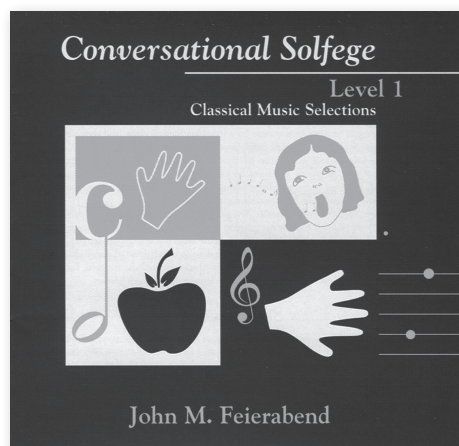


An Aural Approach With Instrumental Music Using Conversational Solfege



**Instrumental Applications using Conversational Solfege
An Aural Approach for Teaching Music Literacy**

**Can your students hear what they see?
Can your students see what they hear?**

**How Can We Expect Our Students to
Understand What they See
If They Cannot Demonstrate
What They Hear?**

Marguerite Wilder



GIA Publications, Inc.

Continued vocal development fosters musical sensitivities, which provide students with expressive and accurate singing and playing intuitions. The session demonstrates how to enable your students to assimilate the content and skills necessary to become musically literate by using moveable do solfege. Students experience a curriculum that grows out of rhythmic and melodic elements that exist in the folk song literature of this country. Each element is explored in patterns, songs and themes

Music Literacy is the ability to hear what is seen and to see what is heard.

Before embarking on music literacy program three readiness skills should be in place:

- Comfortable and accurate singing skills
- Comfortable and accurate moving skills
- Expressive Sensitivity

A Musical Person is:

Tuneful (Thinks Tunes)

Beatful (Feels Beat and Meter)

Artful (Responds to Expressiveness)

A Shaker Hymn – Frank Tichelli

Here Take this Lovely Flower

*Here take this lovely flower
Thy mother sent to thee,
Cull'd from her lovely bower
Of sweet simplicity.*

*O place it near thy bosom
And keep it pure and bright,
For in such lovely flowers
The angels take delight.*

A Shaker Gift Song

Frank Ticheli

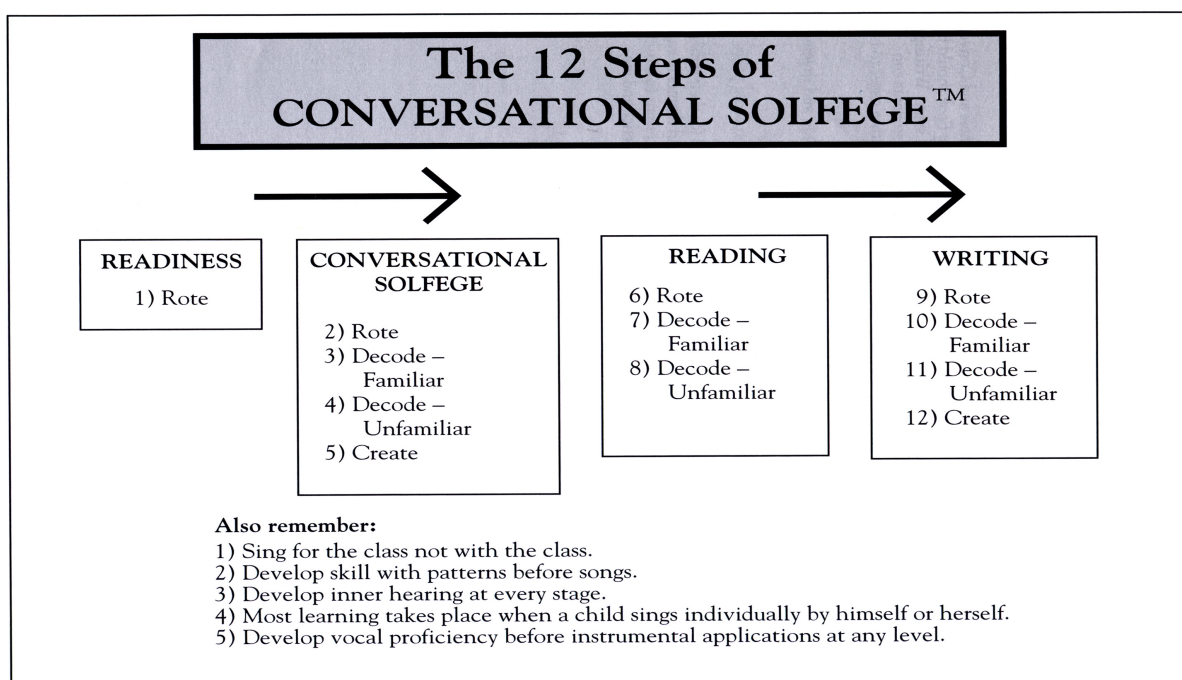
So Do Do Do Re Mi So Mi Mi Re Re Re Mi Do La So ____
Here Take this lo ve - ly flo wer thy mo ther se ____ nt to thee ____

