

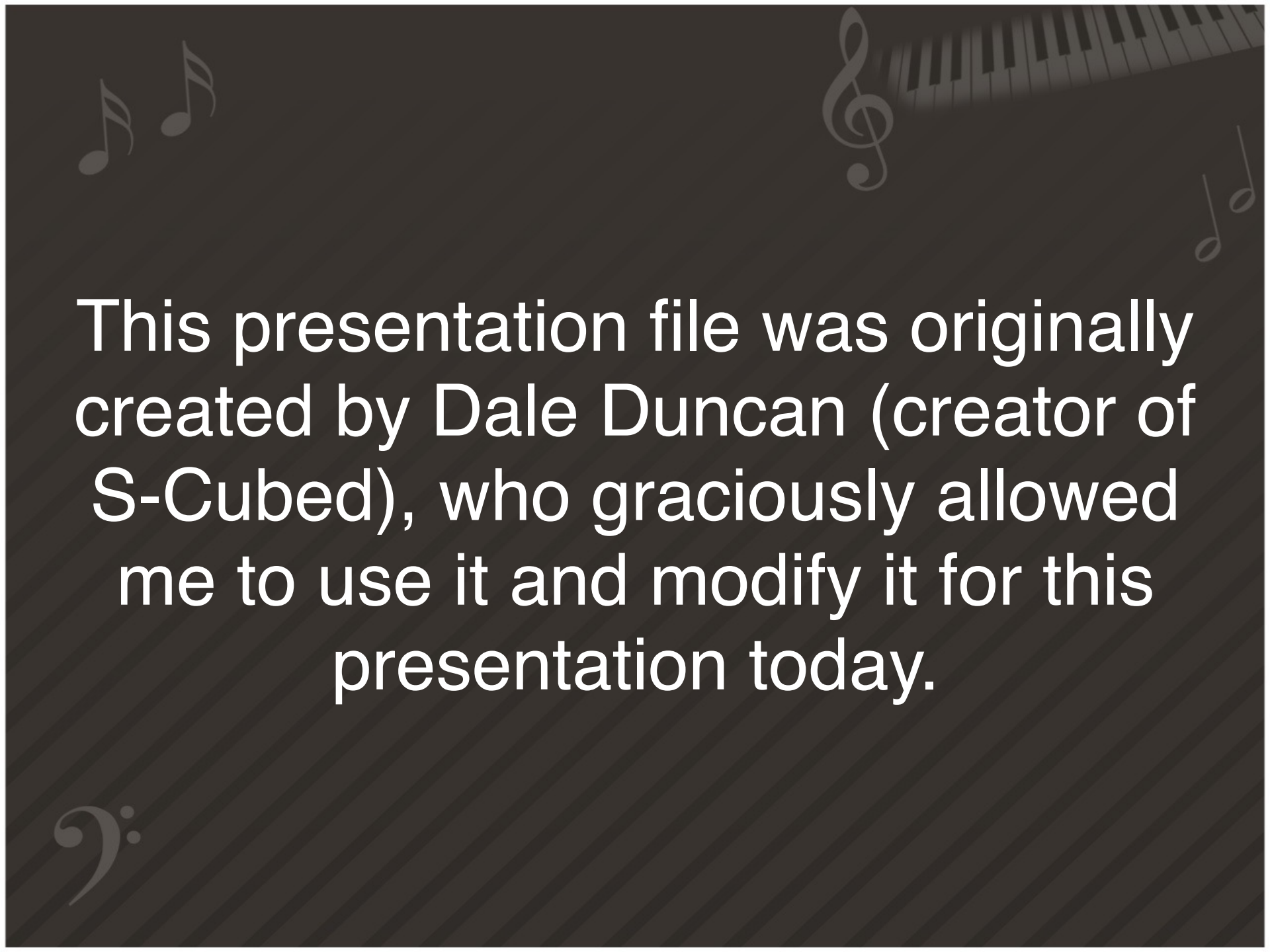
Music in the Middle with Mr. D

S-Cubed!

