***Cultivating Critical Thinking Skills in the Music Classroom***

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***KMEA 2/26/15***

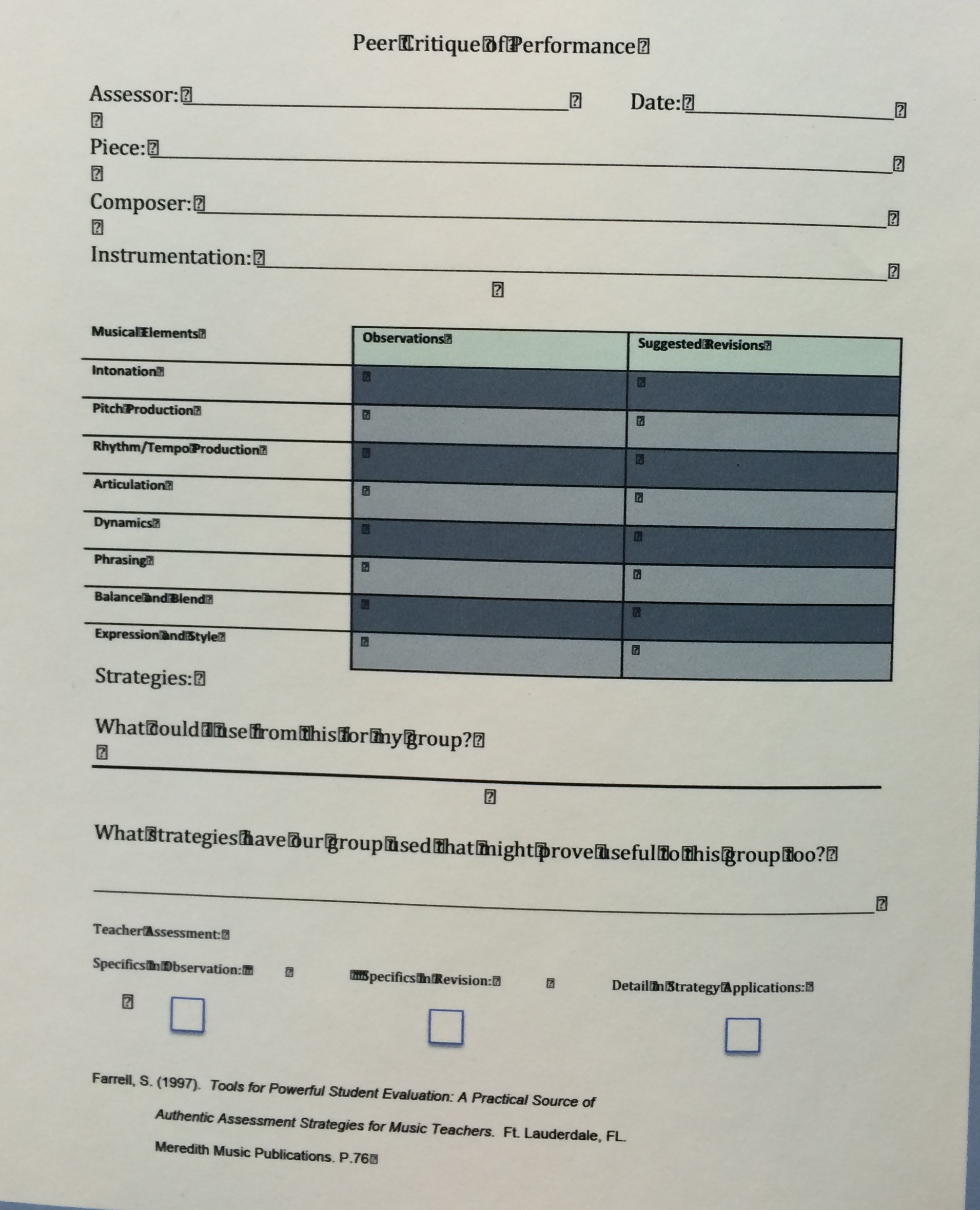
How do you currently encourage critical thinking in your music classroom? (Ideas from the teachers in attendance)