Do Do Do Do Re Mi So Do Do Mi Do Re Do Re Do ____ Do
cull'd from her lo ve ly bo wer of sweet sim pli ____ ci ty ____ O

La place La it La ne So ar thy Do bo som La and So keep So it pu re and bright ____ So For

Do Do Do Re Mi So Do ____ Do Mi Do Re Do Re Do
in such lo ve ly flo wers ____ the an gels ta ke de light

<i>12 Steps of Music Literacy</i>	
  Ears Only	Step 1 = Echo patterns using neutral syllables Sing songs, chant rhymes & play games
	Step 2 = Echo patterns using tonal/rhythm syllables
	Step 3 = Decode familiar patterns, songs & rhymes
	Step 4 = Decode unfamiliar patterns, songs & rhymes
	Step 5 = Improvise: Create your own patterns
  Eyes & Ears  	Step 6 = Read patterns, songs & rhymes by echoing them
	Step 7 = Read familiar patterns, songs & rhymes
	Step 8 = Read unfamiliar patterns, songs & rhymes
	Step 9 = Write patterns, songs & rhymes through copying
	Step 10 = Decode & write familiar patterns, songs & rhymes
	Step 11 = Decode & write unfamiliar patterns, songs & rhymes
	Step 12 = Compose patterns, songs & rhymes



Music Literacy: Conversational Solfege

1. Singing
2. Listening
3. Reading
4. Writing
 - Dictation Rank Parts
 - a. Melody
 - b. Countermelody
 - c. Repetitions
 - d. Harmony or Accompaniment
 - e. Bass Line and Percussion
5. Improvisation
6. Composition
7. **Evaluating**

Knowledge “About part of Music”

1. History
2. Theory
3. Music Terminology – Word Wall: Vocabulary
4. Relationships to Other Things
5. **Evaluating Music**

Performance: “Doing Part of Music”

1. Vocal Development
2. Movement
3. Instrumental Development
4. Music Terminology
5. Relationships to Other Things
6. **Evaluating**

Step 1 –Singing and Playing by Rote (by Ear – Aural)

Songs and rhymes are learned by rote contain rhythms and/or tonal patterns that will be studied and performed later.

1. Hot Cross Buns
2. Closet Key
3. Down by the Station
4. Fais Do Do
5. Cobbler, Cobbler
6. Juba
7. Twinkle, Twinkle
8. Yankee Doodle
9. Saints go Marching in

Step 2 – Conversational Solfege: Rote

Students echo respond to a teacher’s tonal pattern using correct solfege patterns.

Students will perform familiar tonal patterns in response to a teacher’s performed model.

