



Making the Most of your Method Book

Ryan Sargent
MakeMusic, Inc.
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Nice to meet you!



Hi! I'm Ryan. I live in Denver, Colorado.

I do marketing, education, and other fun stuff for MakeMusic (the SmartMusic folks). By far the most exciting part of my job is getting to speak at events like this one.

Before working for MakeMusic, I taught middle school band. I'm also a trombone player (sorry).

I'm super passionate about connecting teachers with technology, which is why I'm involved with TI:ME. It's a great non-profit that promotes technology use in music classrooms.

Method to the Madness

The plan for today

- Let's talk about method books
 - What are they good at? How do we use them?
 - What's changed since March?
- Let's talk about technology
 - What is it good at? How do we use it?
 - What's changed since March?
- Let's talk about differentiation
 - What is it? Why should we differentiate our instruction?
 - What's changed since March?
- How can we connect these dots?

Method books

Consistent, unifying curriculum

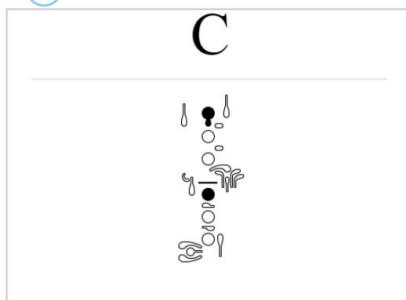
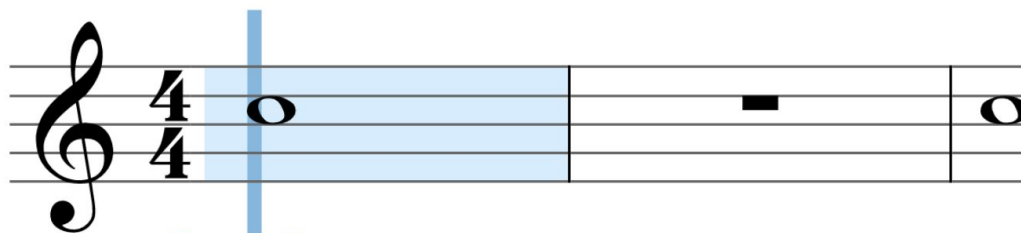


Giving beginners a starting place



Helpful reminders (like fingerings)

OUR SECOND NOTE—*Introducing the new note, C.*



Introducing music theory

smartmusic. Tracks My Takes Assessment Loop Display

Color Blind Mode Highlight Measure Beat Cursor

Zoom 127

80

1 of 1

< 94. Emphasis on Accents > Oboe

EMPHASIS ON ACCENTS—Try both parts of this clapping duet and be sure to clap louder on the accented notes. Before you play, circle the single eighth notes and eighth rests in Part B.

A *Clap* 4/4 + 2 + 3 + 4 +

B *Clap* 4/4 1 + 2 + 3 + 4 +

Developing ensemble skills

72 - + ↺ 🔊 ✎ ≡ ⌚ 4 - + ▶ ● ▶ 1 of 1 ⏪ ⏩

< 90. Chorale ▾ ▸ Horn in F ▾

Sad and expressive, freely Rossano Galante

CHORALE

90

mf *sfp*

9 *f* *mf dim.*

Introducing repertoire

Maestoso

The musical notation is on a single treble clef staff in 4/4 time. The first four measures are highlighted with a light blue background. A vertical blue bar is placed between the first and second measures. The first note is marked with *mf*. The piece concludes with a fermata over the final note.

What's changed?

Times are definitely different

- What did you used to do with methods?
- What did you change this spring?
- What are your plans for fall?

Technology

Student engagement



Tracking progress/outcomes

Manage Grades

Zithers 101 ▼

Include Archives

Details

Export

African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar	African Mar
03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27	03/27
/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100	/100
•	100%	•	65%	92%	87%	•	100%	85%	77%	•	•	97%	•	•	•
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98%	A+	Student Ura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>

Expand your reach



Practice habits



What's changed?

Times are definitely different

- What did you used to do with technology?
- What did you change this spring?
- What are your plans for fall?

What is Differentiation?

What does differentiation mean?

What it means to me:

Creating opportunities for all students and grow - while realizing that each student is different!

What does it mean to you?

Upside and downside of differentiation

Why Differentiation?

What is your philosophy?

My philosophy:

Student experience matters. We have a spot for everyone - no matter their ability.

What is yours?

How to Differentiate

How to differentiate

Large group

- Some music is differentiated for us
 - Grade 1 band music limits range, for example
- Incorporating a philosophy
 - Supplement the music

How to differentiate

At home - or in the practice room

- Individualizing assignments
 - Focus on the curriculum each student needs
- Free practice
 - Encourage exploration, student choice
 - Work on “self-differentiation” with students

How to differentiate

Small group

- Partner practice
 - Teach them to teach!
- Encouraging peer assessment
 - Model good assessment practice for them
 - Great option for intonation work

What to Differentiate?