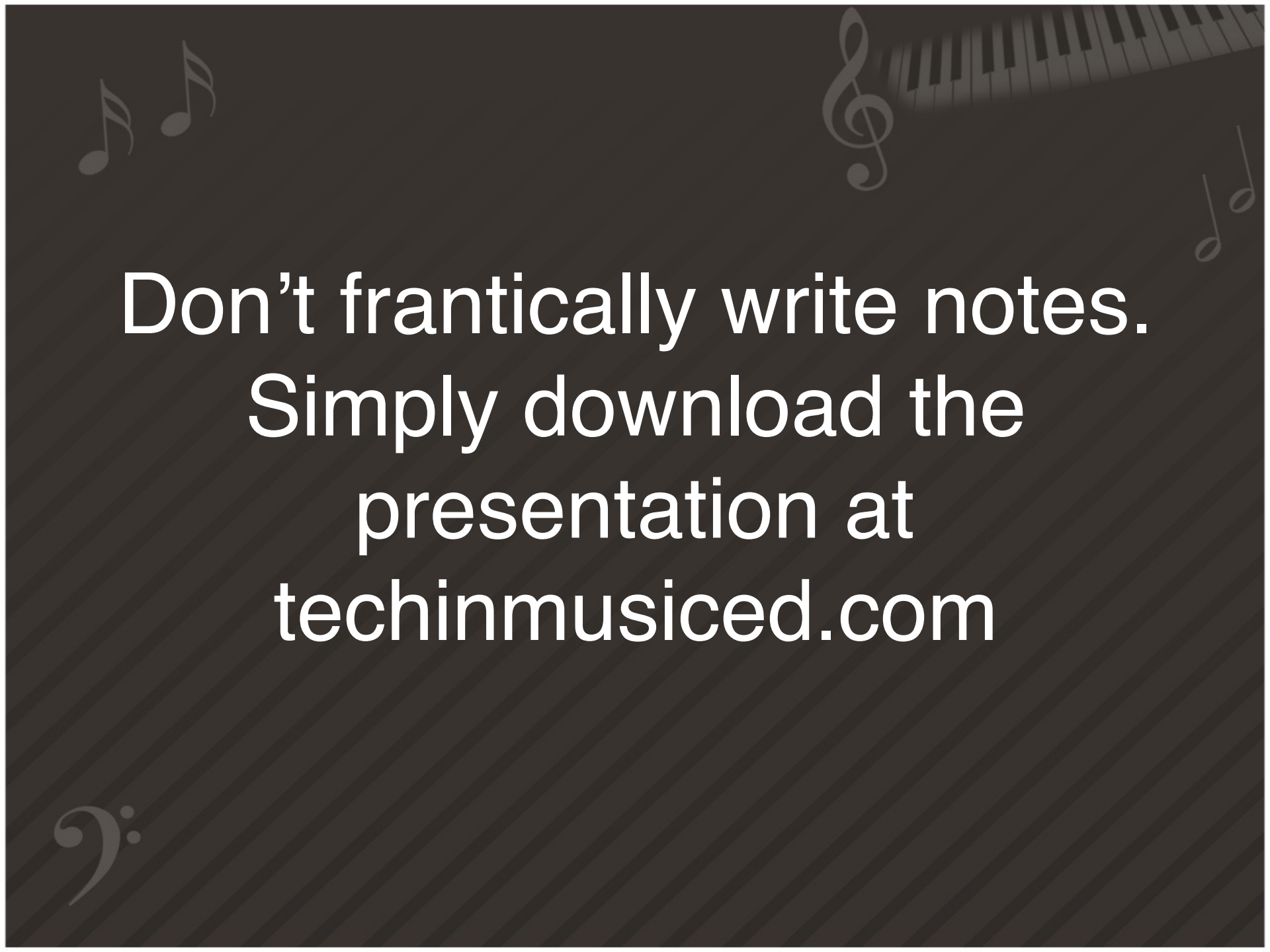
**Successful Sight Singing For
Middle School Teachers**

TMEA, February 17, 2018

Christopher J. Russell, Ph.D.

The background is dark with a subtle pattern of diagonal lines. It features several musical motifs: two eighth notes in the top left, a treble clef and a portion of a piano keyboard in the top right, a single eighth note in the middle right, and a bass clef in the bottom left.

This presentation file was originally created by Dale Duncan (creator of S-Cubed), who graciously allowed me to use it and modify it for this presentation today.

