



Donna & Andy, performing duo

School performances

Supporting delivery of music curriculum in Newfoundland schools



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A Donna & Andy performance supports the delivery of the music curriculum as indicated in the Newfoundland Music Curriculum Guide (Sept. 2005 edition).

Within the context of their performance, Donna & Andy encourage students to sing along, add actions that correspond with the lyrics of the songs (also reinforcing the beat and phrasing of the song), keep a steady beat using body percussion and/or musical instruments and use physical responses to share in the musical experience. Donna & Andy's singing models appropriate vocal technique, in-tune singing, contrasting voices, good performance practices and expressive singing. Instruments played during the performances provide exposure to and examples of folk and traditional instruments of the Maritimes. Repertoire used in a Donna & Andy performance is age-appropriate and, although entertaining for the students, is able to be used for educational purposes following the concert. The songs are created for enjoyment, and promote the love of singing.

Donna & Andy provide complimentary CDs of their music (in advance of their concert) for use in all regular and music classrooms for schools in which they perform. This gives the students the opportunity to learn the songs and participate more actively during the concert, as well as providing repertoire for use after the concert has concluded. The songs are also useful for making cross-curricular connections in language and vocabulary development, dramatization, making connections with the world around us, exploring the world of imagination, storytelling and discussing emotions and feelings of self-esteem, curiosity, and the feelings of others.

Based on Donna's own professional experience as a music education specialist for over 25 years, two Teacher's resources have been created which provide activities for each song in a variety of cross-curricular areas (music, visual arts, language arts, social studies, math, science and physical activity). The activities present extension activities that accommodate the needs of various learning styles as well as options for adaptations, differentiation, and enrichment within the classroom environment. These publications are available for use by classroom teachers and music teachers who wish to further develop the educational component of the songs this duo presents in concert.

Donna's work as a composer, and the publications and recordings she has created for use in elementary school music programs have garnered her great respect and recognition in the music education field in Canada and beyond. She is a recipient of the 2011 Musica Viva award, presented by the Nova Scotia Music Educators' Association for significant contribution to music education in Nova Scotia. She also received national recognition from the Canadian Music Educators' Association as the 2012 recipient of the Jubilate Award of Merit presented for outstanding contribution to music education in Canada.

Donna & Andy have been recognized for their work as recording artists, receiving Music Nova Scotia and East Coast Music Association nominations and awards, as well as a JUNO nomination for their children's recordings.

Donna & Andy performances and repertoire can specifically support and reinforce the following outcomes as listed in the Newfoundland Music Curriculum Guide K-6. The performance itself provides modeling and support for some of the concepts. Other concepts can also be supported through the use of the concert repertoire in the classroom following the performance.

The songs listed below are regularly performed in Donna & Andy concerts. They reinforce the curriculum outcomes indicated, as extracted and combined from all outcomes in the Newfoundland Music Curriculum Guide Grades K-6.

All songs

- present a varied repertoire to assist in the development, alone and with others, of in-tune and expressive singing
- model good quality singing
- model expressive singing
- model expression through dramatization of the song
- use storytelling and/or actions and/or movement
- are age-appropriate for students in grades K-6
- provide exposure Canadian composers/musicians (all the songs are original compositions) – both male and female, and alive!
- expose children to a variety of styles of music, instrumentation, and a combination of traditional instruments and technology to create a musical performance.

Donna & Andy Song

Introduction of the performers through music
Modeling of vocal harmony, movement

Get Up in the Morning

Interactive elements: Singing along in the choruses
Adding actions and/or clapping the beat in instrumental sections
Giving suggestions for alternate lyrics based on their own experience

Rhythm and Metre

Keep the beat.

Form

Use dance and movement to reinforce form. Focus on repetition and contrast.
Provide opportunities for reflection and response (students give their own ideas for the lyrics to be used).

Expression

Act out/ dramatize a song or event (modeling).
Explore and create suitable sounds from available sound sources to create an effect, for example: sunshine, rain, thunderstorm, etc. Sound sources may include voices. (modeling of this concept)

Contexts

Sing songs that celebrate associated with seasonal events.
Listen to selections related to their own environment – home, family, school, seasons, celebrations, events.
Authentic performance – blues style.

Ed the Invisible Dragon

Interactive elements: Singing along in the choruses
 Adding actions
 Singing along with the whole song

Rhythm and Metre

Keep the beat.
 Use contemporary selections for keeping the beat.

Melody/Pitch

Develop with others, in-tune expressive singing.
 Use a varied repertoire with an expanded range.
 Minor tonality (introduced in Grade 2+ as a conscious concept).
 Encourage individuals or groups of students to sing phrases alone or together.

Harmony

Use body percussion to create rhythmic ostinati.

Form

Use dance and movement to reinforce form. Focus on repetition and contrast.
 Create movement patterns that reflect the phrase form of a song.

Expression

Sing a familiar song using different emotions (modeling).
 Act out a story. Explore and create sounds using the voice that reflect appropriate mood or effect (modeling - used in the introduction to the song).
 Listen to a song and use an appropriate movement according to directions in the song.
 Perform songs which provide students the opportunity to create movement and/or dramatize/act out the story.

Contexts

Create movement/dramatize a song, depicting a situation.
 Listen to selections related to their own environment – home, family, school, seasons, celebrations, events.

It's a Pirate's Life for Me

Interactive elements: Singing along in the choruses
 Adding actions to act out/dramatize the song
 Vocabulary development – French lyrics (where French immersion or core French is a part of the school curriculum)

Melody/Pitch

Develop with others, in-tune expressive singing.
 Include a varied repertoire with an expanded range.
 Encourage individuals or groups of students to sing phrases alone or together.