What to differentiate

Technical skills - *and* ensemble performance

- No need to choose
 - Put the technical skills in context
- Break down large goals into smaller parts
 - Working on ensemble skills doesn't mean working with concert rep
 - you can use a method for this

Method Book Series to Address Ensemble Development Skills



What to differentiate

Small groups/individuals

- Fingerings
- Challenging rhythms
- Technique (partials, clarinet break, etc.)
- Etudes

What to differentiate

Large groups



What to differentiate

Large groups

- Tuning
- Technique
- Balance
- Rhythm
- Articulation
- Dynamics

Extra Material

Extra Material!

smartmusic. Score Setup Level Setup File

Level 3 Auto generate

1 / 2

Rhythmic Patterns to Include **Non-percussive** Percussion

Filter by Time Signatures

All Simple Compound

My Custom Patterns Select All Deselect All

Create a New Pattern

Pattern Presets Select All Deselect All

Level 1

Level 2

Level 3

Violin 1 $\text{♩} = 96$

Violin 2

Viola

Cello

Contrabass

Vln. 1

Students will receive a similar exercise based on your settings.

Differentiating Instruction: Methods + Technology

We expect differentiated instruction,
then have kids all play the same line
at the same time.

Every student isn't in the same place.
How can technology help?

Helpful resources follow kids home

72 - + ↺ | 🎤 🎵 📄 | ⌚ 4 - +


Tempo

< 90. Choral

Sad and expressive, freely

CHORALE

90




mf

A

F Horn	B \flat Horn	Double Horn
1	1	T
2	2	2
3	3	3

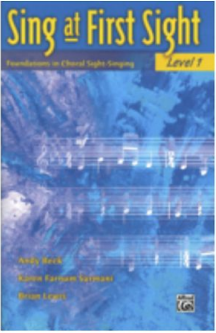
9



f

◀ 1 of 2 ▶

More supplemental content

	Title ▲	Instrument ▼	Composer ▼	Publisher ▼	Difficulty
free					
	<h2>Sing at First Sight, Level 1</h2>				
	Overview Movements Details				
	<p>Instruments: Treble Voice, Tenor/Bass Voice</p> <p>Composer/Arranger: Beck, Andy; Lewis, Brian; Surmani, Karen Farnum</p> <p>Publisher: Alfred Publishing Co., Inc.</p> <p>Genre:</p> <p>Category: Method Books, Sight Reading / Singing</p> <p>Difficulty Level: Easy ●</p> <p>Copyrights: Alfred Publishing Co., Inc.</p> <p>INTERNATIONAL RIGHTS SECURED. NOT FOR BROADCAST TRANSMISSION. ALL RIGHTS RESERVED. DO NOT DUPLICATE. NOT FOR RENTAL.</p>				<input type="button" value="Open"/>
					<input type="button" value="Assign"/>
standard	▶ Sing at First Sight, Level 1 - Supplemental Companion	Various	Various	Alfred Publishing Co., Inc.	●
standard	▶ Sing at First Sight, Level 2	Various	Various	Alfred Publishing Co., Inc.	●

Real tracking + formative assessment

The screenshot displays the SmartMusic interface for a student submission. The top navigation bar includes the SmartMusic logo, a user profile for Gerald Johanssen (submitted), and a Gradebook button. The main content area is divided into a left sidebar and a right main panel. The sidebar shows the submission details: 'First Suite in Eb - Mvt I, Chaconne' by Titan Concert Band, recorded on 04-10-2018, with a 'SUBMITTED' status. It includes 'Reassign' and 'Grade' buttons. The main panel features a playback control bar with a tempo of 80, zoom of 63%, and page 1 of 2. Below this is a musical score for Flute 1, titled 'First Suite in Eb for Military Band, I. Chaconne' by Gustav Holst, edited by Frederick Fennell. The score includes performance markings such as 'Allegro moderato', 'mf', 'f', and 'Brilliantissimo'. At the bottom, a 'Submission Comments' section contains the text: 'I feel pretty good about this take!'.

smartmusic.

Gerald Johanssen submitted

Gradebook

Back to grid page

Submission [See Instructions](#)

First Suite in Eb - Mvt I, Chaconne
Titan Concert Band
Mvt I, Chaconne
Holst, Gustav arr. by Fennell, Frederick
Flute 1

Recorded on 04-10-2018 - **SUBMITTED**

Reassign Grade

Tempo 80 Zoom 63% Page 1 of 2

Flute 1
First Suite in Eb for Military Band
I. Chaconne
Gustav Holst
Edited by Frederick Fennell

Allegro moderato $\text{♩} = 120$
16
mf

f

Brilliantissimo
ff

Submission Comments:
I feel pretty good about this take!

Do more with ensemble skills



Options for students who are ahead

Give them more advanced material

- Extra pieces
- More advanced music theory concepts

Teach them how to fish

- Build self-assessment skills
 - Listening back to their own recordings
- Looping techniques to build speed and proficiency

Options for students who are behind

Build engagement by giving them the right assignment

- Shoot for the “Goldilocks zone” where it’s not too hard or too easy
 - We all know that they’ll catch up faster if they just play!
- Keep a close eye on their progress
 - Listen to the assignments, provide individualized feedback

What should we work on?

Large group rehearsal ideas

Focus on the ensemble skills

- Tuning
- Balance
- Dynamics

Focus on the technique skills

- Rhythm
- Consistent articulation

Individual practice ideas

Work on the individual problems

- Instrument-specific technique
 - Trombone slurs
 - Clarinet break
 - New partials
- Fingerings
- New rhythms or theory concepts
- Practice techniques
 - Looping

Recap

Technology and methods are a team

Use tech to keep the method alive at home

The curriculum is important, so give students the tools to access it.

Get more data about students' strengths and weaknesses

Formative assessments show you who needs to practice what.

Find ways to implement tech in class

Keep students from getting bored with their method book.

Differentiate your instruction!

Reach every student where they're at - using consistent tools.

Questions?

Thank you!