The background features a dark grey piano keyboard in the upper right corner, with several musical notes (treble clef, bass clef, and eighth notes) scattered across the dark grey background. The text is centered and reads:

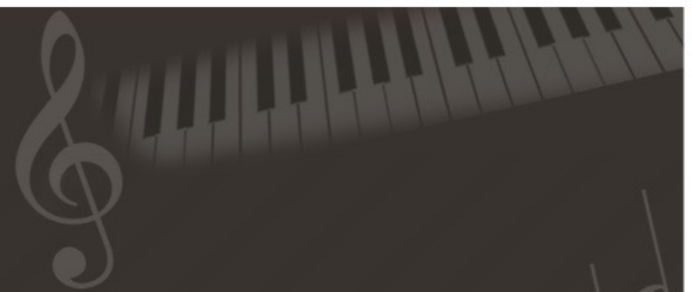
Don't frantically write notes.
Simply download the
presentation at
techinmusiced.com

The background of the slide is dark grey with a subtle pattern of musical notes and a piano keyboard. The word "Summary" is written in a large, bold, orange font, underlined with a thin orange line. The text "In case you have somewhere else to be:" is in a white, sans-serif font. Below it is a bulleted list of five items, also in white, sans-serif font. The first item is "S-Cubed is a method made by a middle school teacher for middle school students...but it can be adapted for other levels". The second item is "At its core, it is built around a GAME, and in that, building relationships through sight singing". The third item is "Kodàly syllables, hand symbols, and counting are core elements of the process. Concepts are taught purposefully and systematically.". The fourth item is "Commit to the curriculum, follow the curriculum, and be careful about adapting the curriculum". The fifth item is "You can purchase the curriculum at Teachers Pay Teachers".

Summary

In case you have somewhere else to be:

- S-Cubed is a method made by a middle school teacher for middle school students...but it can be adapted for other levels
- At its core, it is built around a GAME, and in that, building relationships through sight singing
- Kodàly syllables, hand symbols, and counting are core elements of the process. Concepts are taught purposefully and systematically.
- Commit to the curriculum, follow the curriculum, and be careful about adapting the curriculum
- You can purchase the curriculum at Teachers Pay Teachers



Some questions for you...



The background of the slide is dark grey with a subtle pattern of diagonal lines. In the top right corner, there is a faint image of a piano keyboard. Scattered throughout the background are several musical notes and symbols, including a treble clef, a bass clef, and various note heads and stems.

Question #1:

Have you ever heard a student moan with dread when you asked your class to pull out the Sight Singing books?

The background features a dark grey gradient with faint, light grey musical notes and a piano keyboard in the upper right corner. The title 'Question #2:' is prominently displayed in orange, underlined text.

Question #2:

Have you ever felt like a failure while teaching Sight Singing?



The background of the slide is dark grey with a subtle pattern of diagonal lines. In the top right corner, there is a faint image of a piano keyboard. Scattered around the text are several musical notes and a treble clef. The main title is in a large, bold, orange font and is underlined.

Question #3:

Do you enjoy teaching Sight
Singing?





My own journey


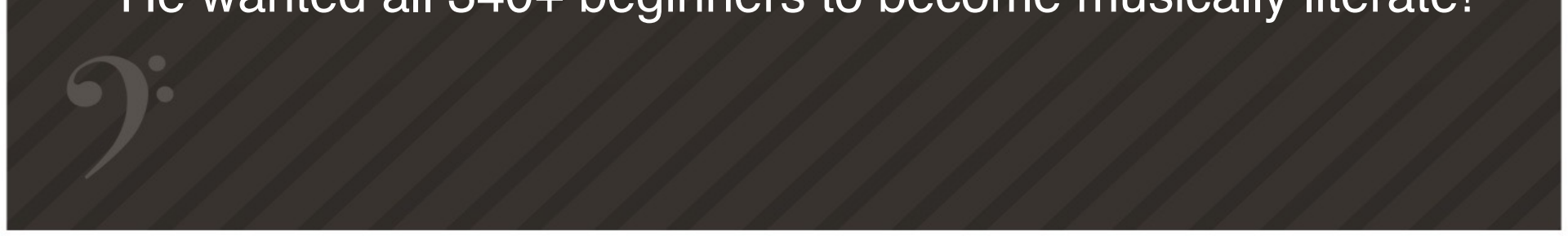
- My high school choir used “Melodia,” moveable DO.
- My college experience was fixed DO.
- I taught sight-singing sporadically at the high school level. I occasionally shifted between moveable DO, fixed DO, and numbers.
- Something “snapped” in 2005 when one of my doctoral examiners asked what I was doing to teach music literacy
- I have experimented with many tools (Masterworks Press, Bruce Phelps Sight Reading Method, SmartMusic, Sight Reading Factory)
- I have even attempted to teach every note by solfège at the high school and middle school
- A local middle school teacher who was struggling with behavior adopted S-Cubed, and said it helped. I figured, “Why Not?”



