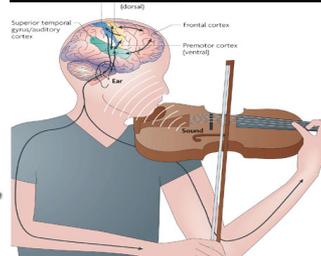
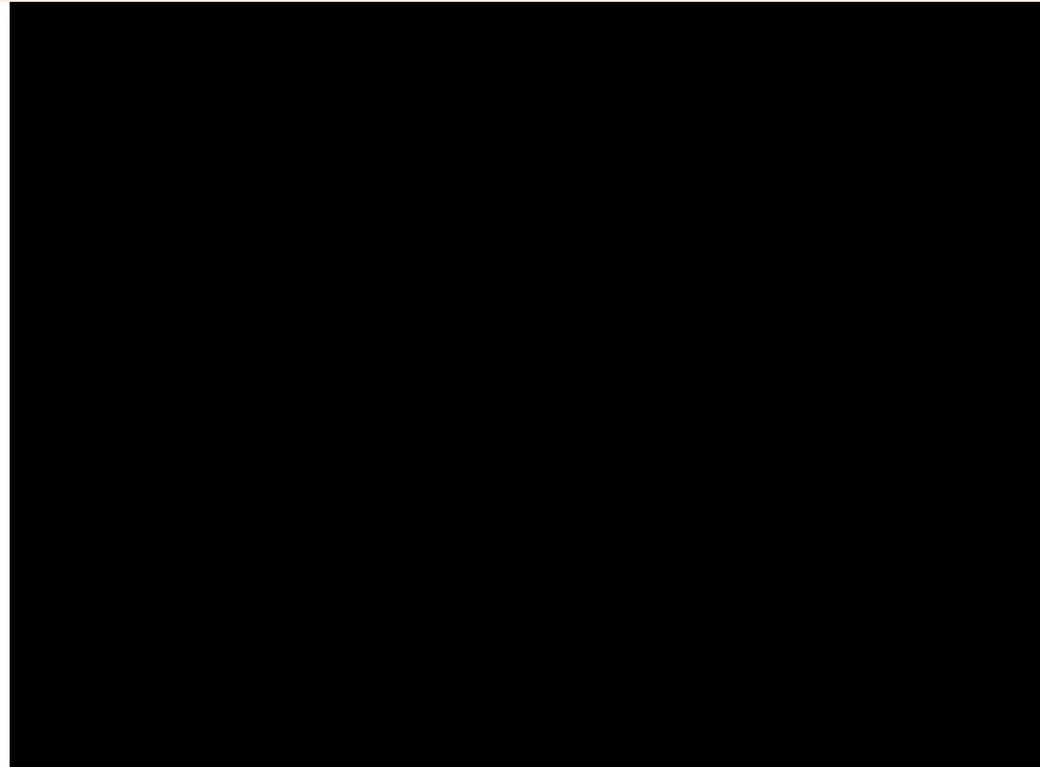


# P/J Y4 MUSIC

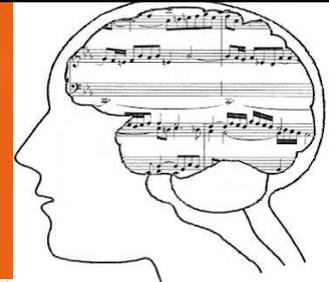
Dr. John L. Vitale

Session #5: Wednesday, October 18, 2017

“Three Little Bops” (Warner Bros.)



Music  
makes you  
Smarter



# **BRAIN TEASER ACTIVITY:**

A collage of various musical instruments including a double bass, saxophone, trumpet, flute, clarinet, violin, and a person playing a recorder.

**Name That  
Instrument**

# LISTENING ACTIVITY: MAJOR VS. MINOR

What is a Major?



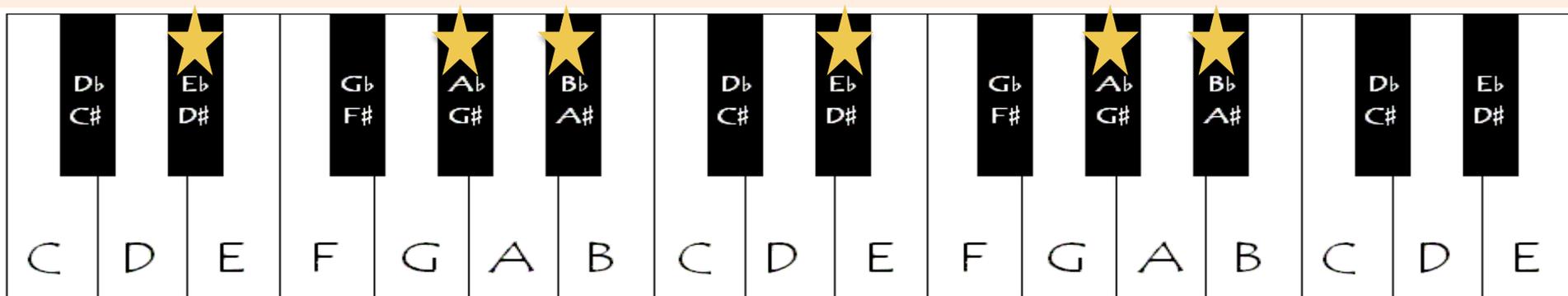
What is a Minor?



# LISTENING ACTIVITY: MAJOR VS. MINOR

Authors use letters to form words, which tell stories that can be happy, or stories that can be sad.

Composers use notes (letters) to form melodies, which evoke feelings of happiness or sadness.



**Key of C Major:** All white notes on the piano are used to make a major melody

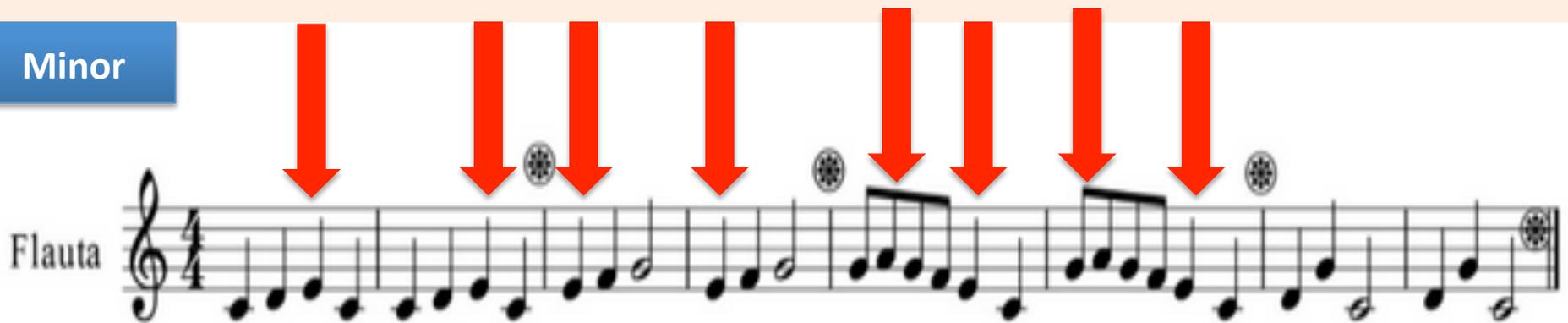
**Key of C Minor:** If the 3<sup>rd</sup> and 6<sup>th</sup> notes (sometimes 7<sup>th</sup>) is lowered by a ½ tone, a minor melody can be created.

# FRÈRE JACQUES IN MAJOR AND MINOR

Major



Minor



Lower the 3<sup>rd</sup> & 6<sup>th</sup> notes of the C Major Scale by a ½ tone: E to Eb and A to Ab

# EXAMPLE OF POPULAR SONGS: MAJOR TO MINOR AND MINOR TO MAJOR

**The Simpsons in Minor**  
**(From Major to Minor)**

<https://www.reddit.com/r/minorkey/>

**Smells Like Teen Spirit (Nirvana) in Major**  
**(From Minor to Major)**

[https://www.youtube.com/watch?v=g\\_TEOuyPDNo](https://www.youtube.com/watch?v=g_TEOuyPDNo)



# MAJOR AND MINOR

<https://www.youtube.com/watch?v=8IYVUWvxLYg>

Major

Minor

# LISTENING ACTIVITY: MAJOR? MINOR? OR BOTH?

Name: \_\_\_\_\_

<b>Song #1</b> 	<b>Song #2</b> 	<b>Song #3</b> 	<b>Song #4</b> 	<b>Song #5</b> 
Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?
<b>Song #6</b> 	<b>Song #7</b> 	<b>Song #8</b> 	<b>Song #9</b> 	<b>Song #10</b> 
Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?	Major? Minor? Both?

# MUSICAL MOVEMENTS



## Conducting Patterns

**4/4**

**3/4**

**5/4**



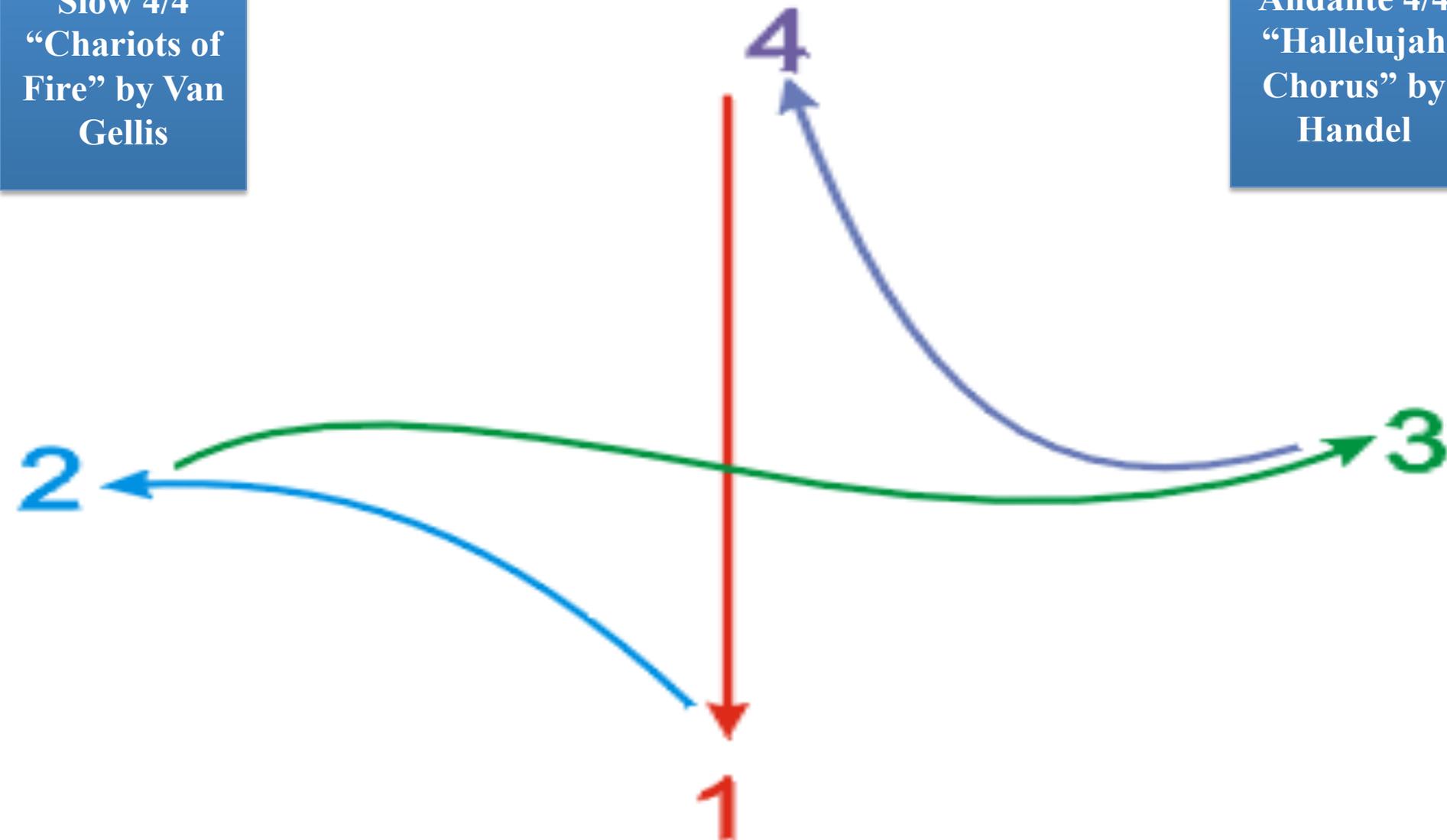
# FOUR BEAT PATTERN



(most common pattern)