Step 3 – Conversational Solfege: Decode - Familiar

This stage serves as an evaluation to see if students have bonded tonal patterns with the correct solfege syllables and can generalize those syllables to familiar patterns, songs, and rhymes. Patterns, songs, and rhymes used at this stage have been previously sung and played.

Using a neutral syllable the teacher sings a tonal pattern/song or using an instrument the teacher can play the atonal pattern or song.

The students must first sing the solfege patterns then whole song.

Decode Song using Solfege Syllables

- a. Hot Cross Buns
- b. Down by the Station
- c. Closet Key
- d. Lightly Row
- e. Cobbler, Cobbler
- f. Juba
- g. Twinkle, Twinkle
- h. Yankee Doodle
- i. Saints Go Marching in

Step 4 – Conversational Solfege: Decode – Unfamiliar

This stage serves as an evaluation to see if students have bonded tonal patterns with the correct solfege syllables and can generalize those syllables to familiar patterns, songs, and rhymes. Patterns, songs, and rhymes used at this stage have been previously sung and played.

- Variation on Shepherd's Hey
- Some Folks Do
- Pierrot
- Pitter Patter

Step 5 – Conversational Solfege: Create

Students first sing and create original patterns using Solfege

Step 6 – Reading: Rote

Students perform familiar solfege patterns from notation after hearing the teacher's model.
(See Melodic Flash Cards)

While looking at the notated pattern the students will first listen and immediately duplicate with their voice the tonal pattern first performed by the teacher and then play that pattern.

Step 7 – Reading: Decode (Familiar)

Students perform from notation familiar tonal patterns with appropriate Solfege Patterns. Students play tonal patterns.

- Hot Cross Bun
- Down by the Station
- Closet Key
- Juba
- Cobbler, Cobbler
- Saints Go Marching in
- Yankee Doodle

Step 8 – Reading: Decode (Unfamiliar)

Students perform from notation unfamiliar tonal patterns with appropriate Solfege Patterns. Students play unfamiliar tonal patterns.

- Variations on Shepherd's Hey
- Some Folks Do
- Pierrot
- Pitter Patter
- Yankee Doodle