Expression

Explore and create sounds using the voice that reflect appropriate mood or effect. (modeling - used in the introduction to the song)
 Perform songs which provide students the opportunity to create movement and/or dramatize/act out the story.
 Provide examples of instrument families.
 Dynamics – loud/soft (modeling).

Contexts

Authentic performance – accordion
 Introduction of the accordion – what it sounds like in isolation from the song.

Gramma's Pajamas

Interactive elements: Connecting with the everyday world and relationships within families, through storytelling and questions
Keeping the beat

Rhythm and Metre

Keep the beat (body percussion).

Expression

Perform songs which provide students the opportunity to create movement and/or dramatize/act out the story.

Contexts

Authentic performance – fiddle/violin.

Identify instruments of the orchestra. Where possible invite and instrumentalist to perform and present an instrument.

Play popular musical examples that have many cultural influences – Latin music, jazz, country, etc. (modeling of Bluegrass style of music).

That's it for Today (instrumental)

Interactive elements: Connecting with the cultural aspects of Newfoundland music through storytelling and questions
Keeping the beat
Playing instruments

Rhythm and Metre

Keep the beat (body percussion).

Students play accents, beats, and rhythm patterns on classroom instruments.

Assign a student conductor (to direct changes in movement).

Students create rhythmic ostinati and accompaniments using known elements.

Perform on traditional instruments (ugly stick, spoons and washboard).

Harmony

Clap, tap or play instruments to create rhythmic ostinati (or keep the beat).

Form

Use simple movements that change for an unlike phrase.

Expression

Perform songs which provide opportunities for students to play instruments.

Provide examples of instrument families.

Contexts

Authentic performance – fiddle or accordion, guitar, Newfoundland ugly stick, spoons, and washboards.

Provide a performance representing the Newfoundland and Maritime traditional culture.

Focus on an instrument from a culture – Maritime traditional music.

Perform and listen to varied selections representing their own and other cultures.

Make connections where possible between music, culture and life experiences.

Discuss the technologies used when making music in the old days. For example, accordions, spoons, ugly stick. Play musical examples.

Avail [oneself] of opportunities for live performances and presentations in the school that reflect our own and other cultures.

Pondering Penguins

Interactive elements: Storytelling and questions to introduce and dramatize the story
 Keeping the beat
 Movement (line dance) selected students

Rhythm and Metre

Keep the beat (using dance).
 Provide opportunities through singing and listening for students to move to and derive meter.

Harmony

A small group creates a movement ostinato to be performed with a song.

Form

Use simple movements that change for an unlike phrase.
 Show the phrases through movement. Students keep the beat with their feet and make a quarter turn at the end of each phrase.

Expression

Perform songs which provide opportunities for students to create movement.
 Dramatize/act out a song or story (modeling) In the introduction to the song.

Contexts

Sing songs about the world in which they live. Make connections with other subject areas where possible.
 Take opportunities to discuss and connect basic historical, social and personal influences in the music being studied (the natural world).
 Play popular musical examples that have many cultural influences – Latin music, jazz, country, etc. (modeling of country style of music).

Donna-Andy Cha Cha Cha

Interactive elements: Keeping the beat
 Movement (according to instructions in the song) – whole audience

Rhythm and Metre

Keep the beat.
 Create movement reflecting the rhythm and metre of the musical selection.

Expression

Perform songs which provide opportunities for students to create movement.
 Listen to a song and use an appropriate movement according to directions in the song.

Contexts

Play popular musical examples that have many cultural influences – Latin music, jazz, etc. (modeling of dance-based style of music).

Computer Cat

Interactive elements: Puppet as a prop to aid in the dramatization of the story

Expression

Sing a familiar song using different emotions (modeling).
 Act out a story.
 Explore and create sounds using the voice that reflect appropriate mood or effect.
 (modeling)

The Most Important Person

Interactive elements: Storytelling and questions to introduce and dramatize the story
Acting out/dramatizing the story - selected student

Expression

- Perform songs which provide opportunities for students to create movement.
- Dramatize/act out a song or story.
- Provide opportunities for reflection and response.

Contexts

- Make connections where possible between music, culture and life experiences.
- Listen to selections related to their own environment – home, family, school, seasons, celebrations, events.

Post Concert Curriculum Extensions

Teachers can continue the reinforcement and practice of the specific concepts modeled and reinforced in the performance by using the complimentary CDs provided for each classroom. Extension of the concepts can occur, plus additional activities can be pursued following the concert.

Following curriculum suggestions for assessment from grades 2-6, concert follow-up activities can include assigning students to:

- Write a short reflection focusing on two things they learned, what they liked about the music presented
- Write journal entries or reflections commenting on the performance.
- Write a critique of how the performance demonstrated expressiveness of singing.
- Create reflections describing their response to music by contemporary musicians/composers.
- Write a short research project featuring the life and the musical example of a composer/musician.
- Contrast one aspect of the culture/time presented, to their own culture/time.

Teachers who are working on delivering Grade 4-6 curriculum requiring students to complete a short research project on the life and times of a composer or musician (old or new/contemporary, male and female) are more than welcome to use Donna & Andy music and resources and also work with Donna Rhodenizer and/or Andy Duinker to assist with this topic. This may be done in conjunction with Donna & Andy concerts in a school, but it is also an invitation to schools in general who are looking for living, Maritime, Canadian composers for research projects.

Please visit our website for additional information:

Schools where we have performed <http://www.redcastlepublishing.com/schedule.html>

Promotional video (1½ minutes) <http://www.redcastlepublishing.com/da.html>

Published educational resources <http://www.redcastlepublishing.com/printed-music.html>

Recordings <http://www.redcastlepublishing.com/cd.html>

Recommendations <http://www.redcastlepublishing.com/peoplesay.html>