Why Dale Duncan Created S-Cubed:



340+ students ...

- 
- He had failed many times!
 - In his opinion, other methods skipped too many steps for young singers.
 - He was looking for a systematic sight-reading methodology in an easy to use 21st century format.
 - He wanted to have FUN while teaching Sight Singing (no moaning!)
 - Most importantly....
He wanted all 340+ beginners to become musically literate!
- 



- Dale does not consider himself an academic scholar. He is a real teacher in a real classroom.
- His research lab has been twenty-six years of teaching middle school singers.
- He has taken a few courses along the way, taken days off school to watch other teachers, but S-Cubed is mostly the result of trial and error!



S-Cubed is a

method

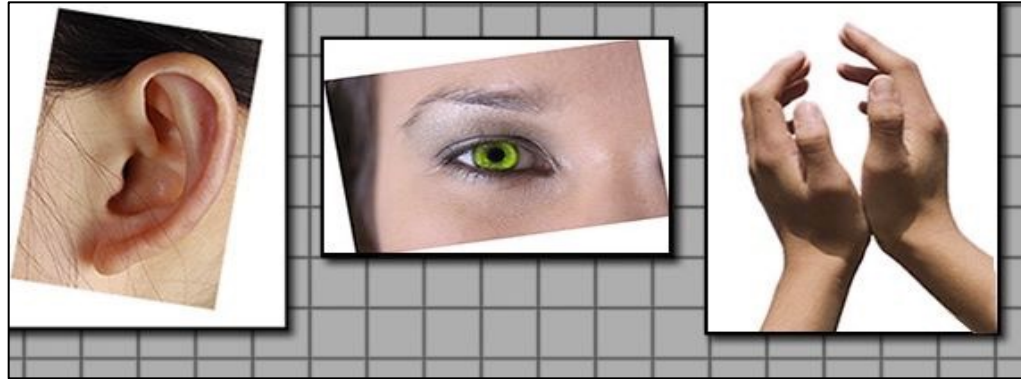
AND a

philosophy





The Three Ingredients



Leverage
All
Learning
Styles



Build & Reinforce
10 – 15 minutes/day



Incorporate
Fun &
Success

**The goal for beginners:
Five minutes to figure it out...
The 8-measure example was just
introduced:**



After 5 minutes:





Fun Activities

- Singing Positions
- Forbidden Pattern

Tools for Your Toolbox

- Varied But Comfortable DO
- Chaos: How to teach it
- Rhythm: Kodály TA system & Importance of Accents

Learning Styles

- Follow the Hand and Ear (Pitch Training)
- Training the Eye (Ledger Lines)
- Pulsing



Interactive: Singing Positions

Instructions: Follow me at your seat!

Position 1: Concert Singing position

Hands by side

Feet shoulder width apart

Chest up/shoulders relaxed

Position 2: Music learning position

Sit at front edge of chair

Torso completely straight

Position 3: Relaxed Position



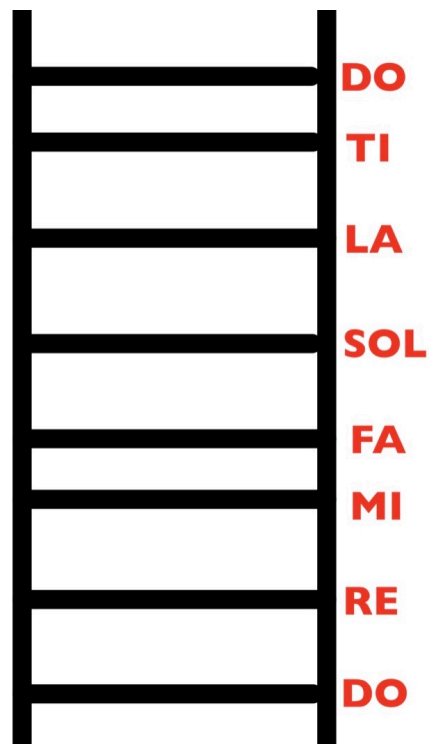
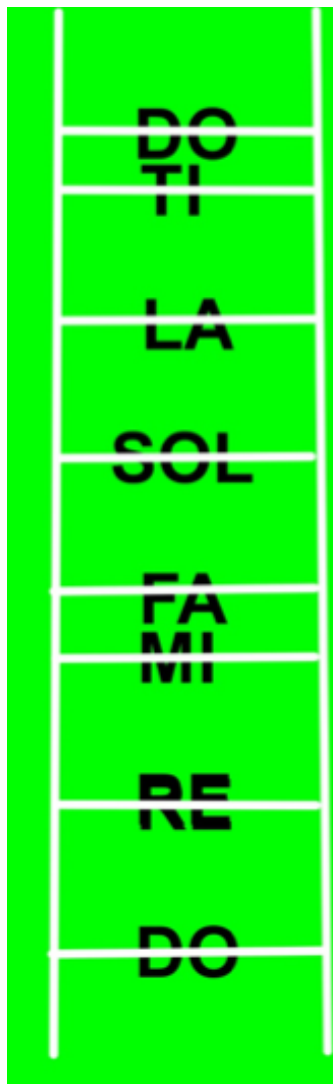
Interactive: Forbidden Pattern!

