



Klerrisa Custom Music

Providing quality materials for Entertainers & Educators

July E-News 2011



THIS ISSUE CONTAINS:

ACCESS AREA FILES
SPECIAL NOTIFICATIONS
LATERAL THINKING EXERCISES
MAKING YOUR LEARNING STYLE WORK FOR YOU
ASME CONFERENCE WRAP UP



THE ACCESS AREA FILES!

Top Ten Tips to Behaviour Management

This wraps up the Behavioural Management Strategy series. This is just a nice little reference that you can use.

Lesson Package: IT'S THE LITTLE THINGS

Lessons include: Teachers notes, Student worksheet, Group performance worksheet and Homework sheet as well as Aeolian Round Score and matching audio file for FREE download and use.

Students should be able to

- Notate a simple rhythm and melody
- Create a melodic and rhythmic ostinato and a drone
- Organise the material into a musical structure
- Work and perform as a team

SPECIAL NOTIFICATIONS:

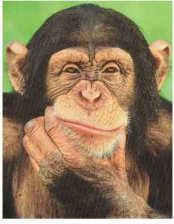
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LATERAL THINKING PUZZLES

A woman has incontrovertible proof in court that her husband was murdered by her sister. The judge declares, "This is the strangest case I've ever seen. Though it's a cut-and-dried case, this woman cannot be punished." Why?

The sister's were Siamese Twins.

A man walks into a bar and asks for a drink. The bartender pulls out a gun and points it at him. The man says, "Thank you," and walks out. Why?

The man has hiccups and the bartender scares them away by pointing a gun at him.

A man is lying dead, face down in the desert. He's wearing a backpack.

He jumped out of an aeroplane and his parachute failed to open.

A man is lying dead, face down in the desert. There's a match near his outstretched hand. Why?

He was with several others in a hot air balloon, crossing the desert. The balloon was punctured, and they began to lose altitude. They tossed all their non-essentials overboard and then their clothing and food, but they were still sinking too fast. They drew matches to see who would jump over the side and save the others. This man lost.



Behavioural Management Strategy

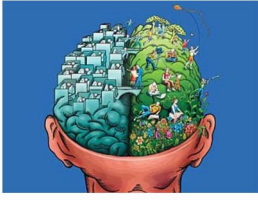
The Language of Choice

At the most recent ASME conference, a few folks saw June's newsletter and commented on the Behavioural Management Strategy. Just to let those folk know, this has been explained over a few newsletters. The whole program started in March. The enews' that you need to download are listed below. These can be found on the ACCESS AREA. These are best read in this order. I hope this helps some folks with their classroom management.

March 2011 — Teaching Students Responsible Behaviour

May 2011 — Making Sanctions Effective

June 2011 — The Language of Choice



Making your learning style work for you.

As a teacher, we are always told about learning styles and their value when teaching. But has anyone asked you “how do you learn?.” This is the most crucial question because, believe it or not, how you learn will directly affect how you teach. Your preferred learning style will be the first way that you present a new idea. If you are Auditory, you are going to be comfortable with “chalk and talk” and will probably start your lessons that way. However, if you are Tactile, you will probably start your lessons with a practical activity. Now whilst this is great for you and the other students in your class that are prone to that style of learning, what about the rest. The best teachers are the ones that can look at a class of students and work out their basic

learning style from their behaviour. This can be so helpful when shifting from one learning style to another. It is also helpful to identify when the visual learner can't get it because you have been “rabbiting on “ too long. Once you have worked out how you learn, you can then best model your lessons to not only suit your style of learning but the styles of learning of your students. By know the styles of learning, you can tailor a variety of activities that can suit all students and thus get your message across. Here are some tips on how best to identify these different learning styles.:

Visual Learners:

- Like using visual materials such as pictures, charts, maps, graphs, etc.
- Pick up on body language and facial expression
- use colour to highlight important points in text
- Tend to take notes with or without
- illustrate their ideas with a picture or brainstorming bubble before writing them down (these are the “little chunkers—like to know the steps to get to the end and they care about the process
- Tend to illustrate a story they are writing
- Like using multi-media (e.g. computers, videos, and filmstrips)
- Tend to study in a quiet place away from verbal disturbances
- Like reading illustrated books
- Tend to doodle
- Have difficulty paying attention to an unanimated speaker

Auditory Learners:

- participate in class discussions/debates
- Like making speeches and presentations
- Like reading text out aloud
- Like creating musical jingles to aid memorization
- Like to create mnemonics to aid memorization
- discuss their ideas verbally
- dictate to someone while they write down your thoughts
- use story telling to demonstrate your point

Tactile/Kinesthetic Learners

- Can't seem to stay focused on a “talking head” - eyes darting, fiddling with things on desk
- Like to move around to learn new things
- Like working at a standing position
- May chew gum
- use bright colors to highlight reading material
- Like to dress up your work space with posters
- Can multi task
- Tend to skim through reading material to get a rough idea what it is about (these guys are the “big chunkers” - they know how to get to the end result but don't really care about the steps to get there)



ASME Conference What did I learn?

Well, at the start of July, I attended the ASME Conference and there were some fantastic papers and sessions that excited and motivated many of the delegates. We saw fabulous performances by some amazing students and had the chance to catch up with old friends and of course, make new ones. I thought it would be a good idea to just make mention of a few of the things that I learned while I was there. I couldn't attend all the sessions but there were some very interesting things that I can share.

WEBSITES WORTH CHECKING OUT:

www.musicalfutures.org.au

Musical Futures is not a scheme of work. It is a series of models and approaches that should be adapted and personalised to individual students' needs. The aim is to make music learning as practical an activity as possible, done 'with' and 'by' students, not 'to' and 'for' them.

<http://www.thecontemporarymusiccourse.com/index.php>

What is it? A music course of 120 video lessons that stream instantly on our website. View the links below to see how comprehensive the course is for each subject.

<http://www.e-lr.com.au/>

e-learning resources provides flexible, comprehensive music resources for use in schools, homes, universities or computer labs.

Picture this: you have a class full of students and you are wanting to show them a particular clip on Youtube. However, when you go there, it no longer exists and then you spend 10 minutes trying to find another suitable replacement. Well this little device may just help you out. This was recommended by E-Learning Resources.

Freecorder 4 - This is a free program that can download video from 100's of website, record video and audio for you to keep on your computer. It can convert MP3, MPEG4 and more and it works in your browser. It is 100% free. To find out more information regarding this product, go to <http://applian.com/freecorder4/>.

CREATE A FILL IN FORM IN WORD: With the increase use of computers in the classroom and the advantage of an email address for your students, you can create fill in forms with Word that you could place on the intranet at school or email to your students to complete before the next lesson. To learn how to create a fill in form in Word you need to know how to use Legacy Tools. These are a great device and you can easily learn how to create these on Youtube:

<http://www.youtube.com/watch?v=cikeC2ooVMA>

HOW TO INSERT MIDIFILES AND VIDEO INTO A WORD DOCUMENT:

- Select Insert / object / create from file / browse (find the file you want to insert) / check Link to file and select OK. An icon with the file title will be created.
- Once the icon is there, right click and click hyperlink, link it to the audio file. It will now play when you Ctrl + Click to follow the link.