First Name / Last Name Concept

First Name is the Letter Name of the Pitch/Sound

Last Name is the Solfege Syllable Associated with the Pitch/ Sound

C Instruments: B^b Concert Pitch

First Name is the Letter Name: B^b

Last Name is the Solfege Syllable Do

B^b Instruments: B^b Concert Pitch

First Name is the Letter Name: C

Last Name is the Solfege Syllable Do

E^b Instruments: B^b Concert Pitch

First Name is the Letter Name: G

Last Name is the Solfege Syllable Do

F Instruments: B^b Concert Pitch

First Name is the Letter Name: F

Last Name is the Solfege Syllable Do

C Instruments

B^b – Do
C – Re
D – Mi
E^b – Fa
F – So

B^b Instruments

C – Do
D – Re
E – Mi
F – Fa
G – So

E^b Instruments

G – Do
A – Re
B – Mi
C – Fa
D – So

F Instruments

F – Do
G – Re
A – Mi
B^b – Fa
C – So

These Patterns are first presented aurally. They will only hear this pattern

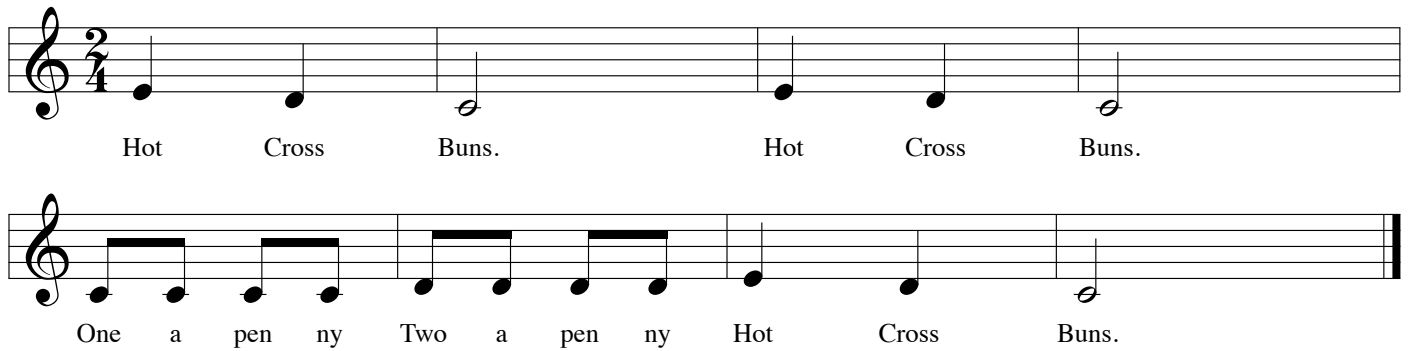
Solfege what you Hear

Then - - - Play what you Hear.



Hot Cross Buns

First Time through Sing Words with Model.

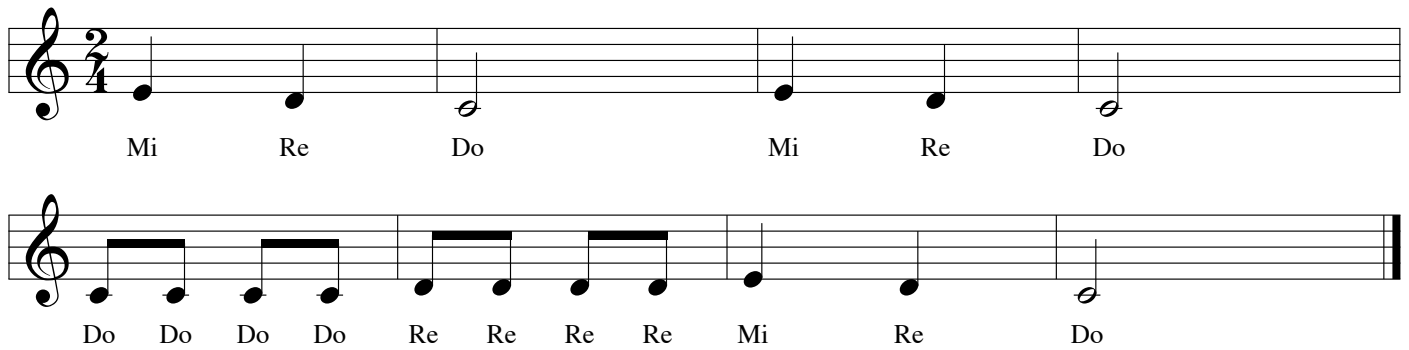


Hot Cross Buns. Hot Cross Buns.

One a pen ny Two a pen ny Hot Cross Buns.

The first staff shows a model melody for the words 'Hot Cross Buns.' in 2/4 time, with notes on a treble clef staff. The second staff shows the same melody with lyrics underneath, including a repeat of the first line.

Second Time through Sing Solfege with Model.