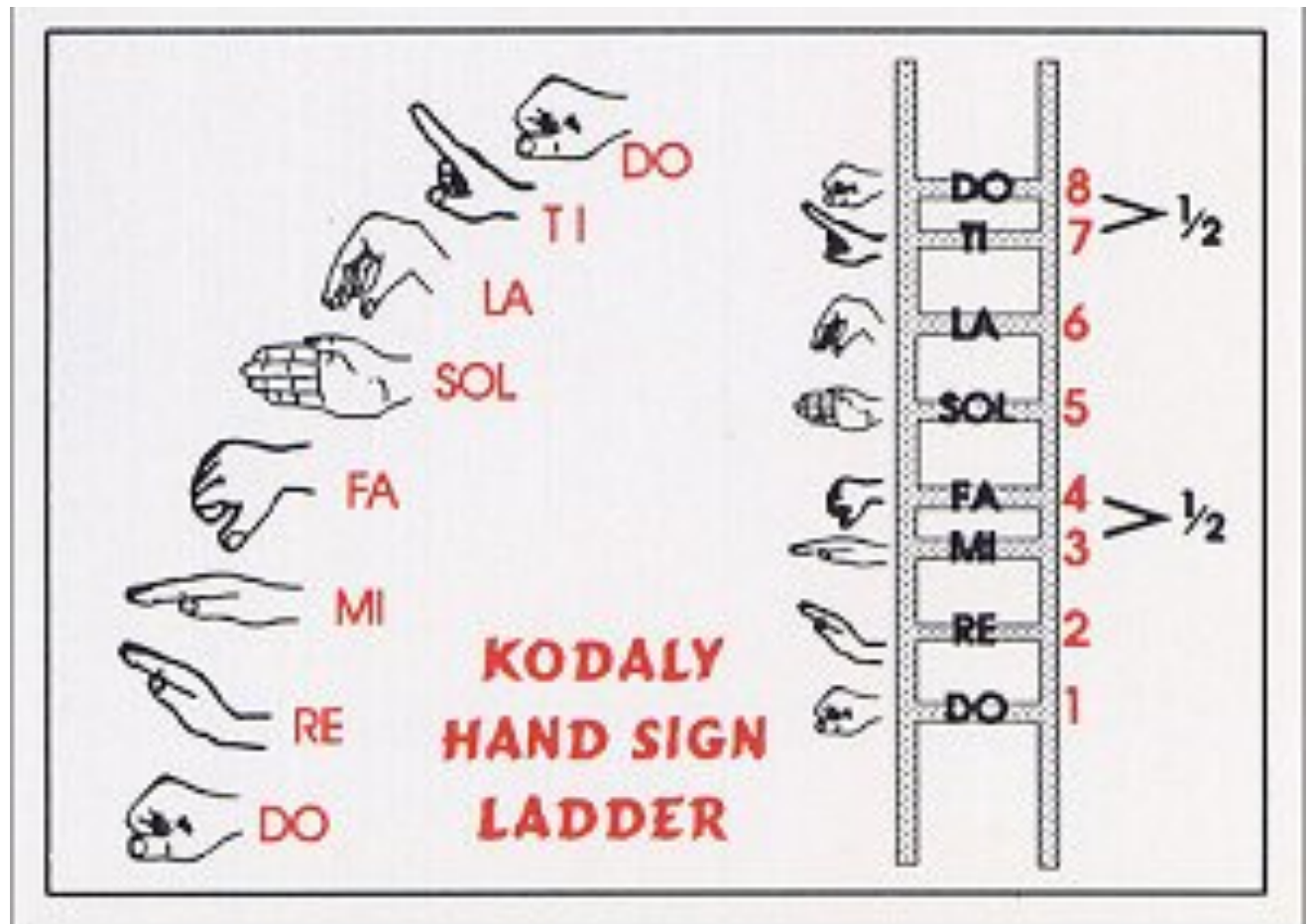
Instructions: Follow me at your seat!

