Making Choir Their Favorite Class

Dan Davison - Retired JHS Choir Teacher - Puyallup, Washington

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Haystack Rock

Cannon Beach, Oregon

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Overview:

I. Establishing a Connection with every student.
II. Getting Students into Expressive Mode
III. Helping Students To Become a Pack
IV. Understanding the Importance of Affirmation
V. Understanding the Destructive Power of Put-Downs
VI. Learning to Manage Boredom
VII. Using Extrinsic Motivators
VII. Making Your Literature Work For You

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I. Establishing a Connection

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- The Importance of Greeting

- It shows that you "like" them

- It puts a "quarter" in the emotional "piggy bank"

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Concept:

If you like them…
….they will like you.

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Other ways to have a good connection:

- Learn names quickly
- Treat students equally
- Enforce the rules
- Don't get mad

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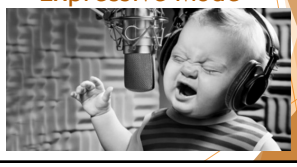
II. Getting Into Expressive Mode



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DANNY BOY

O Danny Boy, the pipes, the pipes are calling,
From glen to glen and down the mountainside.
The summer's gone, and all the roses falling,
It's you, it's you must go and I must bide.
But come ye back, when summer's in the meadow,
Or when the valley's hushed and white with snow.
And I'll be here in sunshine or in shadow.
O Danny Boy, O Danny Boy I love you so.

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CONCEPT:

When students get into "right brain" the quibble less.

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III. Becoming a "Pack"

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More than we think…

….students are afraid of each other.

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We tend to fear…

….people that we don't know.

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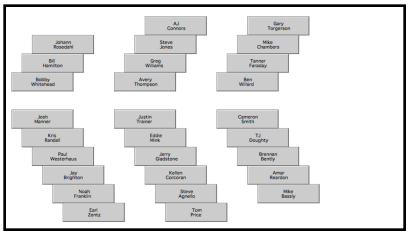

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Two-Minute Interviews

(Speed Dating)

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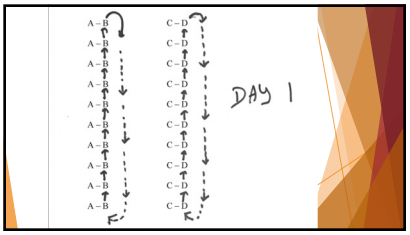

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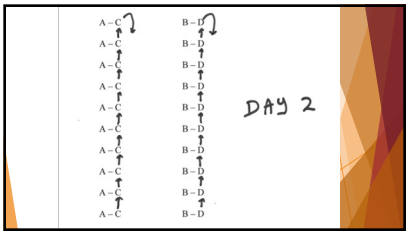

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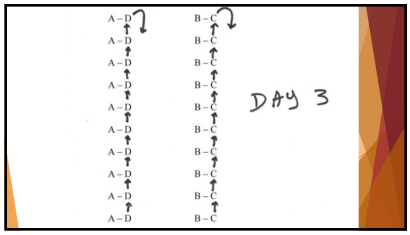

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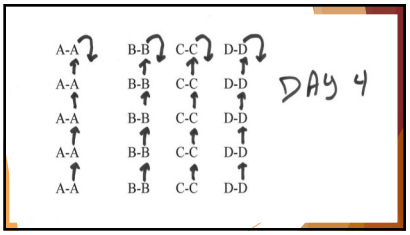

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Concept:

You are less likely to fear someone that you know.

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Cesar Milan

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Being the Pack Leader

Confident Body Language

Always Have Lesson Plans

Keep Order

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IV. The Power of Affirmation

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IV. The Destructive Power of Put-Downs

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The Put-Down Rule

1 Put-Down = 2 Compliments

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V. Learn To Manage Boredom

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BOREDOM: Early Symptoms

1. Yawning
2. Dull face
3. Glancing at the clock
4. Non-energetic posture

29

BOREDOM: Treatments

1. Good energy from the teacher
2. Stretches or standing up
3. An interesting or funny story
4. Minimize talking during song.
5. Invite a student to demonstrate

30

Use student "judges"

1. Appoint a "watcher"
2. Appoint "listener"

(This also helps focus on the goal)

31

Concept:

When you do need to be boring….warn them.

32

VI. Extrinsic Motivators

33

We can grade on these things:

Musical Skills:	Rehearsal Skills:
Singing Effort	Readiness
Reading Music	Focus
Posture	Listening

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The "Comfy" Chair

35

The "Marble" Contest

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Listening During Instruction	Listening During Songs	Effort In Class
0	0	0
1	1	1
2	2	2
3	3	3

37

There goes $12.00

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VII. Make Your Literature Work For You

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LITERATURE

4-7 Selections

Do three songs in each lesson

40

Song #1. Deep Dive

Song #2. Shallow Dive

Song #3. "Dessert" Song

41

CONCEPT:

Always teach before your "run-through"

42

WORKING "BACKWARDS"

Day 1: Run-Through
Day 2: Start at "H". Go to the end.
Day 3: Start at "G". Go to the end.
Day 4: Start at "F". Go to the end.

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Thank you

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