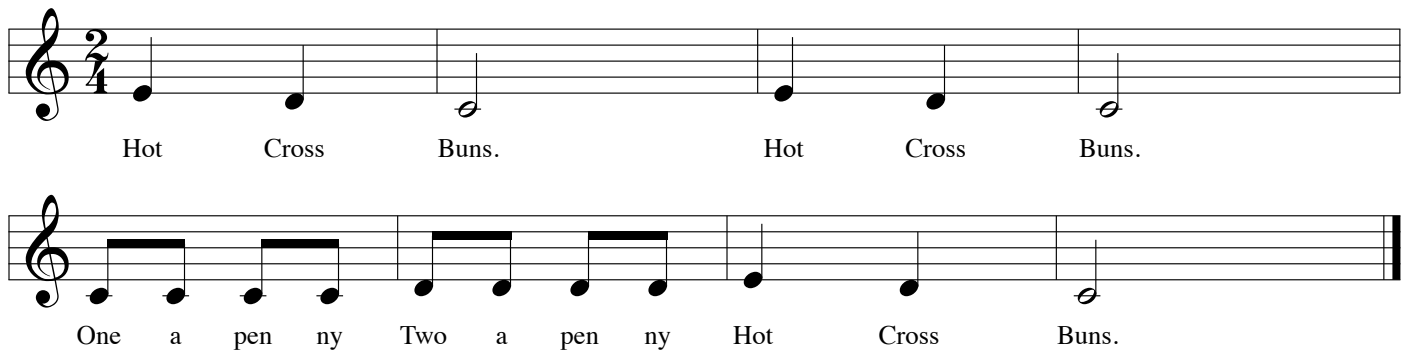


Mi Re Do Mi Re Do

Do Do Do Do Re Re Re Re Mi Re Do

The first staff shows a model melody for the solfege 'Mi Re Do' in 2/4 time, with notes on a treble clef staff. The second staff shows the same melody with solfege underneath, including a repeat of the first line.

Third Time through Sing Words with Accompaniment.



Hot Cross Buns. Hot Cross Buns.

One a pen ny Two a pen ny Hot Cross Buns.

The first staff shows a model melody for the words 'Hot Cross Buns.' in 2/4 time, with notes on a treble clef staff. The second staff shows the same melody with lyrics underneath, including a repeat of the first line.

Fourth Time through Sing Solfege with Accompaniment.



Mi Re Do Mi Re Do

Do Do Do Do Re Re Re Re Mi Re Do

The first staff shows a model melody for the solfege 'Mi Re Do' in 2/4 time, with notes on a treble clef staff. The second staff shows the same melody with solfege underneath, including a repeat of the first line.

PROCEDURE

- Sing the song
- Solfege the song
- Play the song “by ear”
- Play the song YOUR way!

CD

SOLO #40
ACCOM. #41

1 Twinkle, Twinkle, Little Star (SOLO, DUET, TRIO, OR QUARTET)

Smoothly

French Folk Tune
Text by Jane and Ann Taylor (1806)

Two staves of musical notation in 4/4 time. The first staff contains the melody with lyrics: "Twin - kle, Twin - kle, lit - tle star, How I won - der what you are." The second staff contains the accompaniment with lyrics: "Up a - bove the world so high, Like a dia - mond in the sky." Both staves end with a fermata and the word "Fine". The second staff also has "D.C. al Fine" written above the final measure.

CD

SOLO #40

2 Harmony Part One to Twinkle, Twinkle, Little Star

Softly and smoothly

Two staves of musical notation in 4/4 time. The first staff starts with a mezzo-forte (*mf*) dynamic marking. Both staves end with a fermata and the word "Fine". The second staff also has "D.C. al Fine" written above the final measure.

CD

SOLO #40

3 Harmony Part Two to Twinkle, Twinkle, Little Star

Softly and smoothly

Two staves of musical notation in 4/4 time. The first staff starts with a mezzo-forte (*mf*) dynamic marking. Both staves end with a fermata and the word "Fine". The second staff also has "D.C. al Fine" written above the final measure.

John Feierabend's Rules:

Always sing or play
FOR your students.

Never Sing or Play
WITH your Students

I Bingo

Gaily

American Ballad (,)

There was a farm-er had a dog and Bin-go was his name - o B - I - N - G - O,
B - I - N - G - O, B - I - N - G - O and Bin-go was his name - o.

Skip to My Lou Melody - Words and Solfege

Fly in the but-ter-milk shoo fly shoo! Fly in the but-ter-milk shoo fly shoo!
Mi Mi Mi Do Do Do Mi Mi So! Re Re Re Ti Ti Ti Re Re Fa!
Fly in the but-ter-milk shoo fly shoo! Skip to my Lou my dar-ling.
Mi Mi Mi Do Do Do Mi Mi So! Re Mi Fa Mi Ra Do Do.