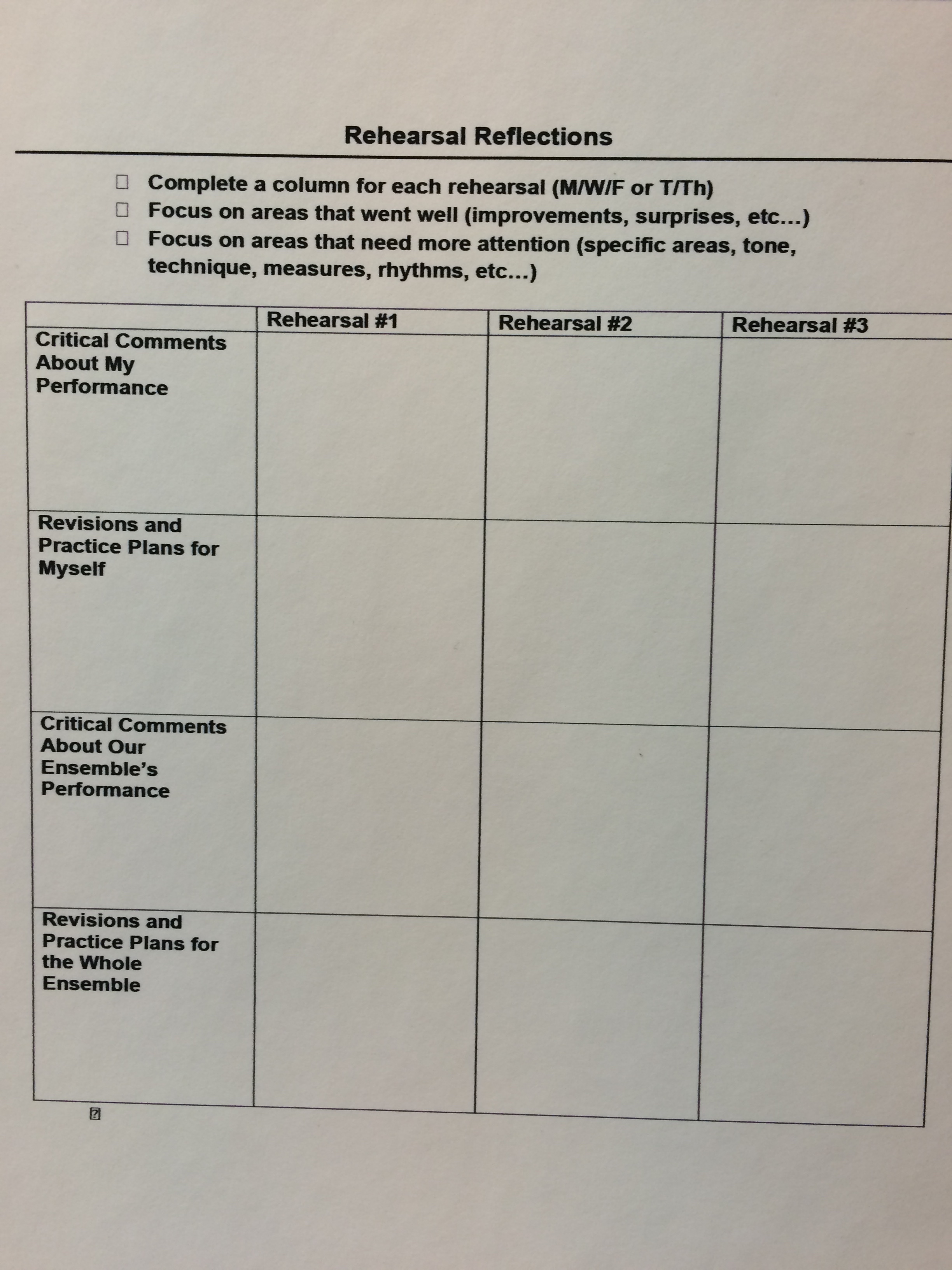
1. I use rubrics (peer and self eval), think-alouds and wait time.
2. Performance self-evaluations and evaluations of others performing.
3. Squilt
4. I have them determine the high point of the phrasing (where the music is moving).
5. I have my students compose small pieces using a piece we are performing as an example (i.e. a passacaglia, a menuet/trio, sonata allegro)
6. Asking students what it is that they like most about the music they listen to.
7. Comparing and contrasting different arrangements of pop songs.
8. Student recitals.
9. Students creating a rubric for assessing a performance.
10. Students assess themselves. Students create a Kagen activity where they think/pair/share with “shoulder partners.” (One plays, the other assesses. They repeat with others.)
11. Partner discussions and concept evaluations.
12. Students create rhythms and put notes to it to create one-line singing exercises. They combine their rhythms with others to create bigger exercises.
13. Ask them to rate their practice of a song in rehearsal.
14. We sing in Latin and use root word reading strategies to create translations. Reading for meaning, hidden meaning, theme, meter, etc.
15. Active listening activities during class.
16. Performance rubrics.
17. Identifying chord progressions and improvising a melody over the top of the progression.
18. Asking the students how the lesson could be applied with other subjects.

A slide from our presentation (that wasn’t in the handout):



Sample H.S. Band Assessments (Designed by Travis Hale, Kansas State University):





Here is a sample of a M.S. Band/Orchestra self-evaluation after a concert (google doc) (Designed by Jennifer Hawkins, Douglas County Schools, Colorado):