- Repeat the hand signs as you sing!
- Make sure you have a Kodàly Hand Chart in your room (I project mine during the game).
- Introduction of the game.

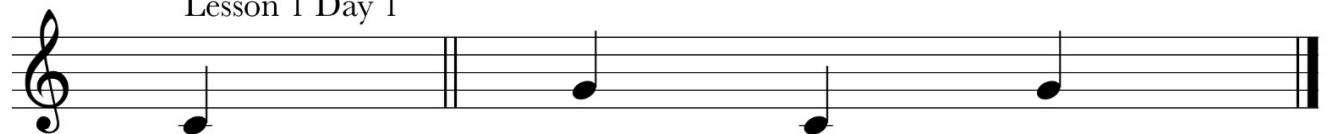


Example: Solfege Ladders for the classroom





Lesson 1 Day 1



Tips for the Forbidden Pattern Game

Use these ideas each time you play the game for the next couple of months.

Acknowledge good hand placement during the game. Students love to be caught doing the right thing. Others students will emulate them. Later in the method, hand placement will help them find pitches, so it is imperative to create good habits while using the game.

Explore how to have fun with the game using your personality. This gets them hooked and excited – students love when the teacher is having fun too!

Observe students who have pitch problems and focus issues.

Encourage students to use the signs even if they are making mistakes. It is critical that each student use their hands every day. During the first 10 lessons, continue to stay on top of this.

Allow students to win the game some time during the 1st week by going slowly enough that they can score a win. It keeps them excited. Speed up the game as they get better. Keep morale high while they get comfortable with the signs.

Use a key that is comfortable for their voices. I recommend that “DO” is anywhere from Middle C to E for this first game. Vary slightly in each subsequent game so they don’t learn “fixed” DO. Keep a comfortable range.



Using Distractions....

Some fun for the teacher!

While it is important to keep the game fast paced, add an element of fun by “distracting” the students from the forbidden pattern.

The first time you use “distractions”, tell the students what you are doing; introducing a distraction because you like to win, and want to make them forget what the forbidden pattern of the day.

For example, you can make it obvious by briefly stopping the game and talking about something random in hopes of helping them forget the forbidden pattern so you can win!

Other times, you can briefly stop the game in order to teach or reinforce a point:

- Voices (terminology, vocal production, etc.)
- Vowel Production
- Correcting Hand Signals and Posture
- Refer to something you will teach today in a song.

The key is to keep the distraction brief so they stay focused and keep the game interesting.
Make sure they maintain their singing posture while you distract.