Skip to My Lou Bass Line

Do Do Do Do! So So Do Do!
Do Do Do Do! So So Do Do

Tenor Sax
Clarinet
Trumpet
B. Clarinet

Midnight Sky

Practice Loops

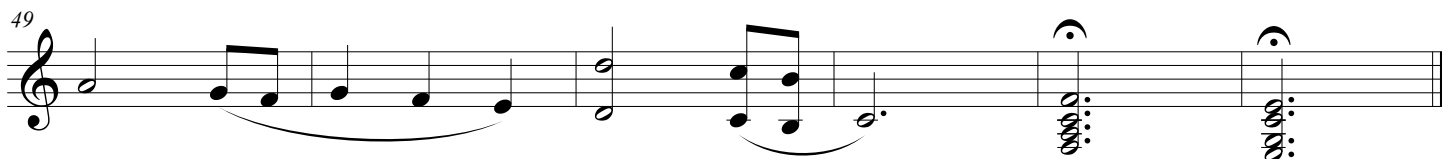
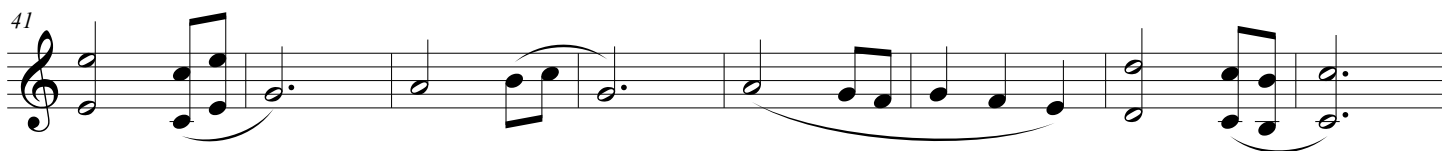
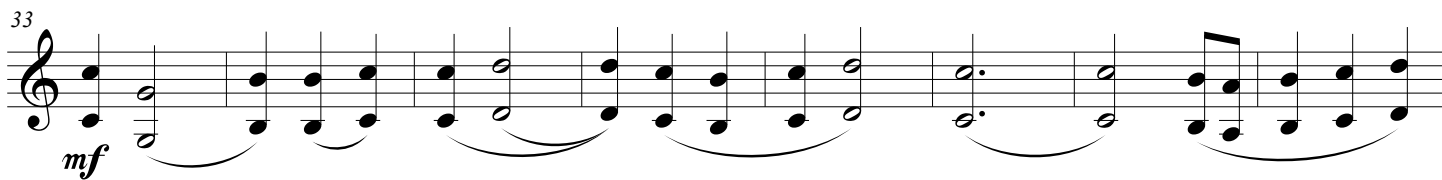
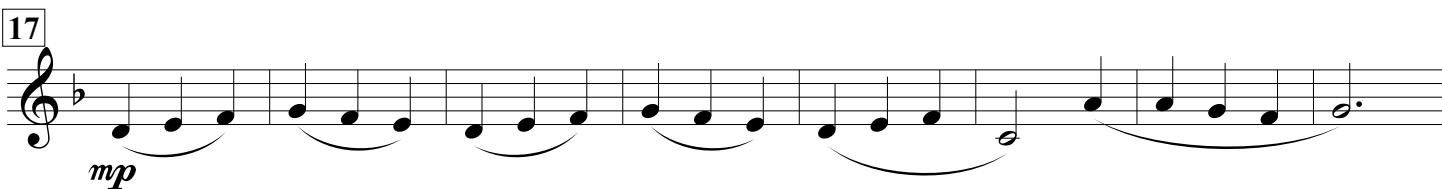
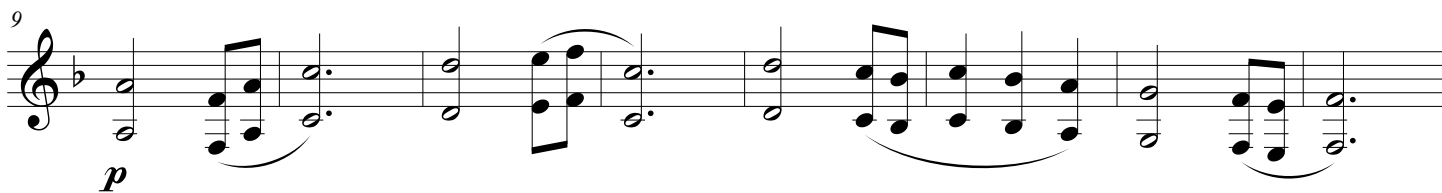
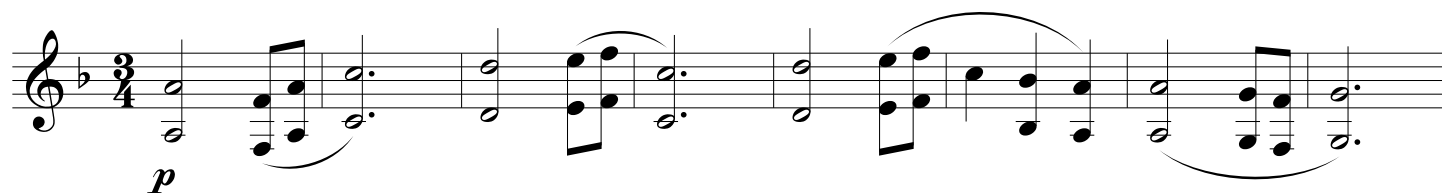
Mr. B