Slow 4/4  
“Chariots of  
Fire” by Van  
Gellis

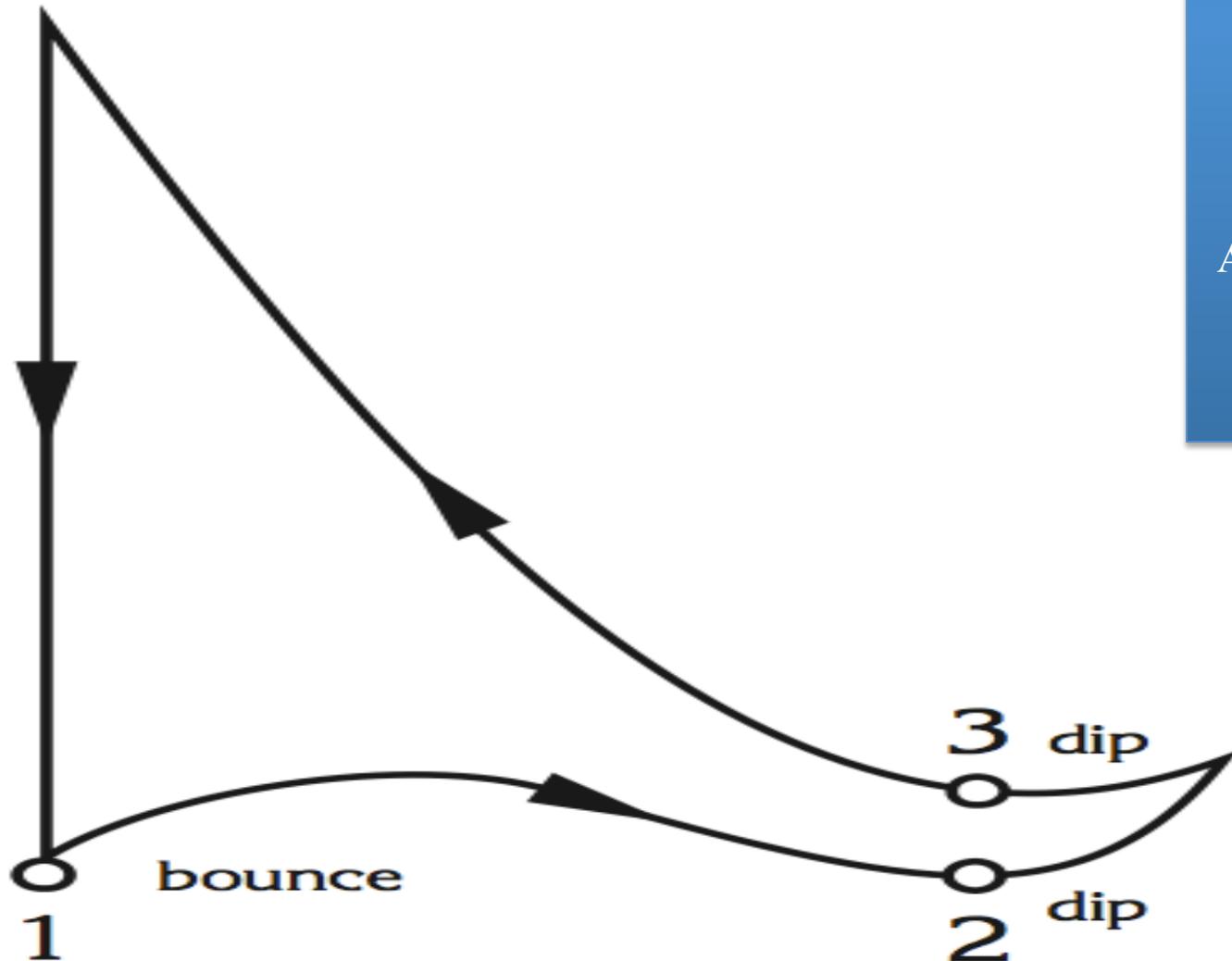
Andante 4/4  
“Hallelujah  
Chorus” by  
Handel



# THREE BEAT PATTERN



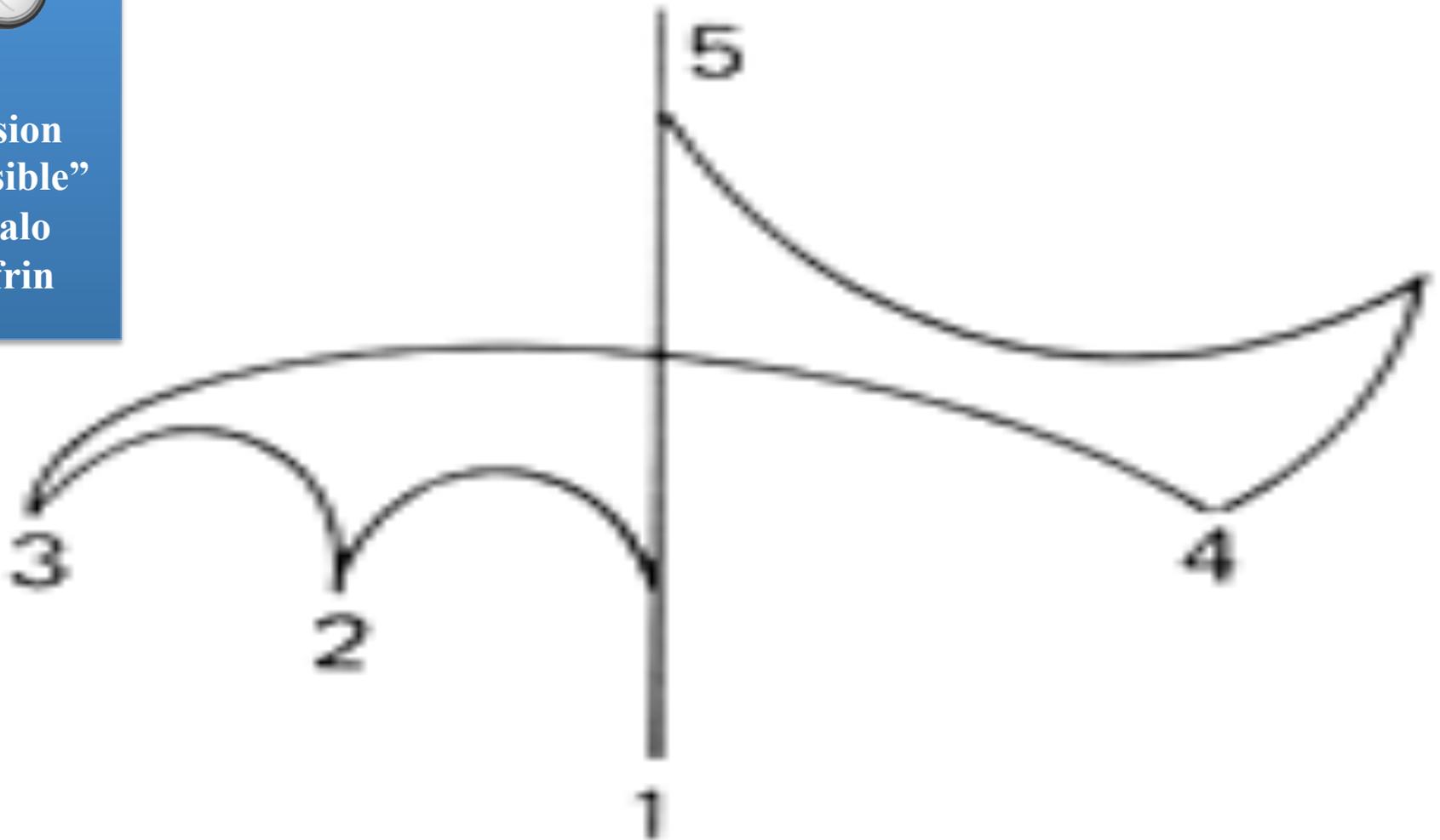
“The  
Anniversary  
Waltz” by  
Dave  
Franklin



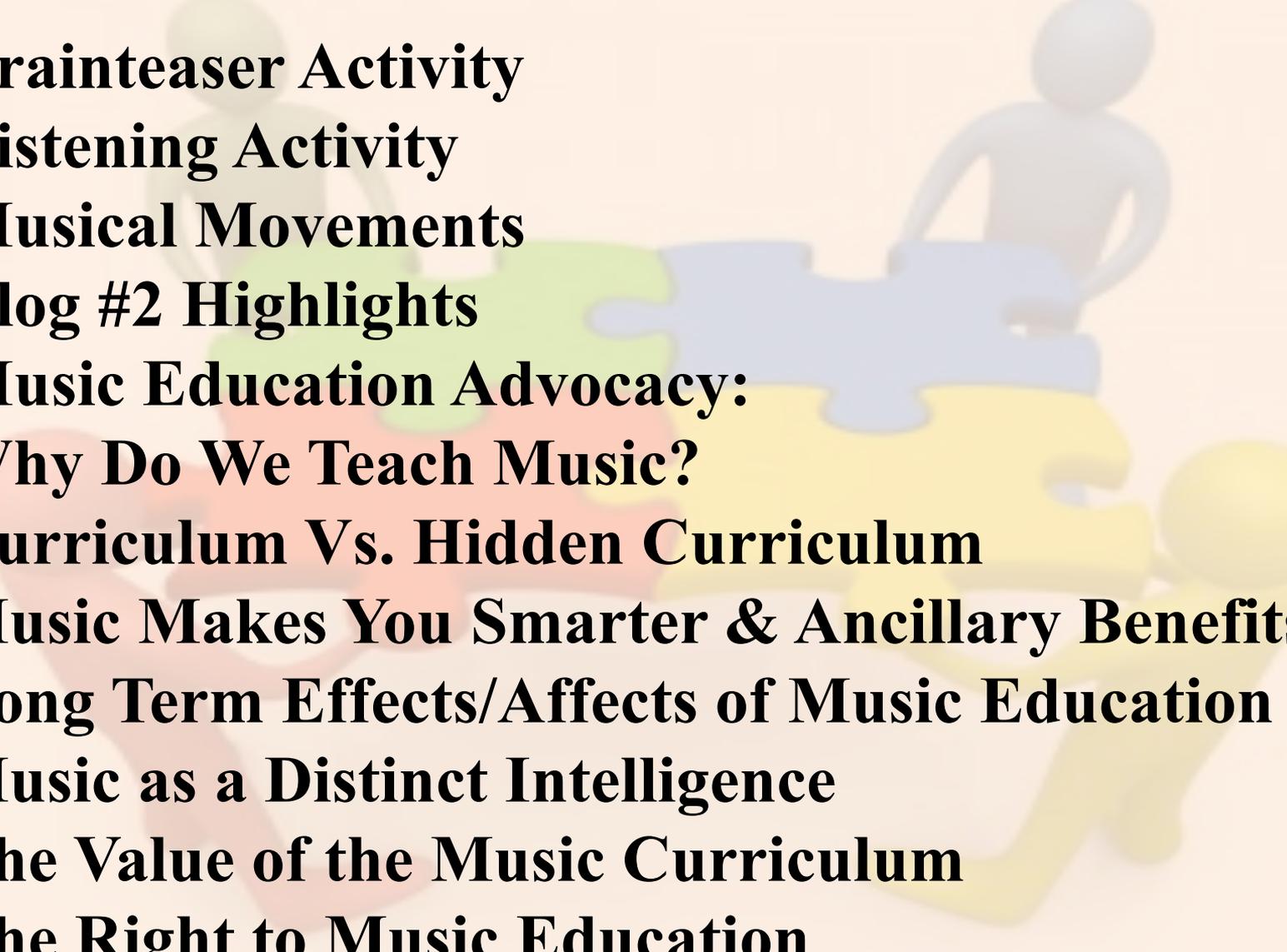
# FIVE BEAT PATTERN



“Mission Impossible”  
by Lalo Schifrin



# **SESSION #5 OVERVIEW**

- (1) Brainteaser Activity**
  - (2) Listening Activity**
  - (3) Musical Movements**
  - (4) Blog #2 Highlights**
  - (5) Music Education Advocacy:**
    - Why Do We Teach Music?**
    - Curriculum Vs. Hidden Curriculum**
    - Music Makes You Smarter & Ancillary Benefits**
    - Long Term Effects/Affects of Music Education**
    - Music as a Distinct Intelligence**
    - The Value of the Music Curriculum**
    - The Right to Music Education**
- 

## **BLOG #2 HIGHLIGHTS:**



**Playing for Change. Peace Through Music**

## **8:30AM CLASS**

*“I think the song in itself is very moving as it talks about healing and the power of coming together to overcome pain. This is especially relevant today with all the tragedies that have occurred in parts like the United States and the the Middle East where tragedy and suffering has become a daily occurrence. To then add on to this with a music video by displaying the beauty of people from all different parts of the world collaborating on one song, really took the message to the next level. “*

*“This video inspires me to not only include music in my classroom but to create a diverse classroom. Diversity is a huge aspect of our world today and more importantly within a school. Diversity can be found within so many aspects, and music being one. Music has many varieties (country, pop, jazz, etc) along with different languages and meanings.”*

*“Many artists recognize the need for change and are creating a wide range of music addressing various global issues. By exposing students to this music and having them actively listen to the lyrics through various activities; students will become more knowledgeable of the worldwide matters, which may trigger a sense of activism.”*

# **11:30AM CLASS**

*“This video specifically shows that a song can be universal. No matter where you are in the world, you will find music. It was cool to see people from around the world singing the same song and expressing it differently. However, no matter how each person sang/played the song, it still had the same powerful meaning. The video made me feel connected to each person even though they were from different places around the world. Since they were all singing the same powerful song, it got rid of the divide that we normally have among different cultures.”*

*“This song and video really hit home for me. I personally think that if you played this song at the beginning of the school year with the idea of starting to build a community within your classroom. I would personally do a lesson on diversity, community, working together, and supporting one another using this song as the foundation of the lesson.”*

*“In my future classroom, I would use music to create a positive vehicle for healing and change in the world by expressing the importance music plays. No matter where you are in the world, music is of importance and often times I think people forget that. This video inspired me to change the way in which students view music. This video shows that music is more than just what is expected of children in the curriculum, music is everywhere, in everything you do.”*

# REMINDER:

## Blog 3: The Soundtrack of Your Life



### [The Soundtrack of Your Life](#)

9/3/2017

[16 Comments](#)

Music plays a significant role in the lives of most people. In fact, many people have certain “key songs” that define a particular time in their life. For this blog, I would like you to share the soundtrack of your life. Pick three songs that have special meaning in your life: one song from your childhood, one song from your youth (high school), and one song from your adult life (university). Please explain why and how these three songs affected your life. Before you select your three songs, however, please watch/listen to the very short YouTube clip entitled “Music and Life.”

