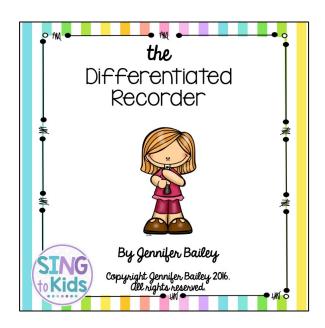
The Differentiated Recorder

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Why do we teacher recorder?

- To teach how to read melodic notation
- To teach how to care for an instrument
- To follow required curriculum/standards
- To prepare students for instrumental music



What if teaching recorder was not about the WHY but about WHO and HOW?

Questions for Self-Reflection

- Who am I teaching? How can I make it relevant to my students?
- What do they need from me to be successful?
- Do I need to redefine what it means to be successful?
- How I am teaching my students? Am I teaching the way I've always taught or the way my students need me to teach?

Differentiating Instruction: Low Learners

- Use partners and small groups
- Choose/assign accountability partners when the issue is behavioral
- Allow for prompts (notes written in, fingerings on the page, etc.)
- Allow for song substitutions when necessary
- · Identify issues and find strategies/manipulative to address it
 - Instructional videos, alternative testing, online assistance, etc.

Differentiating Instruction: High Learners

- Assign additional/unfamiliar songs with similar skills to keep students on pace
- Assign harmony parts to songs the rest of the class is working on
- Invite students to arrange new harmony parts using rhythms on chord roots or creating a new harmony using chord tones
- Invite student to compose a new song using the same skills they have learned in class

Differentiating Instruction for students creates a system where all students are interdependent upon one another and achieve at their highest potential.