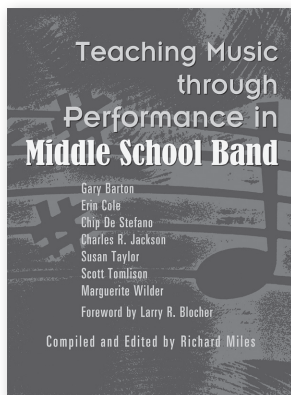
This musical score is for a practice loop in 4/4 time, spanning 28 measures. It is written for Tenor Sax, Clarinet, Trumpet, and B. Clarinet. The score is divided into five systems, each containing measures 1 through 28. The key signature is one flat (Bb). The melody is primarily composed of eighth and quarter notes, with some rests and ties. Measure numbers 1 through 28 are indicated above the notes. Boxed measure numbers 5, 9, 13, 17, 21, and 25 are placed at the start of their respective systems. The score ends with a double bar line at the end of measure 28.

Measures 1-28 are shown across five systems. Measure numbers 1 through 28 are indicated above the notes. Boxed measure numbers 5, 9, 13, 17, 21, and 25 are placed at the start of their respective systems.

B $\flat$ Lead Sheet for A Song for Friends

Daehn/Wilder





Teaching Music through Performance in Middle School Band

**Gary Barton • Erin Cole • Chip De Stefano • Charles R. Jackson Susan Taylor
Scott Tomlison • Marguerite Wilder**

Foreword by **Larry R. Blocher** Compiled and edited by **Richard Miles**

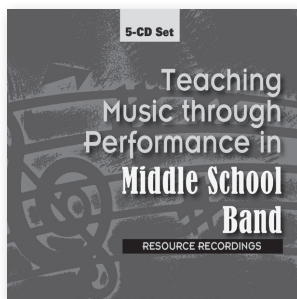
Rarely has a published resource contained so much invaluable information specifically for middle school band directors.

This much-needed volume fills a gap in the acclaimed Teaching Music through Performance series, providing critical information on creating an effective wind band program in Grades 6 through 8, from recruitment, rehearsal, repertoire, to concert.