### **Author**

Dr. John L. Vitale

### **Archives**

[September 2017](#)

### **Categories**

[All](#)

 [RSS Feed](#)

# TWO MORE WEEKS!

Lesson Plan Due Nov. 01, 2017

- Solo, Pair, or Small Group (3, 4, or 5)

Music Curriculum  
Lesson  
(Music Expectations)

Any Curriculum Lesson  
(i.e. Math Lesson)  
Uses Music as an  
instructional tool

**Please Hand in Hard Copy!**

**I cannot assess/evaluate on the computer!**

**ANY QUESTIONS?**

# **PREAMBLE: TWO INFORMAL CLASS SURVEYS:**



# **(1) WHAT IS THE PURPOSE OF SCHOOLING?**

**(choose a number)**

1 2 3 4 5 6 7 8 9 10



## **Curriculum:**

**To teach skill sets so that students will be better prepared for the workforce.**

**VS.**



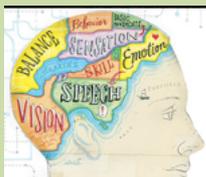
## **Hidden Curriculum:**

**To teach general life principles so that all students can become better citizens, which will in turn create an ethically moral and just society**

# (2) WHY DO WE TEACH MUSIC?

(choose a number)

1 2 3 4 5 6 7 8 9 10



## Curriculum:

To teach skill sets so that students will be better prepared for the workforce.  
*(connections to math, language, discipline, etc.)*

Ancillary Benefits of Music Education

VS.



## Hidden Curriculum:

To teach general life principles so that all students can become better citizens, which will in turn create an ethically moral and just society.

Affective Benefits of Music Education

# **WHY DO WE TEACH MUSIC? THE CURRICULUM:**

**To teach skill sets so that students will be better prepared for the workforce.**

*(connections to math, language, discipline, etc.)*

- **There are numerous studies that corroborate the notion that music makes you smarter**
- **Musical study has been shown to improve virtually all other subject matters, including math, science, literacy, problem solving, and creative processing.**



JOIN MENC NOW!



## SUPPORT MUSIC: MAKE YOUR CASE

### SECTIONS

- [BAND](#)
- [CHORUS](#)
- [FUTURE TEACHERS](#)
- [GENERAL MUSIC](#)
- [HIGHER ED / ADMIN / RESEARCH](#)
- [JAZZ](#)
- [ORCHESTRA](#)
- [PRESS, PARENTS & COMMUNITY](#)
- [BUSINESS CONNECTION](#)

The National  
Association  
for Music  
Education

USA

This "Make Your Case" database, powered by [SupportMusic.com](#), will help you build a case for your music program when it's threatened. Music education advocates can use the facts, statistics, research, and anecdotes on specific topics for presentations, speeches, and other communications with school board members, administrators, and legislators.

### Search Support Music Entries:

Enter at least one keyword by which to search the database

### Refine Your Search:

Select Categories or Issues Addressed to limit results to only those areas.

#### Content Categories:

- Quote
- Statistic
- Anecdote
- Document
- Research Report

#### Issue(s) Addressed:

##### Value of Music Education

- Supporting learning in other subjects
- Inherent value/intelligence
- Long-term success of students
- Developing the "whole child"
- Building society/citizenship
- Supporting the school environment for learning
- Developing 21st-century skills

#### Budget and Resources

- Music and overall budget
- Special budgetary needs of music
- Facilities/equipment
- Music as efficient use of school budget



### ENTRIES FOR SUPPORT MUSIC

- [SEARCH SUPPORT MUSIC ENTRIES](#)
- [ADD AN ENTRY](#)
- [FAQS](#)
- [ENTRY STYLE GUIDE](#)

### 1017 ENTRIES ONLINE

#### HIGHEST RATED

[DEFINITION OF THE ARTS AS A CORE ACADEMIC SUBJECT \(5\)](#)

[MUSIC STUDY AND ABSTRACT REASONING SKILLS \(5\)](#)

[STUDENTS INVOLVED IN MUSIC SHOW HIGH LEVEL OF MATH PROFICIENCY \(5\)](#)

[U.S. SECRETARY OF EDUCATION ARNE DUNCAN ON THE IMPORTANCE OF ARTS EDUCATION \(5\)](#)

[GENERAL SCHWARZKOPF ON MUSIC EDUCATION \(5\)](#)

#### RECENTLY ADDED

[KODÁLY INSTRUCTION INCREASES MATH AND READING SCORES \(07-13-2010\)](#)

[BENEFITS OF INTEGRATING MUSIC AND CHILDREN'S LITERATURE \(07-13-2010\)](#)

[MUSIC TEACHERS ARE ANY SCHOOL'S BEST READING TEACHERS \(07-13-2010\)](#)

[MUSIC'S IMPACT ON THE SEVEN INTELLIGENCES: #7 INTRAPERSONAL \(07-13-2010\)](#)



## Quick Facts & Quotes

### Canadian – National Research

David Gerry, Andrea Unrau and Laurel J. Trainor (2012) Active music classes in infancy enhance musical, communicative and social development. *Developmental Science* 15:3, pp 39

[http://trainorlab.mcmaster.ca/publications/pdfs/GerryUnrauTrainor\\_2012.pdf](http://trainorlab.mcmaster.ca/publications/pdfs/GerryUnrauTrainor_2012.pdf)

"Just as infants learn the particular language spoken in their environment, they also acquire sensitivity to the tonal (musical scales and harmonies) and rhythmic structure of the musical system of their culture and exposure to music and movement appears to accelerate acquisition of culture-specific rhythms"

"The results indicate that when appropriate pedagogical techniques are used, active music classes for infants and parents can accelerate infants' acquisition of culture-specific musical knowledge and can positively influence communication and social interaction between parents and infants. Despite the focus in the literature on older children, the present findings suggest that the infant brain might be particularly plastic with respect to musical experience."

"The present findings indicate that it is possible to see the beginnings of sensitivity to Western musical tonality as young as 12 months of age."

Laura K. Cirelli, Kathleen M. Einarson and Laurel J. Trainor (2014) Interpersonal synchrony increases prosocial behavior in infants. *Developmental Science*

[http://trainorlab.mcmaster.ca/publications/pdfs/cirelli\\_einarson\\_trainor2014\\_DevSci.pdf](http://trainorlab.mcmaster.ca/publications/pdfs/cirelli_einarson_trainor2014_DevSci.pdf)

"Some aspects of sophisticated musical processing develop early. Young infants prefer musically congruent over incongruent sounds, they can

enter keywords



### Latest news

**Principals of Music Award Winner**  
Interview: Haydn George, Kugluktuk, Nunavut

**Women's Empowerment Through Music**  
Interview Renise Mlodzinski, Instrumental and Choral Music Educator, The Collegiate and University of Winnipeg

**ISME Conference 2016, Glasgow, Scotland**

**Women's Empowerment Through Music**  
Interview Kat McLevey, singer/songwriter from St. John's, NL

**Music Monday Stories**

# COALITION FOR MUSIC EDUCATION CANADA

<http://www.musicmakesus.ca/quick-facts/>

ADVOCACY

# Latest Publications

FEATURED ITEM



## Making Music a Potent Political Force Roundtable panel session August 2016 - Transcript

30 August, 2016

A popular session at the 2016 Roundtable was called Making Music a Potent Political Force. An expert panel explored strategies [...]

Advocacy Agenda

Latest

Industry

Community

Education

Case Studies

SHOW

Advocacy Resources

Annual Reports

Case Studies

Publish Year

Policy Submissions

Research

### National Contemporary Music Plan

04 August, 2016

ADVOCACY RESOURCES, RESEARCH

### Research Report: School Community Links

09 May, 2014

ADVOCACY RESOURCES, CASE STUDIES, RESEARCH

### Research Report on Community Choirs in Australia

02 December, 2013

ADVOCACY RESOURCES, RESEARCH

### Research Report: Music to Our Ears

01 September, 2013

ADVOCACY RESOURCES, RESEARCH

### Annual Address 2012

01 September, 2012

RESEARCH

# MUSIC COUNCIL OF AUSTRALIA

<https://musicaustralia.org.au/publications/?publication-type=research#filter-bar>

**Private  
Music  
Instruction  
Waterloo,  
Ontario**



## Why Should I Choose Music Lessons For My Child?

With so many activities to fit in, so many demands on childrens' time, this is a question asked by many parents. What exactly is to be gained for the average child who is unlikely to become a professional musician or follow a career in music? The answer is that music lessons can play a very important role in your child's general development. Playing an instrument, right from the earliest stages, involves many skills - visual, auditory, tactile and kinesthetic. Unlike many specialized activities, playing an instrument helps develop both sides of the brain at the same time, increasing both intellectual functions and physical coordination, patience and confidence. They aid the child's emotional development by providing an outlet for self-expression. So, music lessons are an enormously valuable educational influence as well as an introduction to the wonderful world of music, and yes, they are fun! At the Sound Factory Music School, we believe the rewards are priceless - and critical for a whole life.

As seen on  
'TheRecord.com'

[Four academic benefits of music lessons](#)





Listening to music can decrease anxiety, speed healing, increase optimism and decrease pain.

**2 Incredible Memory for Sounds**  
Alzheimer's patients can recall and sing songs long after they've stopped recognising names and faces. There is growing evidence that listening to music can help stimulate seemingly lost memories and even help restore some cognitive function.

**3 Creativity Boost**  
Music boosts creative energies through the production of alpha and theta waves. Large influxes of alpha waves induce states of enhanced creativity while theta waves are associated with dreaming, learning and relaxing.  
The key for boosting creative energies is to listen to the type of music you enjoy the most. If you want more inspiration in language and mathematics it would make sense to listen to music with singing, while music without words stimulates more

**4 to Pay Attention**  
A Stanford research team showed that music engages the areas of the brain involved with paying attention, making predictions and updating the event in memory.

**5 Babies Know Happy From Sad Songs**  
Babies as young as 5 months can distinguish an upbeat tune, such as "Ode to Joy" from Beethoven's Ninth Symphony, from a lineup of gloomy tunes.

**6 The Mozart Effect**  
It's been thought that listening to classical music, particularly Mozart, enhances performance on cognitive tests. However, recent findings show that listening to any music that is personally enjoyable has positive effects on cognition.

