



Klerrisa Custom Music

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THIS ISSUE CONTAINS:

ACCESS AREA FILES
SPECIAL NOTIFICATIONS
EYOFs
LATERAL THINKING EXERCISES
BEHAVIOURAL MANAGEMENT STRATEGY
HOW TO CREATE VARIETY & CONTRAST WITH LIMITED MATERIAL



THE ACCESS AREA FILES! Lesson Package: EXIT, STAGE LEFT

Lessons include: Musical Picture Quiz, Structured Overview text sheet and answers, Aural Activity Sheet and Close Passage, Homework or Internet research task.

Students should be able to

- Match musical titles with images
- Complete a Structured Overview—Literacy
- Identify Key Words in text
- Listen to recordings and categorise
- Deduce answers using a Close Passage
- Use the internet to research Musicals pre 1970 and post 1990.
- View YouTube Videos and make comments
- Provide reasons for their opinion

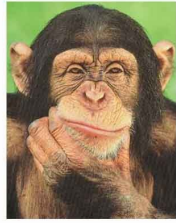
SPECIAL NOTIFICATIONS:

NEW FAX NUMBER: 02 8415 8919

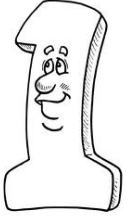


for the month

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LATERAL THINKING PUZZLES



A police officer saw a truck driver clearly going the wrong way down a one-way street, but did not try to stop him. Why not?

ANSWER: The truck driver was walking.



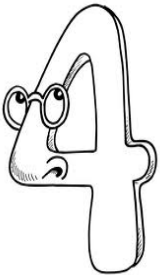
A man lives in the penthouse of an apartment building. Every morning he takes the elevator down to the lobby and leaves the building. Upon his return, however, he can only travel halfway up in the lift and has to walk the rest of the way - unless it's raining. What is the explanation for this?

ANSWER: The man is too short to reach the upper elevator buttons. However, when it is raining, he can reach them with his umbrella



A man is lying dead in a room. There is a large pile of gold and jewels on the floor, a chandelier attached to the ceiling, and a large open window. How did the man die?

ANSWER: The room is the ballroom of an ocean liner which sank some time ago. The man ran out of air while diving in the wreck.



How could a baby fall out of a twenty-story building onto the ground and live?

ANSWER: The baby fell from the ground floor window.

Have you ever taught in a room that has been set up by someone else, and find that your control of the students in that room is less than great. Or you feel really uncomfortable in that room but can't put your finger on the reason why.

Your Ocular Dominance could be the answer.

Try doing the Porta test mentioned in the Behavioural Management Strategy to see how it can help you feel more comfortable.



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The language that we use with classroom incidents will have a major impact on the outcomes. This is true of body language as well as our verbal comments. It is important to transfer of responsibility for behaviour from the teacher to the student. They choose to behave in certain ways. If these are not appropriate to the classroom, then they know that there will be certain consequences that follow logically from their choice.

In practice this is a relatively straightforward process. Body language is an extremely valuable tool to help guide students toward the correct forms of behaviour. A request for a student to do something (eg to put away the crisp packet) should be acknowledged. It may only be a tap on the shoulder as you pass the student next, or a simple “ thumbs up” sign when you catch their eye. It should not be underestimated how powerful such gestures can be in maintaining control.

It is also possible to use the geography of the room to reinforce the use of language. A tactic used by many teachers is to have locations in the classroom that are related to different types of activity. For example a teacher may always stand in front of their desk as a sign that they want silence. They might stand in the same corner of the room whenever they are applying a sanction. A different corner may be used when giving praise. These give powerful but clear support to the actions being taken.

To assist with a “presence” in the room, Teachers also need to be aware of their “eye dominance”. Ocular Dominance is the tendency to prefer visual input from one eye over the other. When viewing a room, in order to take in the entire view of the room, a teacher with “left eye dominance” will prefer to stand in the Right hand side of the room. If they stand in the left, they feel that they can’t see the far right hand side. Whereas, if they stand on the right hand side of the room, their left eye is able to scope the entire room. If anything happens on the right hand side whilst they are looking to the left, their right eye peripheral vision usually alerts them to the action. This helps greatly when trying to control a room. It also helps with room setups. To test your Ocular Dominance, why not try the Porta Test.