Chapters by leading middle school band directors focus on organization and administration (Gary Barton), developing proper instrumentation (Erin Cole), recruitment and retention (Chip De Stefano), technique (Charles R. Jackson), literature selection (Scott Tomlison), rehearsal (Marguerite Wilder), and a comprehensive listing of other resources (SusanTaylor).

Central to this volume is the identification and analysis of 100 core works for middle school ensembles, organized by difficulty level, from middle school grade 1 to 3.5. A separate section is devoted entirely to analyzing marches, also organized by difficulty level. Together, these works make up core repertoire for middle school bands.

As with other books in the Teaching Music through Performance series, each Teacher Resource Guide includes information about the composer, the work, historical perspectives, technical considerations, stylistic considerations, analysis of musical elements and form and structure, suggested listening references, and cross references to additional resources.



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Eugene Migliaro Corporon, conductor

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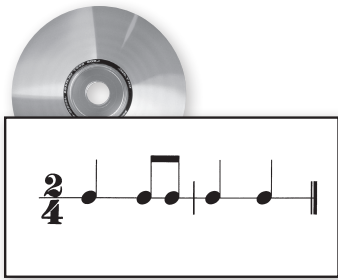
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Resources Used in This Clinic



M421 Rhythm flashcards with CD, Set One (50 cards)

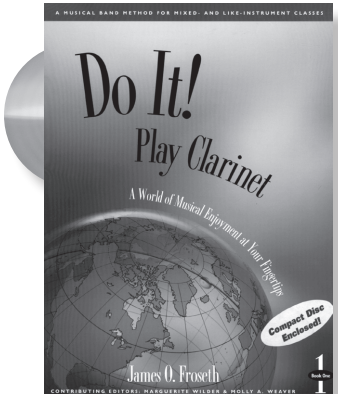
James O. Froseth • Albert Blaser

Includes CD with 10 tracks of music—each 7 minutes long in a variety of styles, tempos, and meters—especially suited as lively backgrounds for building rhythm skills. All flashcards are 12 1/2" x 6 1/2", in duple and triple meters. Coordinates with Do It! Play in Band, but may be used in any classroom.

M423 Rhythm Flashcards with CD, Set Two (60 cards)

James O. Froseth

Includes CD with 16 tracks of music—more difficult patterns.



Do It! Play in Band

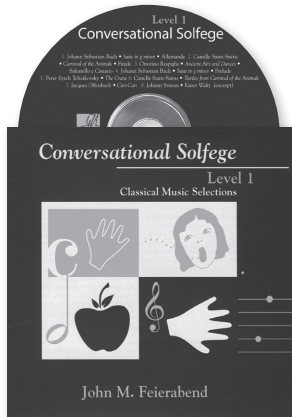
See <http://giamusic.com/doit/> for more information.

James O. Froseth • Marguerite Wilder and Molly Weaver, contributing editors

An entirely musical method for beginning band. Includes Student Books 1&2 (with CD), Home Helper, Solo & On Stage. Teacher's Resource Edition includes full score with instructional resources and 2 CDs. Double-size percussion edition (Steve Houghton, co-author) that is comprehensive and creative. String editions also available (Bret Smith, co-author).

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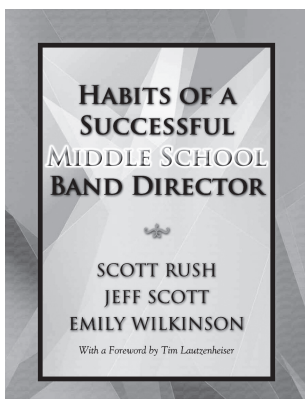
Habits of a Successful Middle School Band Director

Building on the successful *Habits* series, Scott Rush and his team have created a practical guide to all aspects of the middle school band program, including:

- Recruiting for beginners
- Mouthpiece testing and instrumentation
- Running an effective middle school rehearsal
- Teaching strategies for middle school Repertoire suggestions
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