

What works in my classroom when nurturing musical & expressive musicians?

Direct from this workshop to your classroom

I am very humbled to share what worked well in my own teaching experience with my colleagues. In this practical and interactive workshop for kaiako from ECE and Primary sectors, ways to promote and nurture musical and expressive musicians are explored through (1) the rationale, (2) inquiry-based learning, (3) repertoire, (4) students' agency, (5) music elements, (6) music and drama in books. Effective practices conducted in my teaching in the past 20 years were discussed and demonstrated. Recordings and copies of the repertoire, resources, effective games, and everything were shared with all participants! Please kindly contact Edith on epoon@kristin.school.nz if you are interested in knowing more about the full content or any specific resources.

There are six rationales behind my teaching: some borrowed, some initiated. They include:

1. We are all musicians.
2. We use the terms musicians use.
3. We do what musicians do.
4. Our essential agreement - TRUST, SAFE, TIME
5. We are here to make music. All movements, acting and games are to twist your brains and to distract you from singing / making music. So, our job is to keep singing and making music!
6. Being music educators, we are determined to upgrade our own teaching skills, knowledge, and musicianship.

To promote and nurture musical and expressive musicians, I keep five things in my head at all time:

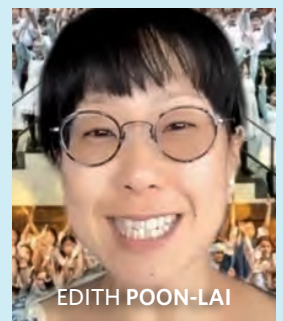
1. Inquiry-based and learn things in context — an inductive & explorational experience - engage the students!

2. Repertoire selection - it is all about appropriateness!
 - a. Rhythms and Pitch / right range / complexity of the rhythms and the opportunities to engage students' emotion - story telling, imagination and role playing!
 - b. Use songs at all times (music-filled lessons) - greetings / transition / partner searching etc
 - c. Lots of games and movement!
 - d. Listening - role modelling
3. Students' agency [when we have choices, we own the music making process and enjoy it more]
 - a. Choices to choose
WHAT - their favourite songs in various contexts
 - b. Choices to choose
WITH WHOM - partners / pair / solo
 - c. Choices to choose
HOW - methods and media to demonstrate their understanding
 - d. Agreed success criteria & self-reflection
4. Elements of Music - what really works in my teaching? Effective and fun ways to illustrate these elements are explored when presenting various elements of music to our students. All elements are crucial when nurturing musical and expressive musicians.
5. Integrating Music and Drama through performances and story books.

To conclude, ways to promote and nurture musical and expressive musicians were explored through (1) the rationale, (2) inquiry-based learning, (3) repertoires, (4) students' agency, (5) Music elements, (6) Music and Drama in books.

*Please remember — Fun and Music-filled lessons!
Self-reflection! Storytelling and imagination!*

BIO: Edith Poon-Lai has taught Performing Arts and Chinese to 4-11 year olds at Kristin School (Auckland) for the past 24 years. Her passion for Music began when learning the piano and singing in a school choir during her primary school years in Hong Kong. Edith has presented workshops for ONZA ECE projects, MENZA Network of Expertise and various Chinese education conferences. She is currently serving on the committee of New Zealand Choral Federation (Auckland). Edith holds a Master of Music Education from Auckland University and has completed her levels training in both Orff (ONZA) and Kodály (Australian Kodály Certificate). She is dedicated to nurturing children's development when making, responding to, and creating Music. Mrs Poon-Lai has a channel on YouTube where all her original songs are published.



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