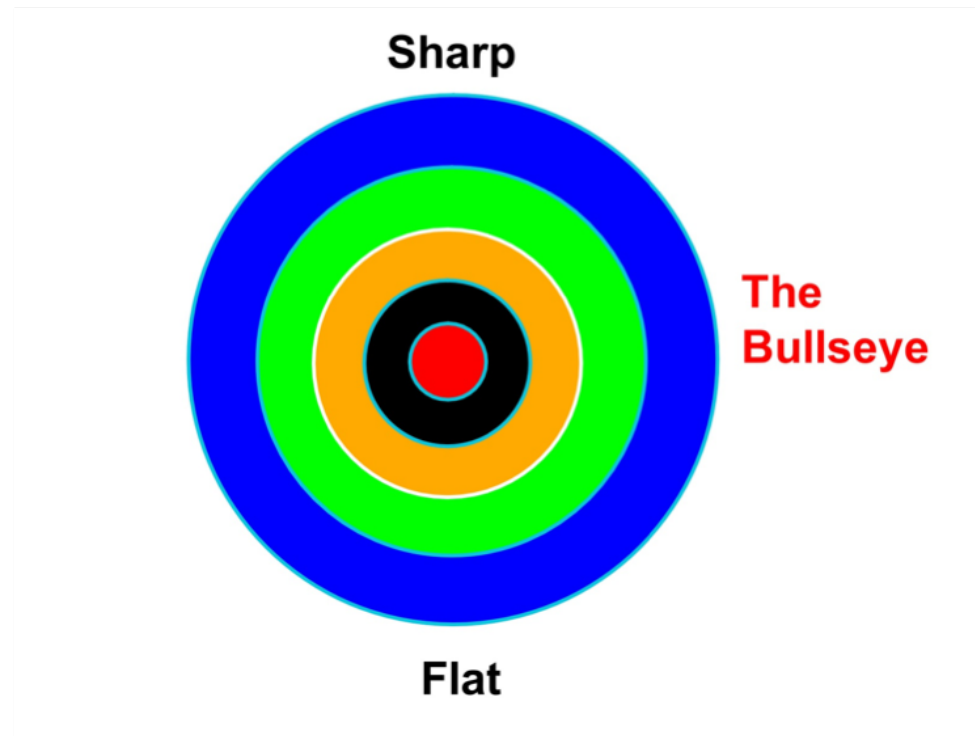
Some Tools for your Toolbox



New Tool:
Training the Ear




Example: A Bullseye for your classroom



Note: I don't like intentionally singing sharp or flat; I have used apps such as In Tune for this aspect of the method.



Moving Toward PITCH

1. Using FOLLOW THE HAND to develop the ear and the ability to connect the HAND to the PITCH
 2. Using a bullseye (sharp, center of the pitch, flat)
 3. Drawing on a staff (or projecting an exercise) and pointing without regard for rhythm.
 4. *Actual notes are not introduced until Lesson 4*
- 

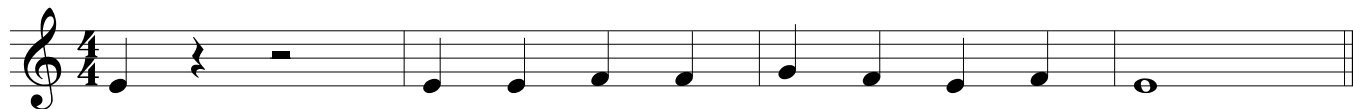
Sight Singing Example #1 Lesson 4

To expand on PC, double click the PDF.

Will not expand in Mac. You can, however, zoom in using the View tab.

Example 1

Mr D



Easy to follow.

Reinforce repeat of articulation on repeated notes.

No directional changes of stems to deal with.

Always Use Silent Signing with every example before actually singing.

Note: Dale includes all the PowerPoint Slides in S-Cubed (individual or packaged lessons...I always re-create them.



New Tool:
Training the Eye



Written/Oral Warm Up Day 1 Lesson 5 Activity #1:

Review of Line and Space Notes on the Staff

Are these notes LINE notes or
SPACE notes?

Mr D



1)_ 2)_ 3)_ 4)_ 5)_ 6)_ 7)_ 8)_



Sight Singing Example #2

Example 2

Mr D



Example 2 deals with stem changes. They can deceive the eye of the young singer.



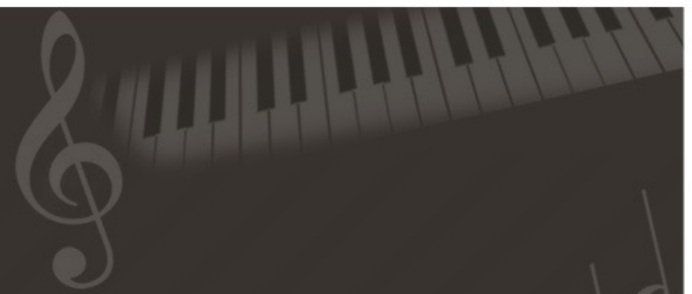
Sight Singing Exercise Day 2 Lesson 5

Ledger Line Example 1 Mr D



LEDGER LINES:

Dashes that are above and below the staff. They are added in order to create more space.



New Tool:
Varied But Comfortable DO





New Tool: CHAOS

Introduced in Lesson 6



This is a video of Dale's 6th graders learning CHAOS. At the 3 min 46 second mark, they used CHAOS! for the first time. Dale had just taught the principles of it.



CHAOS – What Is It?

