

Strategies for Teaching Reading in High School Music Classes

Megan Case
Andrews University

Abstract:

When thinking about teaching students to read and exposing them to a variety of literature on a variety of subjects, the music classroom is probably not the first environment that comes to mind. But students will not likely learn to read literature from each content area unless they are taught. This research contains a few ideas for integrating literature and reading into a music classroom in a ways that will assist students in learning music as well.

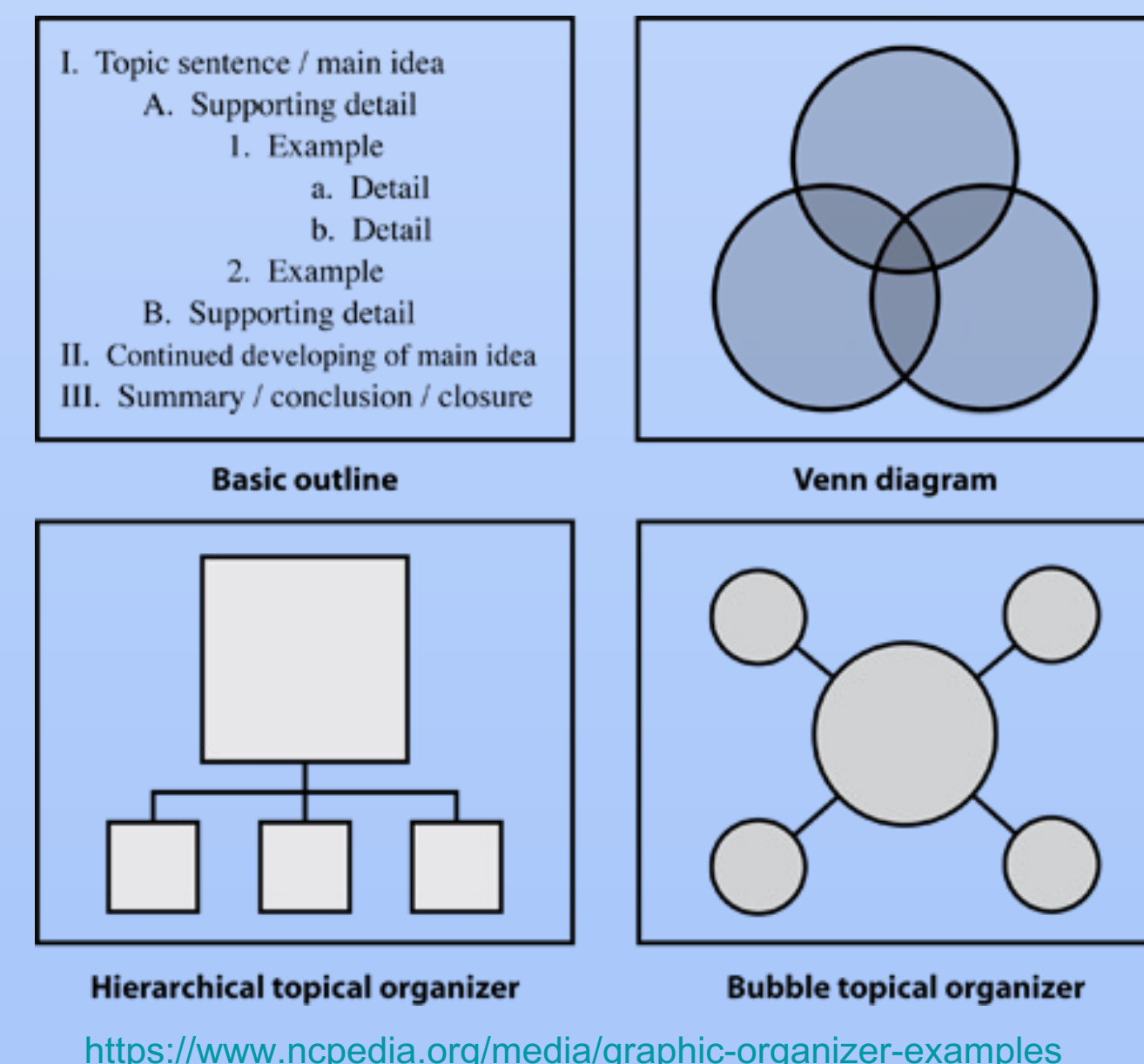
Reading Strategies and their Application

Word Walls:

A strategy for teaching vocabulary words, a word wall, is literally a space on a wall to post new words as students are exposed to them. In addition to serving as a visual reminder it is a convenient way for the teacher to be able to refer back to them and continue to review definitions. In a music classroom this holds potential especially as students learn to read music and all the terms and symbols for dynamics, style, techniques and articulations that come with it.

Graphic Organizers:

Assists students in processing the information they are taking in. I find them to be a tool to bridge the gap between reading about, listening to and playing music. Students can pull the big ideas and important details from each and see how they correlate.



<https://www.ncpedia.org/media/graphic-organizer-examples>

Activating Prior Knowledge:

An important part of reading comprehension and learning a piece is being able to connect it with things a student already knows or is concurrently learning. If reading concepts can be connected to music being learned or the background of a piece to a book, the meaning for both will be more significant

Examples of Literature in the Music Classroom

Song Lyrics:

The lyrics to the pieces you teach can be used to teach literacy by studying the words used, rhythm they are spoken or sung in and structure of verses, much like poetry. Most sung pieces have lyrics and lyrics to many instrumental pieces can be found.

Piece descriptions:

In the front cover of many scores, composers write a short description of the piece and the history, style and inspiration that went into it. This can be used to learn about the piece and to branch off into closely related reading material and topics, as well as adding meaning to the piece being studied.

Student Choice Articles:

There is a lot read about when it comes to music! Students can choose articles about a variety of genres, historical figures, modern artists, styles, new compositions, technological advances and more. Students are more likely to retain information and choose to read if they choose what they read

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