**"Sound is a nutrient for the nervous system. Love your ears... they are much more important than you ever realized."**  
Prof. Dr. Alfred Tomati

**Sources**  
[http://www.naturalnews.com/030600\\_music\\_brain\\_hemispheres.html](http://www.naturalnews.com/030600_music_brain_hemispheres.html)  
<http://www.ama-assn.org/speical/music/print>  
<http://www.livescience.com/7501-babies-know-happy-sad-songs.html>  
<http://med.stanford.edu/news/releases/2007/july/music.html>  
[http://www.praed.com/article\\_1808\\_the-6-irrefutable-ways-music-can-help-with-your-brain.html](http://www.praed.com/article_1808_the-6-irrefutable-ways-music-can-help-with-your-brain.html)

**CALL US**  
407 636-9855

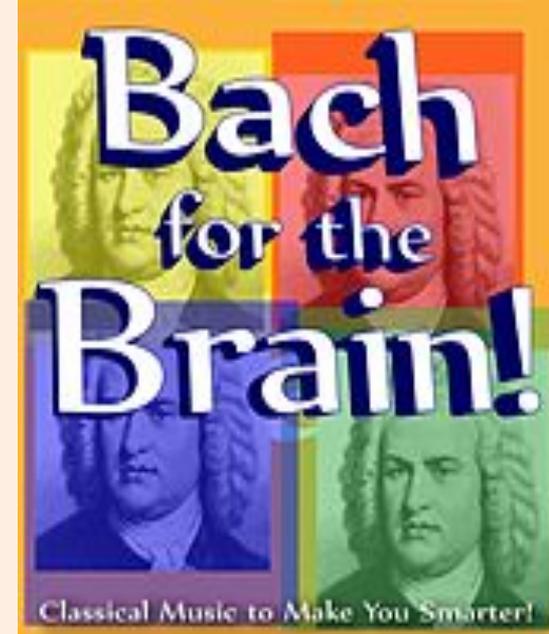
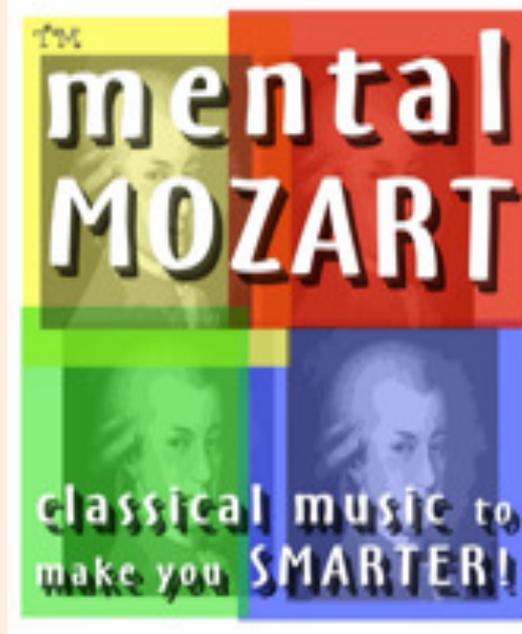
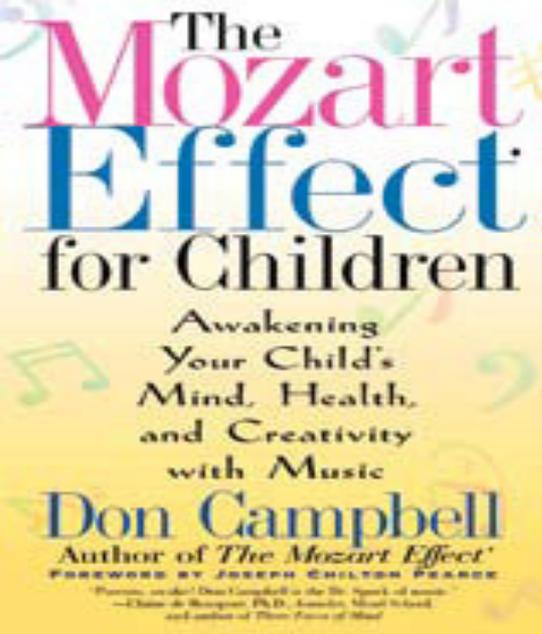
**Private Music Instruction  
Longwood,  
Florida  
(Orlando)**

## Benefits of musical education

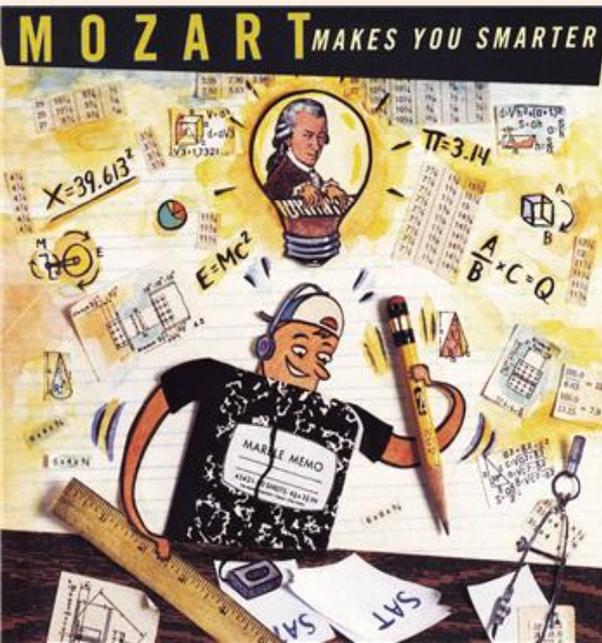
February 5, 2015 | Blog | 0 comments

Music SuperCharges Your Brain Function

**Music is the answer:** "Early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have



# POPULAR BOOKS, CD'S, & WEB SITES



**Article:**  
**Playing Music Makes You Smart**  
 Charles Q. Choi  
 Date: 19 March 2007 Time: 05:06 AM ET

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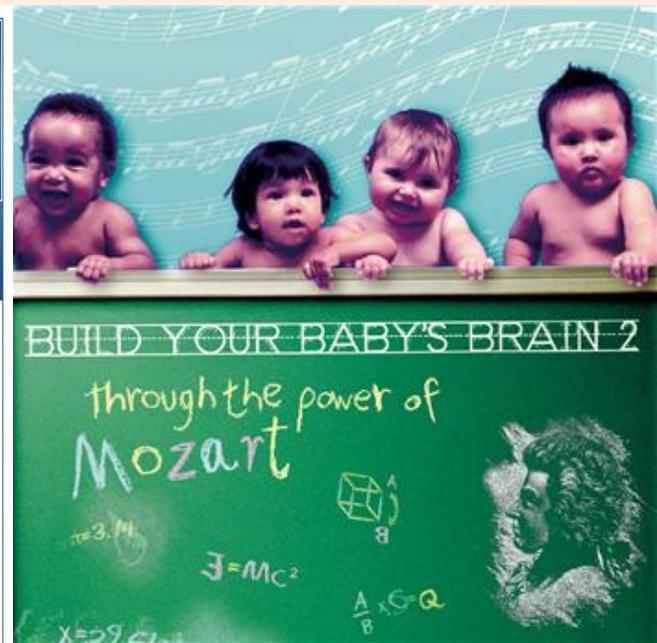
Facebook, Twitter, LinkedIn, StumbleUpon, Blogger, RSS, Email icons

Music Tingles Strong Memories

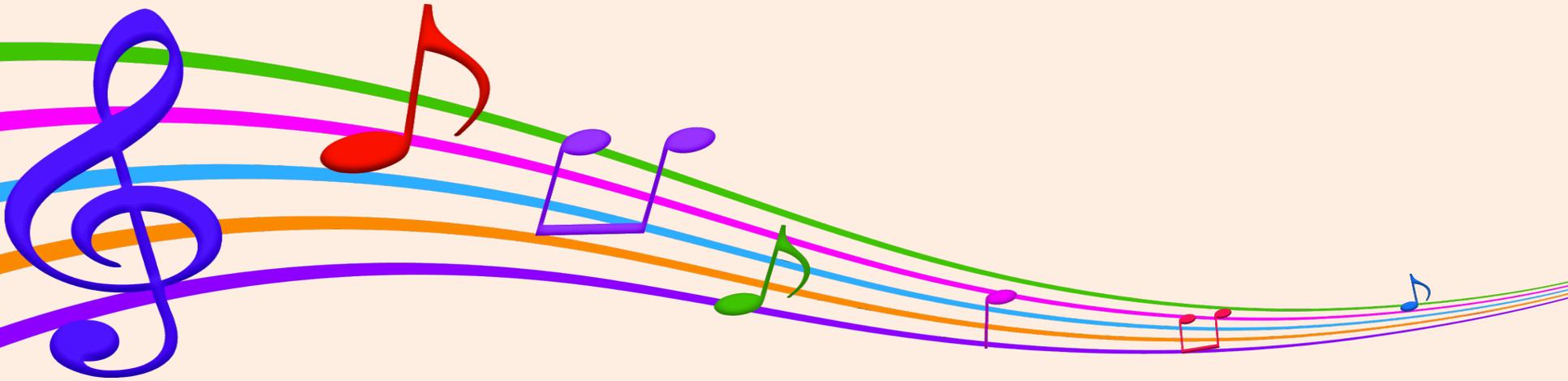
Scientists have uncovered the first concrete evidence that playing [music](#) can significantly enhance the brain and sharpen hearing for all kinds of sounds, including [speech](#).

"Experience with music appears to help with many other things in life, potentially transferring to activities like [reading](#) or picking up nuances in tones of voices or hearing sounds in a noisy classroom better," researcher Nina Kraus, a neuroscientist at Northwestern University, told [LiveScience](#).

These new findings highlight the importance of music classes, she said.



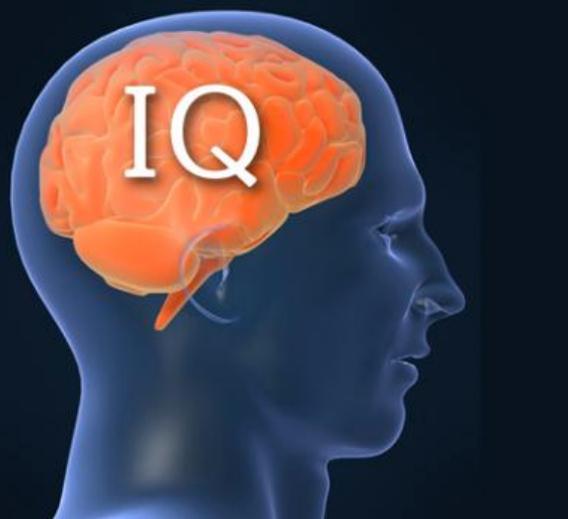
# DOES MUSIC MAKE YOU SMARTER?



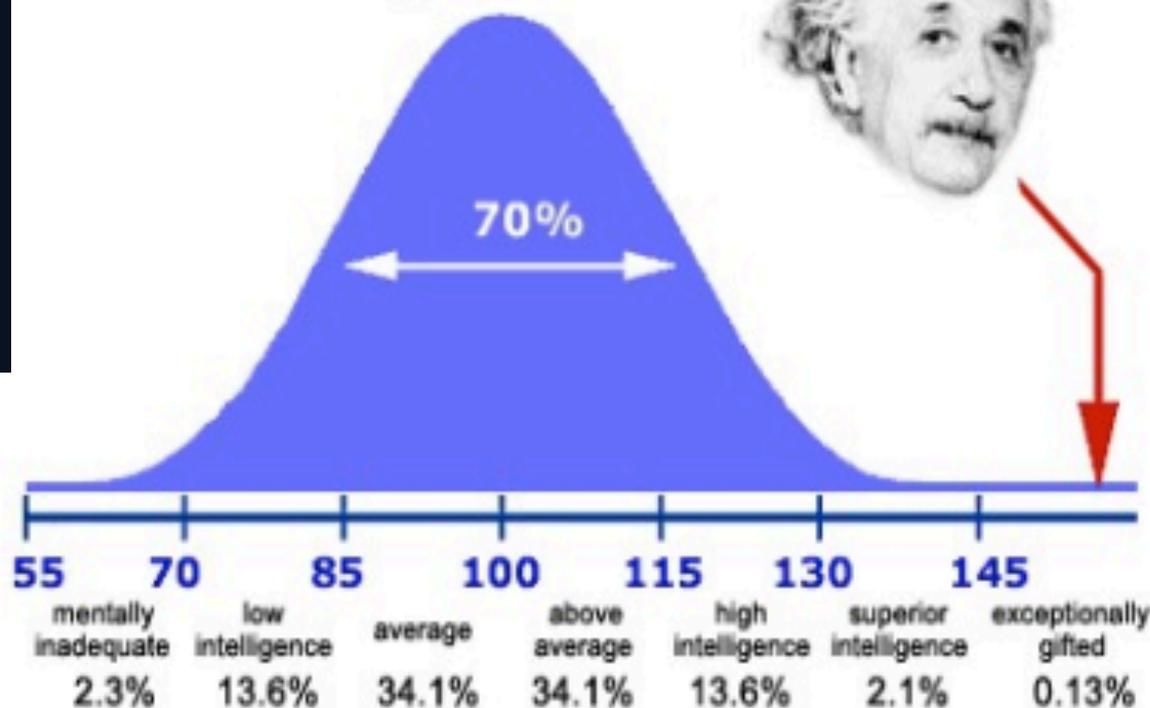
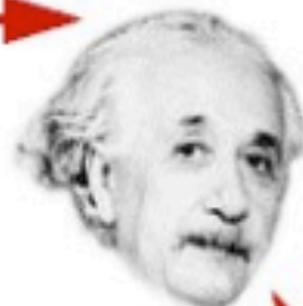
**YES** **OR** **NO?**