THE PORTA TEST: Stand with one arm extended and with both eyes open, line your thumb up with an object in the distance. Alternate closing each eye. You will find that one eye will see the thumb aligned with the object and the other eye will move that thumb away from the object. The eye that sees the image correctly is your dominant eye.

Some more general points about the appropriate use of language can be made. These are not specific to Responsible Discipline, but support the approach and make the outcomes more likely to be positive. These include these general guidelines...

- Speak Clearly and Firmly and try not to show disrespect for the child
- Avoid arguing, returning the exchanges to its primary cause
- If an incident looks like becoming confrontational take the student to one side
- Do not place yourself too close to the student
- Do not try to be overbearing
- Use a tone that is calming, whilst demonstrating your expectations of compliance
- Keep your assertiveness in line with the nature of the incident
- Use humour wherever possible
- Where possible refer to external justifications - eg Agreed Behaviour Codes
- Balance negative comments with positive ones on a ratio of at least 5 positive to every 1 negative

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BRUNO MARS—JUST THE WAY YOU ARE

Bruno Mars is one of the most recognised Singer/Songwriters and has been extremely popular of late. He wrote the song for Cee Lo Green called Forget You and his signature is pop songs that revolve around a limited chordal structure. Instead of using many chords or key changes, he seems to be content with melodic lines, countermelodies and textural changes. Let's take a closer look at his first hit: Just The Way You Are.



Bruno Mars:
Just The Way You Are

How to Create
Variety and
Contrast with
Limited Material



Image created
from one slide

HOW TO USE THIS MATERIAL:

Just the Way You Are uses a small range of material. I am going to outline that material as a starting point. The ideas are endless but here are some ways to use this material:

Try asking the students to create a textural graph outlining when he uses the material below

Students can play these melodic passages and sing the melodies

They could create their own piece using this chord structure

Create their own ostinati or motifs and their own melodies.

CHORD STRUCTURE: Same four chords. Relationship: I, VI, IVmaj7, I

Musical score for the first system of 'Just The Way You Are'. It features a piano part and a strings part. The piano part has a melodic line with eighth notes and rests, and a bass line with quarter notes. The strings part provides harmonic support with chords. Chords are labeled as F and Dm1. The tempo is marked 'E PIANO'.

Musical score for the second system of 'Just The Way You Are'. It continues the piano and strings parts. Chords are labeled as Bbmaj7 and F.

THE MELODIES: The verse—two similar syncopated phrases with two additional short phrases. Try getting your students to work out why he chose these notes against those chords. There are interesting uses of seventh notes.

A

1. HER EYES HER EYES HER EYES HER EYES MAKE THE STARS LOOK LIKE THEY'RE NOT SHIN - ING

2. I KNOW I KNOW HER HAIR HER HAIR FALLS PERF - ECT - LY WITH OUT HER TRY - ING

SHE'S SO BEAU - TI - FUL AND I TELL HER EV' - RY DAY OH

THE CHORUS: Starts with a three beat cue—"When I see Your Face". Analyse the range, notes and use of syncopation. Some interesting choices.

SO DON'T EV-EN BOTH - ER ASK - ING DO I LOOK O-K YOU KNOW I'LL SAY WHEN I SEE YOUR FACE

FACE THERE'S NOT A THING THAT I WOULD CHANGE COS YOU'RE A - MAZ -

ING JUST THE WAY YOU ARE AND WHEN YOU SMILE

THE WHOLE WORLD STOPS AND STARES FOR A WHILE COS GIRL YOU'RE A - MAZ -

ING JUST THE WAY YOU ARE THE WAY YOU ARE

THE COUNTER MELODY IN VERSE: Uses small note range and repeats over the entire chorus.

DRUM PATTERN: Interesting use of driving semiquavers and bass drum on each beat.

BASS PATTERNS: There are two different ones used. See if there are any more.

F

D_M