Costs:

\$75.00* – Early Bird Registration
(open until September 30, 2019)

\$100.00* – Registration after September 30

* Must be a member in good standing to register.

Full time students can attend **FREE** with an MSIC membership!

Sessions include *Orff, Dalcroze, Kodaly, Mindfulness, Coding in the Music Classroom and Fresh Ideas for Instrumental Music*, just to name a few! Please note the schedule in the registration portal is tentative and still subject to change.

Website – www.nlmsic.com

Registration Help

To register for the conference, you must first have your MSIC membership paid. You can access this through the "Membership" page on our website. Payment can be made directly to Sarah Caines, or via credit card or Paypal on our website. You will not be able to register for the conference unless you have first paid your membership. As noted this fall, memberships now expire on August 31st of each year; they are **not** active one year from the date you pay your membership. A reminder of the membership costs:

Full Member: 1 year (\$50); 2 year (\$100)

Available to all members of the NLTA and supervisors or directors of music. Includes voting privileges, NLTA Music Council Publications, CMEA membership, journals and newsletters. \$25.00 CMEA, \$25.00 MSIC

Associate Member: 1 year (\$35); 2 year (\$70)

Available to all private music teachers or any person interested in music education. Includes voting privileges, NLTA Music Council

Publications, CMEA membership, and newsletters only. \$12.50 CMEA, \$22.50 MSIC

Student Member: 1 year (\$22.50); 2 year (\$45)

Available only to full-time students. Includes all privileges of full membership, except voting privileges. \$12.50 CMEA, \$8.00 MSIC

Once you are in good standing (your membership is paid), you can proceed to the conference registration. To register for the conference, go directly to our website and follow the link to register. From there you will fill out some information about yourself and then pick the sessions you would like to attend. **Note: registering for sessions is required.** Registration for sessions is first come, first served and there are a maximum number of delegates able to attend each session. You can always edit your choices before the conference if you change your mind. Due to attendance caps for each individual session, we will be checking our registration list at the door of each session. If you are not registered, you may not be able to attend the session.

The last step is payment. Payment can be made directly to Sarah Caines, or via credit card or Paypal on our website.

We strongly encourage sending your payment prior to the start of the conference.

A reminder of the conference registration costs:

\$75.00 – Early Bird Registration
(open until September 30, 2019)

\$100.00 – Registration after September 30

Full time students can attend **FREE** with an MSIC membership!

If you have any issues with registration, please contact **Rebecca McDonald** or **Sarah Caines**.

Canadian Music Educators Association (CMEA)

The Canadian Music Educators' Association is pleased to announce that **Rebecca Brown** has been elected to the role of Vice-President for the term of 2019-2021.



Ms. Brown has been a member of the CMEA/Acme board since 2007, holding the positions of Provincial President (Manitoba), Member at Large (Awards and Recognition), and most recently, Secretary.

The CMEA would like to congratulate Rebecca on her successful election and also thank all of our members who participated in this ballot by casting their vote.

Together, we are stronger.



CMEA | ACME

Canadian Music Educators' Association
Association canadienne des musiciens éducateurs