# Let's Take a Closer Look at the “YES” Evidence . . .





**Einstein's IQ = 160+**  
**What about yours ?**



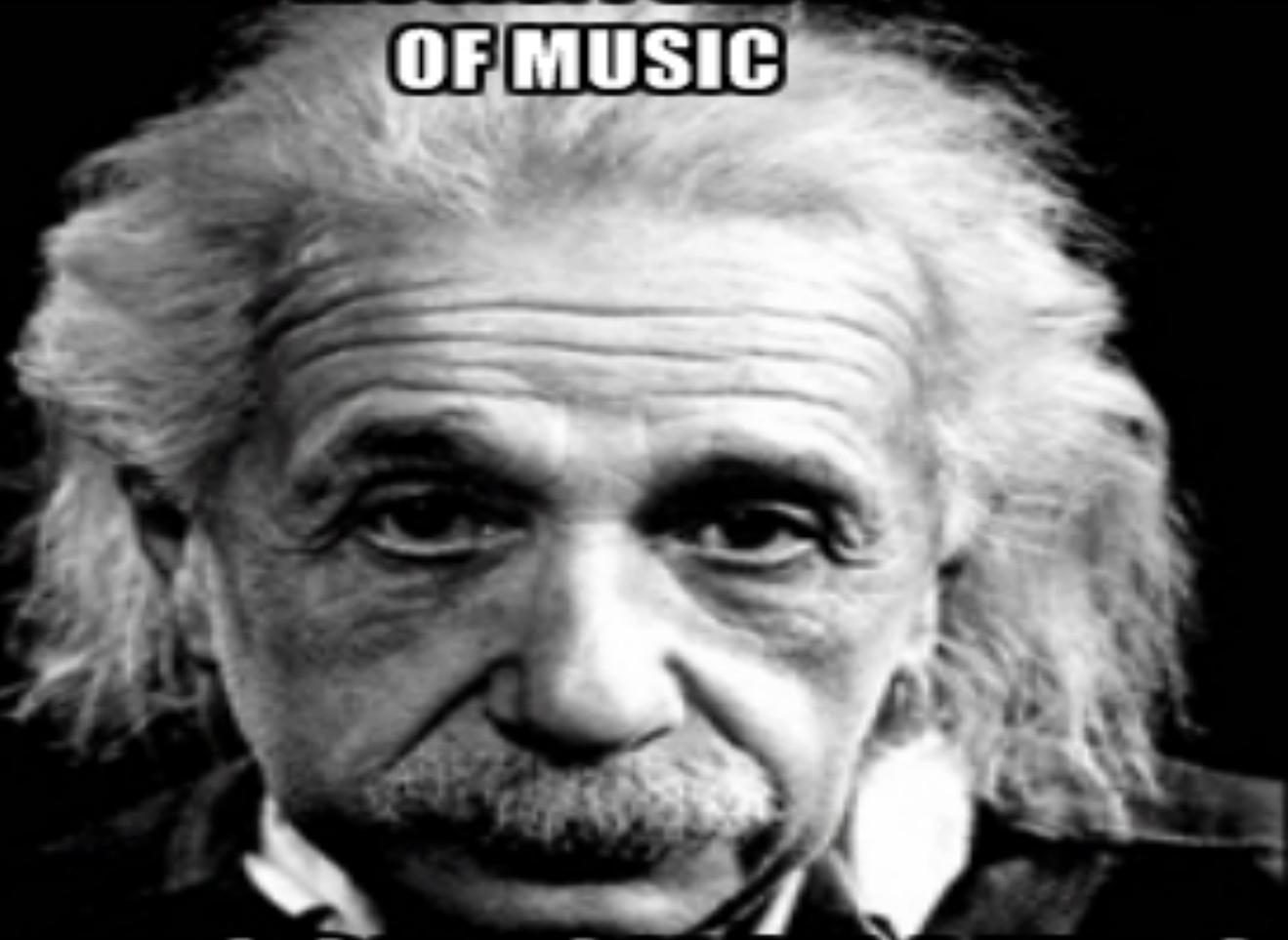
### Intelligence Interval

- 40 - 54
- 55 - 69
- 70 - 84
- 85 - 114
- 115 - 129
- 130 - 144
- 145 - 159
- 160 - 175

### Cognitive Designation

- Severely challenged (Less than 1% of test takers)
- Challenged (2.3% of test takers)
- Below average
- Average (68% of test takers)
- Above average
- Gifted (2.3% of test takers)
- Genius (Less than 1% of test takers)
- Extraordinary genius

**I OFTEN THINK IN MUSIC. I LIVE MY  
DAYDREAMS IN MUSIC. I SEE MY LIFE IN TERMS  
OF MUSIC**



**I GET MOST JOY IN LIFE OUT  
OF MUSIC**

# **ALBERT EINSTEIN PLAYS MOZART VIOLIN SONATA IN BB MAJOR**

Source: <https://www.youtube.com/watch?v=BdUaNVPI1nU>



# TOP 10 GENIUS PEOPLE OF ALL TIMES

Source: <http://grablists.com/top-10-genius-people-times/>

## #1: Marnen Laibow Koser



**After a childhood test, he was given an IQ of 268. Now in his 40s, he is currently a composer and web application developer who lives in Somerville Massachusetts.**

# MARNEN LAIBOW KOSEK'S WEB PAGE

Source: <https://marnen.firebaseio.com/>



HOME

ABOUT ME ▼

MUSIC ▼

WEB DEVELOPMENT

LINKS

FUN STUFFI ▼

CONTACT

## Welcome to marnen.org!

This is the site of [Marnen Laibow-Koser](#). I'm a composer and performing musician living in Medford, Massachusetts. (I'm also a programmer; more on that [here](#).)

I've been studying and playing music since the tender age of three, and composing for nearly as long. In December 2014, I completed my Master of Music degree in [Contemporary Improvisation](#) at [New England Conservatory](#) (formerly the Third Stream program), and I hope to begin doctoral study in 2017.

My [compositions](#) are generally in an accessible modern classical style, although I sometimes write in other genres. As a multi-instrumentalist [performer](#), I work mostly in classical and Anglo-American folk music, and can be found playing for numerous contra and English country dances in the Northeastern U.S. I am also an experienced [music copyist and engraver](#).

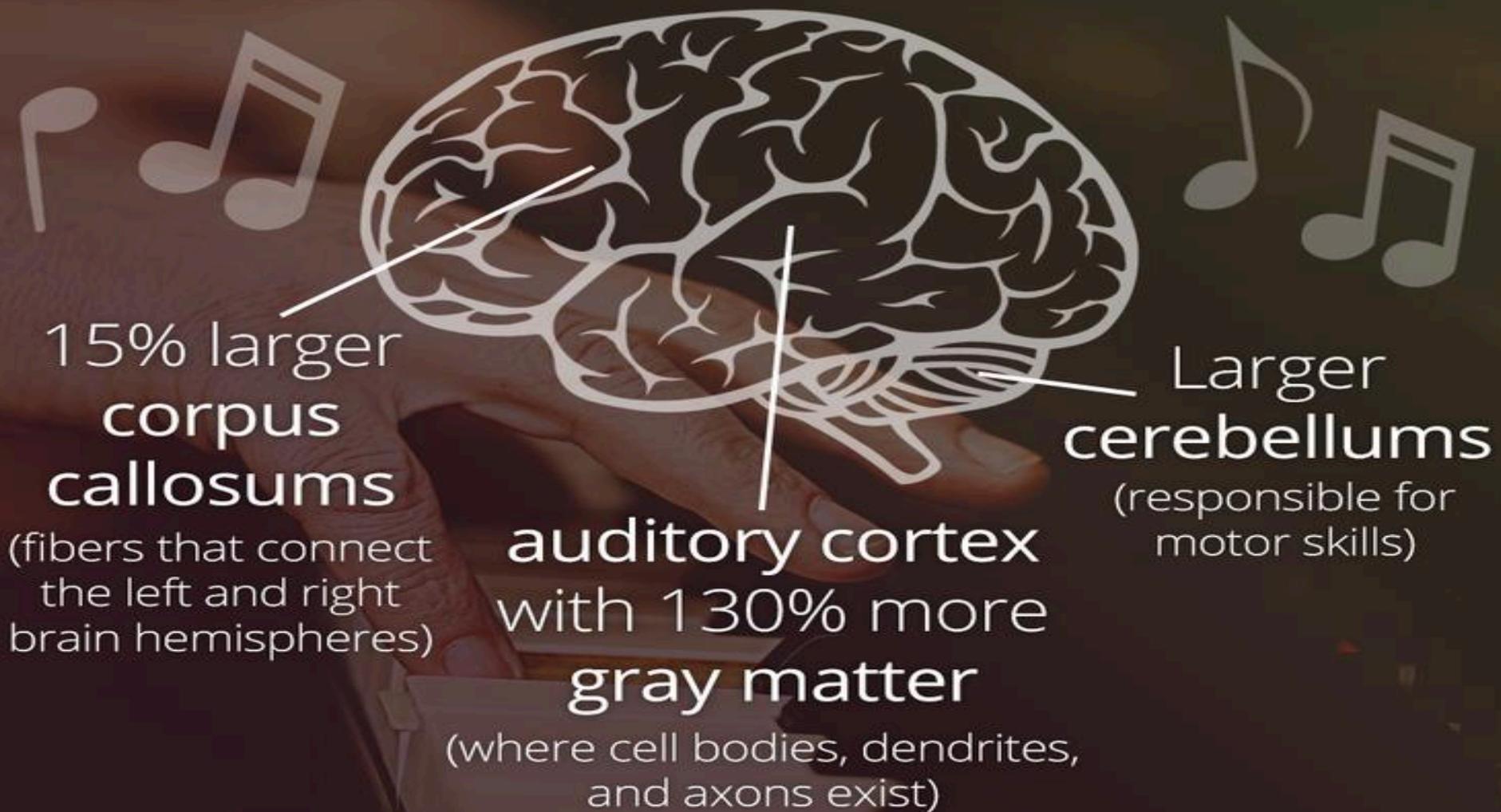
This page copyright © 1998-2016 Marnen Laibow-Koser ([marnen@marnen.org](mailto:marnen@marnen.org))

URL for this page is <http://www.marnen.org/index.html>

Last modified Monday, 18 July 2016.



# A Musician's Brain



15% larger  
**corpus  
callosums**

(fibers that connect  
the left and right  
brain hemispheres)

**auditory cortex**  
with 130% more  
**gray matter**

(where cell bodies, dendrites,  
and axons exist)

Larger  
**cerebellums**  
(responsible for  
motor skills)

**Source:** <https://curiosity.com/topics/can-music-make-you-smarter/>

Source: Head Squeeze

# HOW PLAYING AN INSTRUMENT BENEFITS YOUR BRAIN

<https://www.youtube.com/watch?v=R0JKCYZ8hng>



# Let's Take a Closer Look at the "NO" Evidence . . .



# Do, Re, Mi, Fa-get the Piano Lessons: Music May Not Make You Smarter

By Alexandra Sifferlin @acsifferlin | Dec. 11, 2013



Music can soothe the soul and speed along creativity, but it won't, according to researchers from Harvard, boost intelligence.

“More than 80 percent of American adults think that music improves children’s grades or intelligence,” said Samuel Mehr, a Harvard Graduate School of Education doctoral student working in the lab of psychology professor Elizabeth Spelke, in a statement. “Even in the scientific community, there’s a general belief that music is important for these extrinsic reasons – but there is very little evidence



Getty Images/Flickr Open



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## Music won't make your kids smarter, Harvard researchers say

**DAVE MCGINN**

The Globe and Mail

Published Thursday, Dec. 12, 2013 12:25PM EST

Last updated Thursday, Dec. 12, 2013 5:11PM EST

10 Comments



307



298



9



4



4



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Women lead

If you've got your kid in piano lessons because you think it will make her smarter, **Harvard researchers** have some bad news for you.



### A seniors' moment in health care

Sunnybrook takes the initiative to improve the elderly's care and quality of life

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**Nancy Darling Ph.D.**

Thinking About Kids

## Music Probably Doesn't Make Kids Smarter. So What?

Music makes the heart glad.

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Posted Mar 15, 2015

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Baby Mozart, the idea that playing classical music would make babies smarter, didn't pan out. We really do have to play and talk with them. The original research promoting that idea could not be replicated. In other words, one study found it, and other researchers, trying to repeat and extend the experiment, could not.

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**PSYCHOLOGY TODAY**

**[Source: https://www.psychologytoday.com/blog/thinking-about-kids/201503/music-probably-doesnt-make-kids-smarter-so-what](https://www.psychologytoday.com/blog/thinking-about-kids/201503/music-probably-doesnt-make-kids-smarter-so-what)**

# STUDYING MUSIC DOESN'T MAKE YOU SMARTER!

Source: <https://www.youtube.com/watch?v=5FCYL0BF0O8>



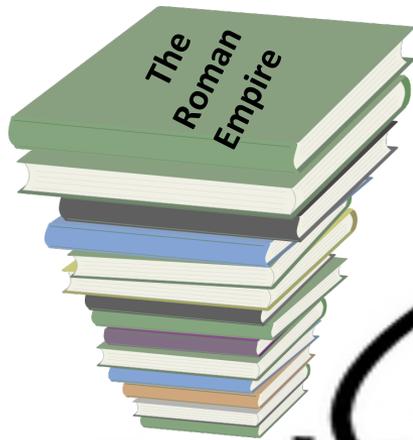


It was **much harder** to find resources on “**music does not make you smarter**”, but that could be part of the propaganda of music educators.



# OR, DOES DOING ANYTHING (INCLUDING MUSIC) MAKES YOU SMARTER?

Hmmm . . . I am not sure what will make me smarter





19.7K



15.4K



3.4K



8



# 5 Hobbies That Actually Make You Smarter



By **Nishi Jain**,  
Friday, 13 Nov 2015

19K

19K

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We've all heard of brain-sharpening exercises, mental math tricks that help make the brain sharper, but aren't they too boring and tedious to do every day? Do you know there are some really enjoyable easy hobbies that also make you smarter? Hobbies that you would love doing. This awesome infographic by [proessaywriter.net](http://proessaywriter.net) lists down 5 fun hobbies that sharpen the **brain**, and exactly which function of the brain they effect.

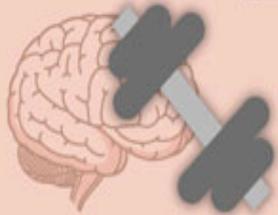
So pick up that guitar, or those French lessons you abandoned years ago, and get going. Woo the ladies, make an impression with your piano skills in a party, or build that enviable bod, AND become super sharp in the process. Won't you be a total irresistible package for the ladies? Yes, brains and brawn can go hand in hand.

**Source:** <http://www.mensxp.com/health/healthy-habits/28318-5-hobbies-that-actually-make-you-smarter.html>

# 1 EXERCISING regularly

We all know it's good for us, but did you know that regular exercise makes you smarter?

Enhances object recognition memory – the ability to discriminate the familiarity of previously encountered objects.



Releases brain-derived neurotrophic factor (BDNF) – a protein linked to cognitive benefits such as long-term memory.

*(Dartmouth College, 2009)*



Regular exercise doesn't have to be a chore. From yoga to running, do whatever you enjoy most.

# 2 PLAYING a musical INSTRUMENT

Few things are as satisfying as learning an instrument, but there's more to it than just the music.



Enhances **cognitive skills** and **academic achievement** by promoting the development of certain executive functions.

Children able to play an instrument show enhanced performance for **verbal fluency** and **processing speed**.

*(Boston Children's Hospital, 2014)*



Whether it's self-taught or with a teacher, anyone can learn an instrument. Start at a younger age to get the most out of your musical pastime.

# 3 PLAYING *video* GAMES

Video games may have a bad reputation, but they're not all bad – some really do train your brain.

Develops working memory – the system responsible for holding and processing new and already-stored information (Leiden University, 2012).



Improves spatial navigation, strategic planning and motor performance – 30 minutes of playing a day can significantly increase grey matter in the brain (Charité, 2013).



From cinematic shoot 'em ups to calming puzzlers, gaming has something for everyone – just try not to get sucked into a 24 hour DOTA session.

# 4 LEARNING *a new* LANGUAGE

Learning a language isn't just useful for travelling – it can also slow brain aging and have a positive effect on later-life cognition.

Speaking multiple languages improves the brain's executive function – meaning mentally demanding tasks can be performed better.



Bilinguals are better at solving puzzles, planning and task management due to better attention and task-switching capacities in the brain.

(Cerebrum, 2012)

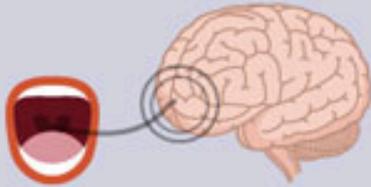


Learning a language has never been easier. Thanks to mobile apps, you can learn a new language whenever and wherever you like.

# 5 READING

Reading improves our vocabulary, but what are the other benefits to being a bookworm?

Daily reading causes significant increases in connectivity in the left temporal cortex of the brain – **an area associated with receptivity for language.**



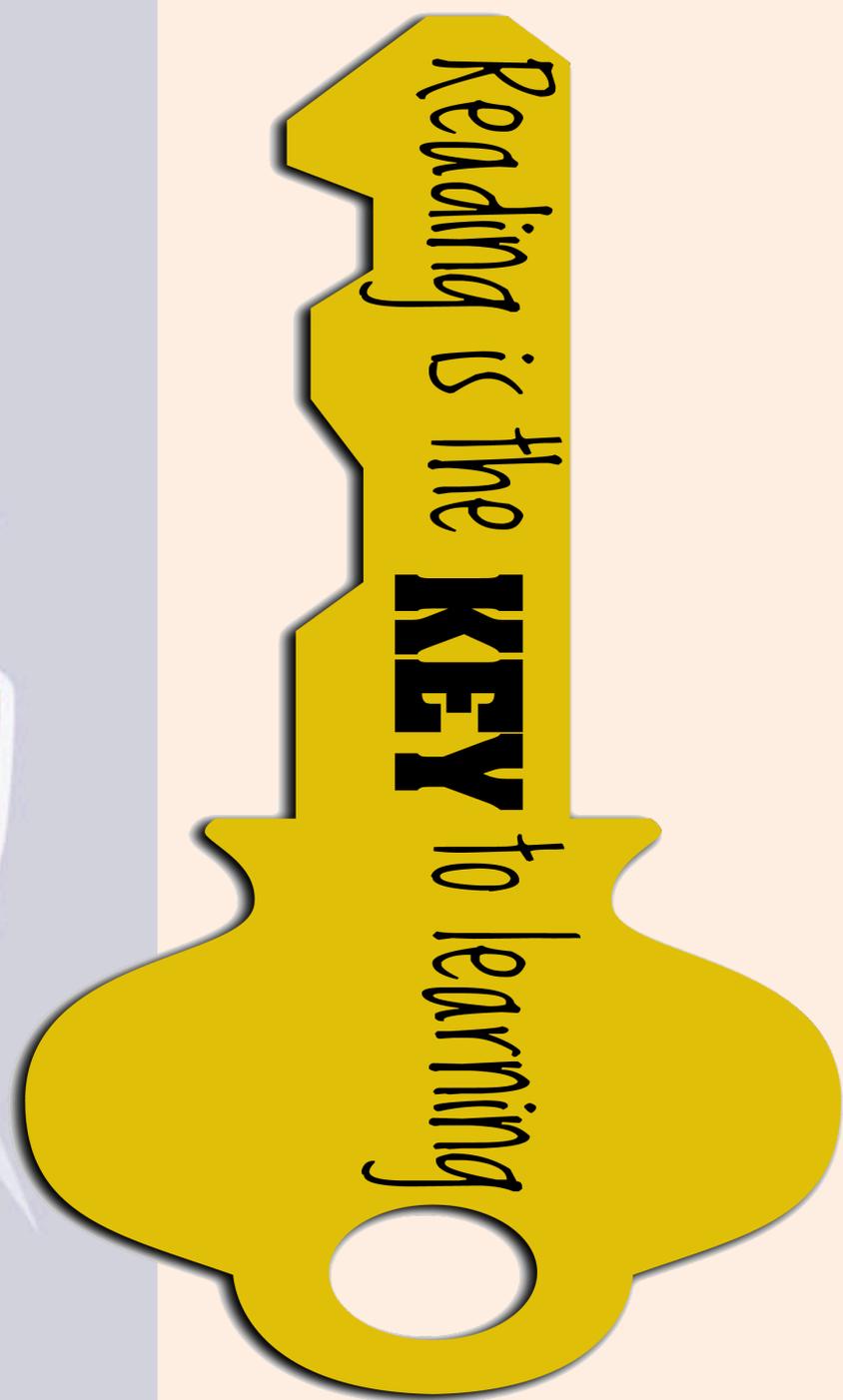
Readers experience embodied semantics, a process that mirrors brain connectivity that occurs during actual actions – e.g. **reading about driving can trigger the same neural connections triggered when actually driving.**



*(Emory University, 2013)*



You don't have to pick up Proust to reap the benefits – reading anything will keep your mind energised (good news for comic book fans everywhere).



**ROAD/SHOW**  **DRIVING PASSIONS. DRIVING DECISIONS.**  
News, reviews & more from the driver's seat. **GEAR UP**

By MICHELLE CASTILLO / CBS NEWS / April 12, 2012, 3:39 PM

# Can alcohol make men smarter? Study suggests yes



Even though moderate drinking - no more than one drink a day for women, and two a day for men - has heart-health benefits, drinking too much can elevate blood pressure in some people. Research has found that consuming more than two drinks a day increases the risk of hypertension for both men and women. If you do drink, enjoy your alcoholic beverage with a meal, which may blunt its effects on blood pressure. More from Health.com: [Heart trouble? 30 herbal remedies to avoid](#) / **ISTOCKPHOTO**

1 Comment / Share / Tweet / Stumble / Email

People are better at solving problems under the influence of some alcohol.

# 3 Reasons It's A Good Idea To Drink Alcohol While You Study For An Exam

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Leigh Weingus  
on HEALTHY HABITS

Sep 16, 2015  
1:13pm

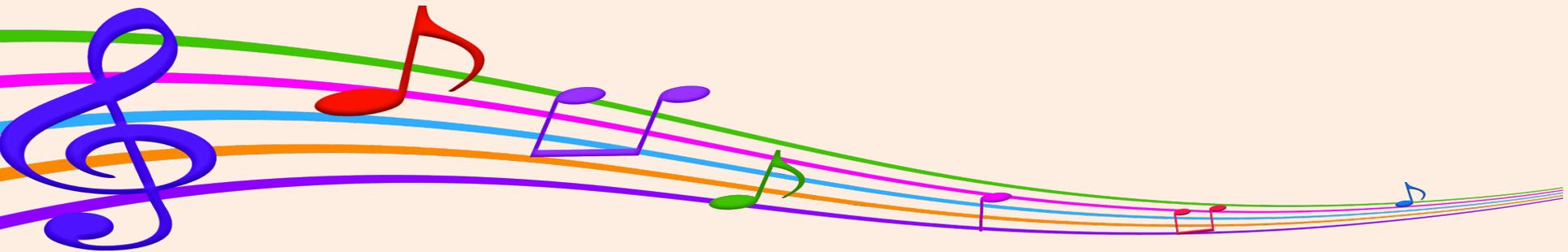
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**Source:** <http://elitedaily.com/life/drink-alcohol-while-you-study/1213934/>

**YOUR GUT REACTION . . .**

**Does music make you smarter?**



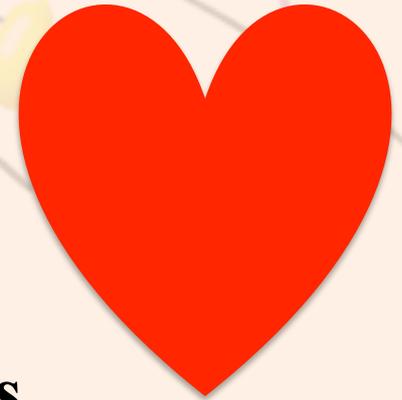
# **WHY DO WE TEACH MUSIC? THE HIDDEN CURRICULUM:**

To teach general life principles so that all students can become better citizens, which will in turn create an ethically moral and just society.

• At the end of the day, music is an art form that involves feelings, emotion, passion, and affection

We teach music so that students will

1. recognize beauty and be sensitive
2. be closer to an infinite beyond this world
3. have more love, compassion, and gentleness
4. build and cultivate relationships
5. Learn how to socialize and live in *harmony* with one another



# **THE REAL REASON WHY WE TEACH MUSIC**

- **We certainly do not teach music because we expect students to become professional musicians**
- **In 12 years of teaching high school music, less than 1% (approximately 7/1000 students) had pursued music in either university/college or music-related employment directly out of secondary school.**
- **However, there are many famous musical artists who credit their success to their music teachers**

## **PRESIDENT BILL CLINTON:**

- Clinton says that he has thought of Mr. Spurlin (his high school music teacher) as *an influence all his life*, staying in touch with him until he passed away.
- He believes that his years with Mr. Spurlin made him what he is today, and that he convinced him that he could "*organize and run things*," doing whatever he wanted to do in life through teaching music.

# **PRESIDENT CLINTON PLAYS THE SAXOPHONE**

Source: <https://www.youtube.com/watch?v=YqB7UEdhKug>



# **PRESIDENT CLINTON PLAYS THE SAXOPHONE**

**How does this clip of Clinton playing the sax on late night T.V affect your opinion of him?**

**(a) It makes him more seem more relatable and relevant to the average citizen. He comes across as honest and friendly, and he can be trusted to lead a country.**

**OR**

**(b) It makes him seem like a lazy rock star who is interested in sex, drugs, and rock'n roll, and he does not have the political savvy to lead a country.**

**NUMBER 8:  
40+ MILLION COPIES SOLD**



***“Millennium”* by the Backstreet Boys  
Released 1999**



**BRIAN LIT'TRELL: BACKSTREET BOYS**  
**Heavily Influenced By His Music Teacher**

## **IN BRIAN LITTRELL'S OWN WORDS:**

*“a long time friend of the last 25 years – Barry Turner, my music teacher from grade school through middle school and high school. Mr. Turner ... respected me, saw the talent I and others had, always pushed us to be better, to work hard and to be diligent and respectful. I’m very grateful for the relationship I still have with Mr. Turner.”*

Source: <http://musiced.nafme.org/news/music-stars-sing-praise-to-their-music-teachers/>

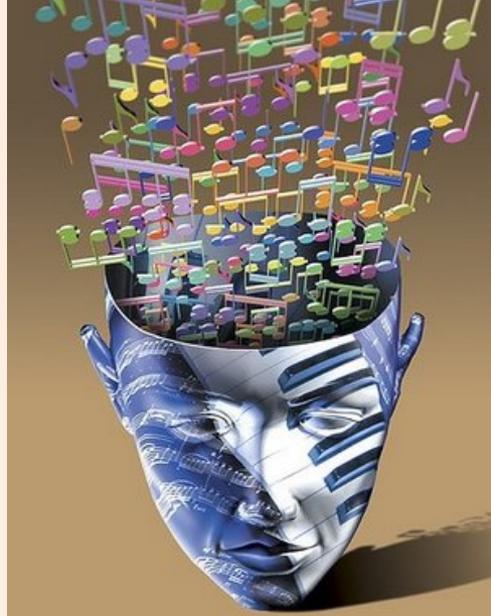
# **THE REAL REASON WHY WE TEACH MUSIC**

- The bottom line is that we teach music simply because it is another way of knowing and making meaning of the world around us.
- Music is a distinct form of intelligence, as defined in Howard Gardner's Multiple Intelligence Theory:

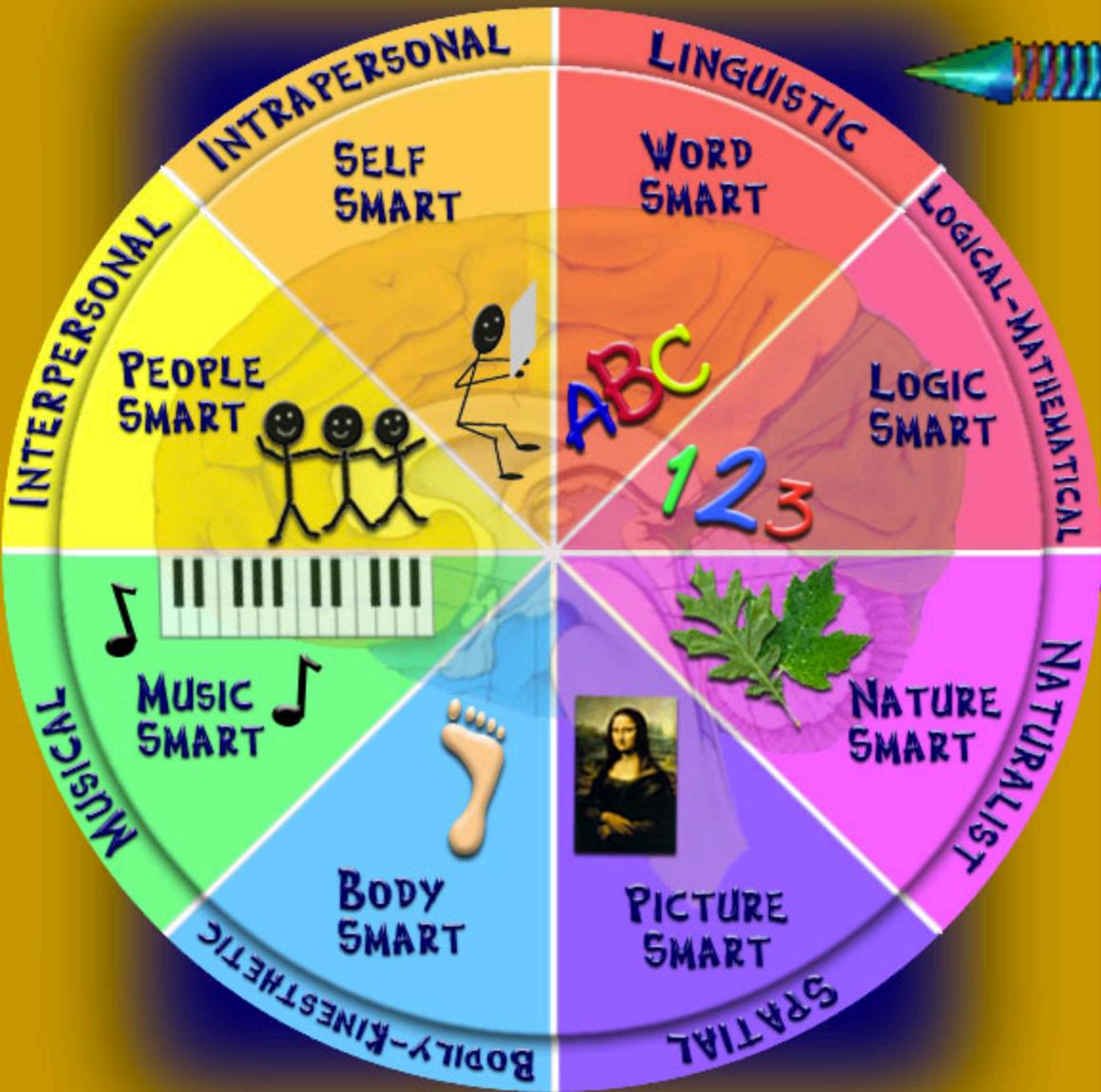
1. Linguistic Intelligence
2. Logical/Mathematical Intelligence
3. **Musical Rhythmic Intelligence**
4. Bodily/Kinesthetic Intelligence
5. Spatial Intelligence
6. Naturalist Intelligence
7. Intrapersonal Intelligence
8. Interpersonal Intelligence
9. Existential Intelligence

# HOW GARDNER DEFINES MUSICAL INTELLIGENCE:

**Musical Rhythmic Intelligence:**  
**The capacity to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, it's so omnipresent.**



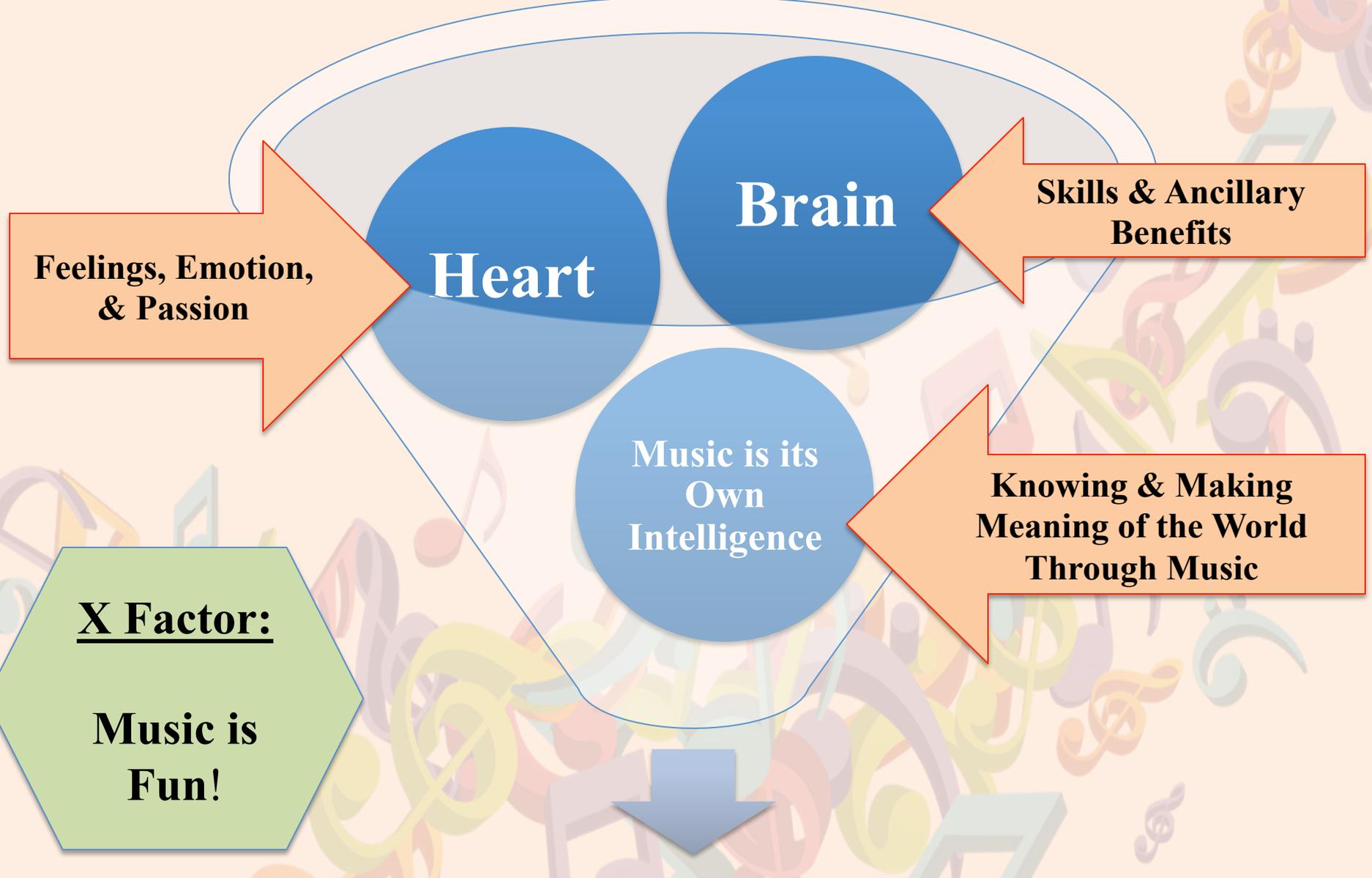
# MULTIPLE INTELLIGENCES



**EQAO  
FOCUS**



THEORY BY HOWARD GARDNER  
GRAPHIC BY MARK R. KASER  
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# **THE VALUE OF TEACHING MUSIC**

# **THE VALUE OF THE MUSIC CURRICULUM**

## **From Blog #1**

**“Music . . . can open up the mind of a child in extraordinary ways. The abstraction of music allows them into a special world and a unique way of thinking.”**

**Richard Gill**

Music Director of the  
Victorian Opera Company in Australia

# **WHY MUSIC EDUCATION BELONGS IN PUBLIC SCHOOLS**

**By Roger H. Brown,  
President of Berklee College of Music in Boston, MA**



<https://www.youtube.com/watch?v=uA6p1I9GkX0>

# **THE REALITY OF THE MATTER:**

(From Session #4)

Many schools simply do not teach music because the vast majority of generalist teachers are not trained to do so, and no one seems to care.

Why does the publicly funded system of education get away with it, **and who is to blame?** Does anybody care?

(1) The Ministry?

(2) Faculties of Education?

(3) The Ontario College of Teachers?

(4) School Boards (superintendents & principals)?

(5) Teachers?

(6) Parents?

(7) Society at Large?

# **REALITY CHECK:**

<http://www.musicmakesus.ca/politicians/>

**This website lists 15 descriptors of a quality music program from Kindergarten to Graduation (in a perfect world)**

**In your current groups, analyze these 15 descriptors and answer the following 3 questions:**

- (1) Which descriptors have you experienced either as a student or a student teacher? (please explain and provide context)**
- (2) Which descriptors stand out as “too demanding” for most elementary schools? Why?**
- (3) Which descriptors are feasible in the average elementary school? How?**

# **GENERAL DESCRIPTION OF A QUALITY MUSIC PROGRAM: PRE-KINDERGARTEN TO GRADUATION (TIME PERMITTING)**

## **Let's Go Through Each Descriptor . . .**

- (1) Every student shall study music in each grade in elementary school. In secondary school students will be able to choose from a variety of music programs which shall be available to every student in every academic year.**
- (2) The music education program shall be sequential and skill-based and include a wide range of activities leading to clearly defined musical skills and knowledge.**
- (3) The required music skills, knowledge and values shall be clearly articulated in a music curriculum that has been developed by qualified music educators.**
- (4) Every student shall be taught music by a teacher who is qualified to teach the subject. The music teacher should have a university degree, a teaching certificate, music education training as well as additional in-services and courses which qualify him or her as a music education specialist in the grades being taught.**

**(5) Every Board of Education shall have a music education specialist in the position of coordinator/consultant of music and adequate music consultative/resource staff to help maintain a high program standard in music education. All courses require the support of the principal and in the higher grades, the guidance departments.**

**(6) Every music education program shall stress creative musical experiences and the joy of participation.**

**(7) It is essential that musical sounds, activities, materials and repertoire be of high quality and lasting value.**

**(8) In all courses students will learn and express musical concepts using the language of music.**

**(9) All programs shall include a rich selection of styles and periods including authentic music from various world cultures.**

**(10) Adequate space, facilities, equipment and resources shall be available to support a balanced music education program in each school.**

**(11) Grade appropriate technology shall be made available for student learning.**

**(12) There shall be an adequate budget to support all instructional and co-instructional music activities.**

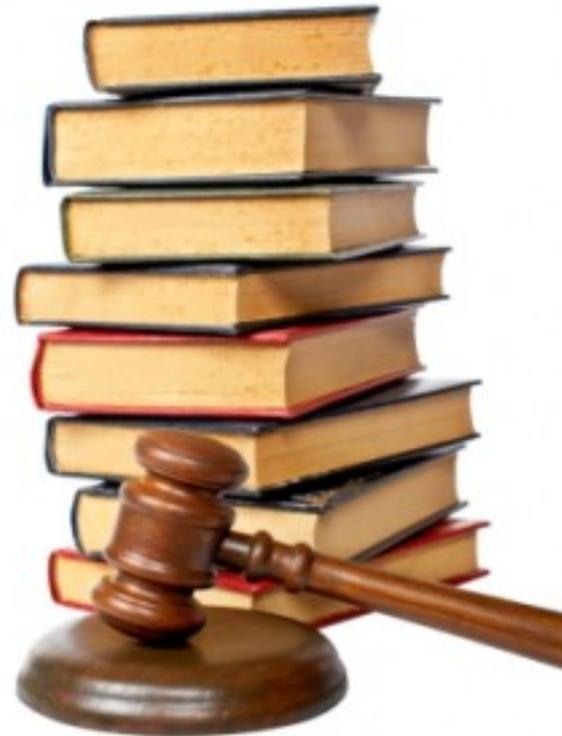
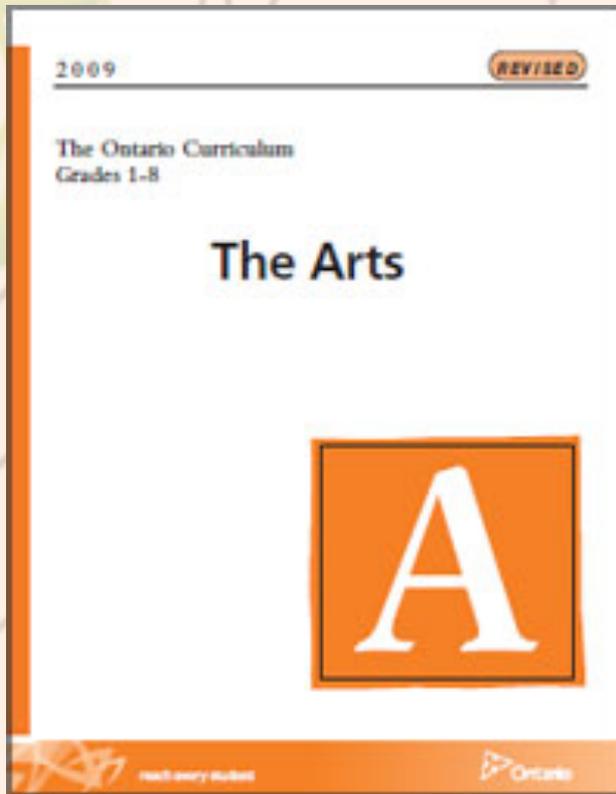
**(13) There shall be opportunities for students to participate in a variety of music performances in the school and the community throughout the academic year if this is appropriate.**

**(14) Music education programs shall include career education, where appropriate.**

**(15) Music must maintain its integrity in the curriculum and be taught for its own sake. In addition, music shall be used to enhance and support other curriculum areas.**

# THE BOTTOM LINE (4 IMPORTANT POINTS)

**(1) Music is a legally mandated right for all children in publicly funded schools across Ontario.**



# **THE BOTTOM LINE (4 IMPORTANT POINTS)**

**(2) Music helps kids academically, socially, culturally, and emotionally.**



# THE BOTTOM LINE (4 IMPORTANT POINTS)

(3) You do not have to be Mozart to be an effective music teacher. The new paradigm of musical experiences makes it much easier for generalist teachers to provide a meaningful and effective music curriculum.

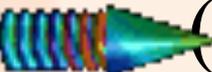


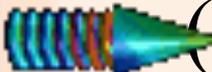
# REMEMBER:

**Two thirds of the music curriculum  
is non-performance based.**

## **The 3 Major Strands Across the Arts: Page #13**

(1) Creating and Presenting/Performing

 (2) Reflecting, Responding, and Analyzing

 (3) Exploring Forms and Cultural Contexts

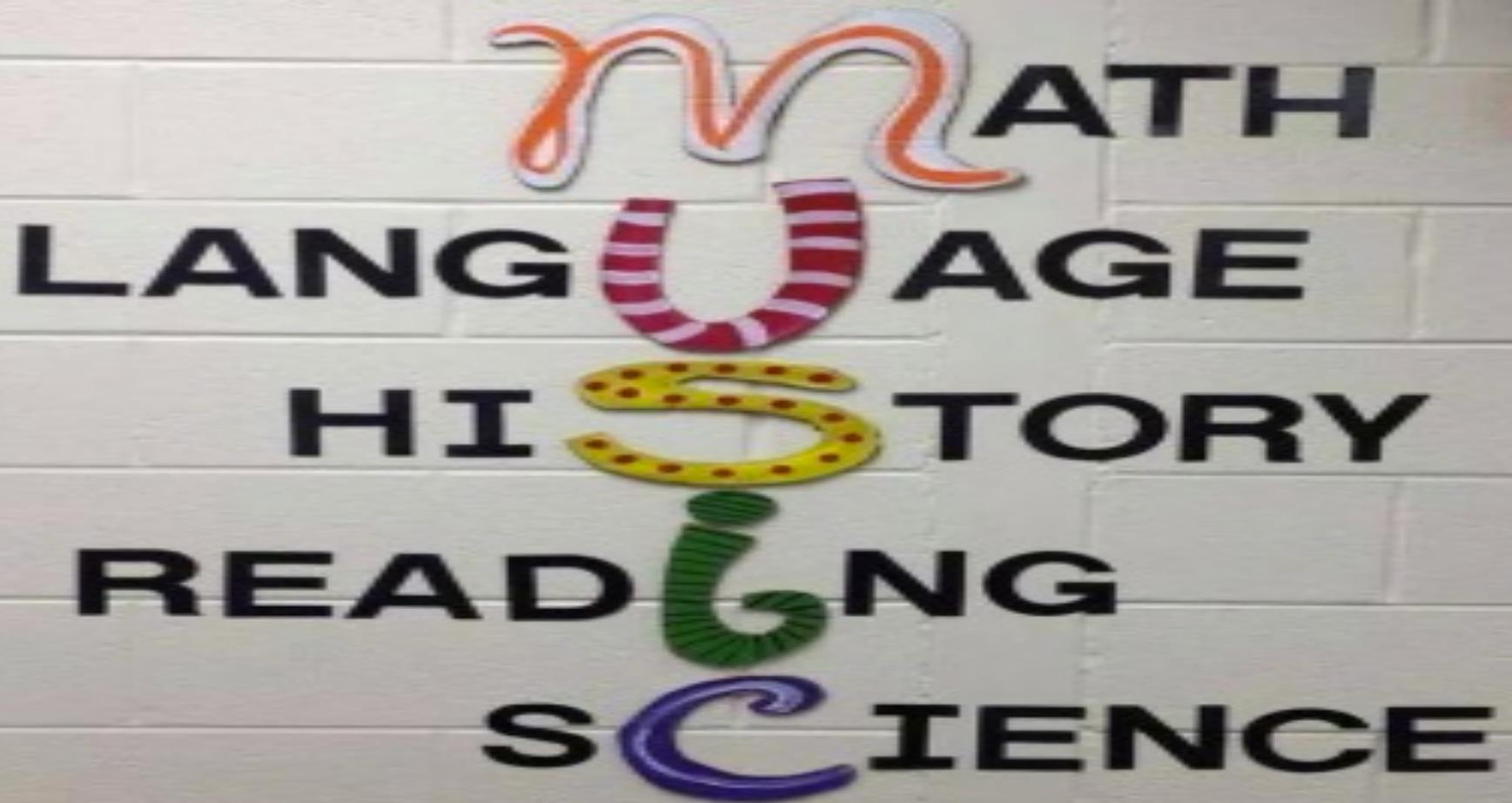
# THE BOTTOM LINE (4 IMPORTANT POINTS)

(4) Music has *incredible power* and can help you develop relationships with your students, move away from transmission, and foster personal and classroom growth. Treat it with respect, and your overall teaching will improve.

**MUSIC  
IS  
POWER®**



**CLASS ACTIVITY (TIME PERMITTING):  
MUSIC REPRESENTS ALL SUBJECTS**



MATH  
LANGU AGE  
HI STORY  
READ NG  
SCIENCE

## **GROUP TASK: (TIME PERMITTING)**

**PLEASE FORM 8 GROUPS AND FINISH THE FOLLOWING STATEMENT**

**Group 1: Music is a Science Because . . .**

**Group 2: Music is Mathematical Because . . .**

**Group 3: Music is a Foreign Language Because . . .**

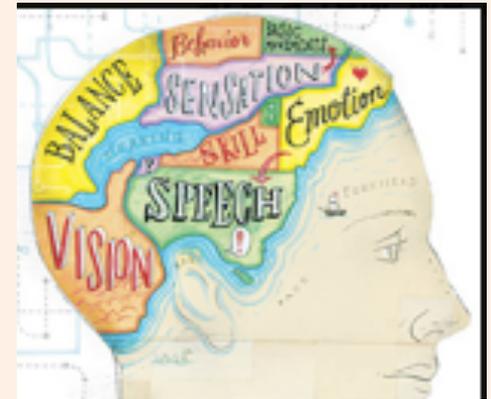
**Group 4: Music is History Because . . .**

**Group 5: Music is Geography Because . . .**

**Group 6: Music is Physical Education Because . . .**

**Group 7: Music is Religion Because . . .**

**Group 8: Music is Literacy Because . . .**



### **Music is a Science Because . . .**

**It is exact, specific; and it demands exact acoustics.**

**A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.**

### **Music is Mathematical Because . . .**

**It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

### **Music is a Foreign Language Because . . .**

**Most of the terms are in Italian, German or French; and the notation is certainly not English but a highly developed kind of shorthand that uses symbols to represent ideas.**

**The semantics of music is the most complete and universal language.**

### **Music is History Because . . .**

**Music usually reflects the environment and times of its creation, often even the country and/ or racial feeling.**

## **Music is Geography Because . . .**

**It can identify and evoke a specific space, place, country, culture, or human practice (i.e. worshiping).**

## **Music is Physical Education Because . . .**

**It requires fantastic coordination of fingers, hands, arms, lip, cheek and facial muscles, in addition to extraordinary control of diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.**

## **Music is Religion Because . . .**

**It plays a significant role in the ceremonial aspects of all human religions from the cradle to the grave**

## **Music is Literacy Because . . .**

**It often involves new terminology and involves the reading of abstract symbols. Vocal music also involves the reading words and poetic stanzas**

# **SESSION #5 SUMMARY**

- (1) Brainteaser Activity**
- (2) Listening Activity**
- (3) Musical Movements**
- (4) Blog #2 Highlights**
- (5) Music Education Advocacy:**
  - Why Do We Teach Music?**
  - Curriculum Vs. Hidden Curriculum**
  - Music Makes You Smarter & Ancillary Benefits**
  - Long Term Effects/Affects of Music Education**
  - Music as a Distinct Intelligence**
  - The Value of the Music Curriculum**
  - The Right to Music Education**

# **NEXT SESSION PREPARATION**

## **Course Reading:**

**“We Don’t Need No Education – We Don’t Need No Thought Control.”**

**Available as a PDF  
on the course website.**

Have A Great Week!