- If you teach middle school, you already know about Chaos! 😊
- "Chaos" is highly structured (believe it or not) independent practice time that occurs once a Sight Singing example has been introduced and discussed.
- Once the "Chaos" period is over, you can discuss the example in more detail if necessary in order to guide them before they sing as a class. You could also give them a second period of "Chaos" before they sing the example as a group after the discussion.
- However, if the piece is quite simple, you can simply count them in after one round of "Chaos" and allow them to sing the example. Right now, the examples are simple. Later, we will take time to discuss specific survival strategies for the students to use.

The background features a dark grey piano keyboard at the top right, with several musical notes (treble clef, bass clef, and eighth notes) scattered across the page. The title 'CHAOS - The Rules' is centered at the top in a bold, orange font with a thin underline.

CHAOS - The Rules

- 1) Sing independently.
- 2) Everyone must sing, and you should sing at a normal volume at your own speed or pace.
- 3) Use Hand Signs.
- 4) Ignore everyone around you. Create your own Bubble World.
- 5) Keep singing until I tell you to stop (usually about one minute). You must sing the entire time even if you sing it perfect the first time. If you finish early, then go back and sing it again.
- 6) You are not allowed to sing with others or work together in any way.
- 7) If you encounter a difficult spot, go back and practice that spot until time is called.
- 8) The teacher will simply watch you work. This is one of the ways you will receive your daily grade.



New Tool:
Accents
and
Meter

ACCENTS and METER

- Rhythm in the singing exercises is usually easy by itself – so use the rhythm exercises to establish solid accenting technique.
- Pulsing of the voice; Kodály counting
- Taking the time to TEACH and PRACTICE counting in varied time signatures.
- Students count themselves in.
- Students sing themselves in.

As a former high school choir teacher, using Kodály counting was hard for me to accept. Numbers are right! Then I realized it doesn't matter as long as students can count correctly.



Written Warm Up:
Follow accent rules learned in Lesson 7

Copy the Rhythm Example. Draw Accent Marks where they are supposed to go based on the rules we learned.

① $\frac{4}{4}$ ♩ ♩ ♩ ♩ | ♩ ♩ ||

② $\frac{3}{4}$ ♩ ♩ ♩ | ♩ ♩ ♩ ||

③ $\frac{2}{4}$ ♩ ♩ | ♩ | ♩ ♩ | ♩ ||



Group Rhythm Exercise

Group Rhythm Exercise

Do this exercise in 2 parts!

The image shows two staves of music in 4/4 time, grouped together with a brace on the left. The top staff contains the following notes: a quarter note G4, an eighth note A4, an eighth note B4, a quarter note C5, a dotted quarter note B4, an eighth note A4, an eighth note G4, a quarter note F4, a quarter rest, and a quarter note E4. The bottom staff contains the following notes: a quarter note E4, a quarter note D4, an eighth note C4, an eighth note B3, a quarter note A3, a quarter note G3, a quarter note F3, a quarter note E3, a quarter note D3, a quarter note C3, a quarter note B2, and a quarter note A2.

Mr D



New handouts in DOCX format

Lesson 4 – Day 1

Example 1

Mr D



Lesson 4 – Day 2

Example 2

Mr D



Lesson 4 – Day 3

Example 3 Optional

Mr D





Sight Singing

AWAKENING!

Which tools are still missing from
your toolbox?

Mr D

Pt 1

Pt 2

This example is very advanced!

You don't have all of the tools for your toolbox yet. Let's try it anyway.

While you try this example, I want you to ask yourself these questions:

Was I able to determine the first pitch? Why or why not?

What rhythms did I miss?

Sopranos (or Part 1) will read the top staff.

Altos (or Part 2) will read the bottom staff.



SIGHT SINGING

It's Graduation Day!

Mr D

Part 1

Part 2

The image displays two parts of a musical score for the song 'It's Graduation Day!'. Both parts are written on a single treble clef staff in 4/4 time, with a key signature of three sharps (F#, C#, G#). Part 1 begins with a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4. This is followed by a half note G4, a quarter rest, and another half note G4. The melody continues with quarter notes: F#4, E4, D4, C4, B3, A3, G3, F#3, E3, D3. Part 2 begins with a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4. This is followed by a half note G4, a quarter rest, and another half note G4. The melody continues with quarter notes: F#4, E4, D4, C4, B3, A3, G3, F#3, E3, D3.

You are officially a "Smart Singer" now!

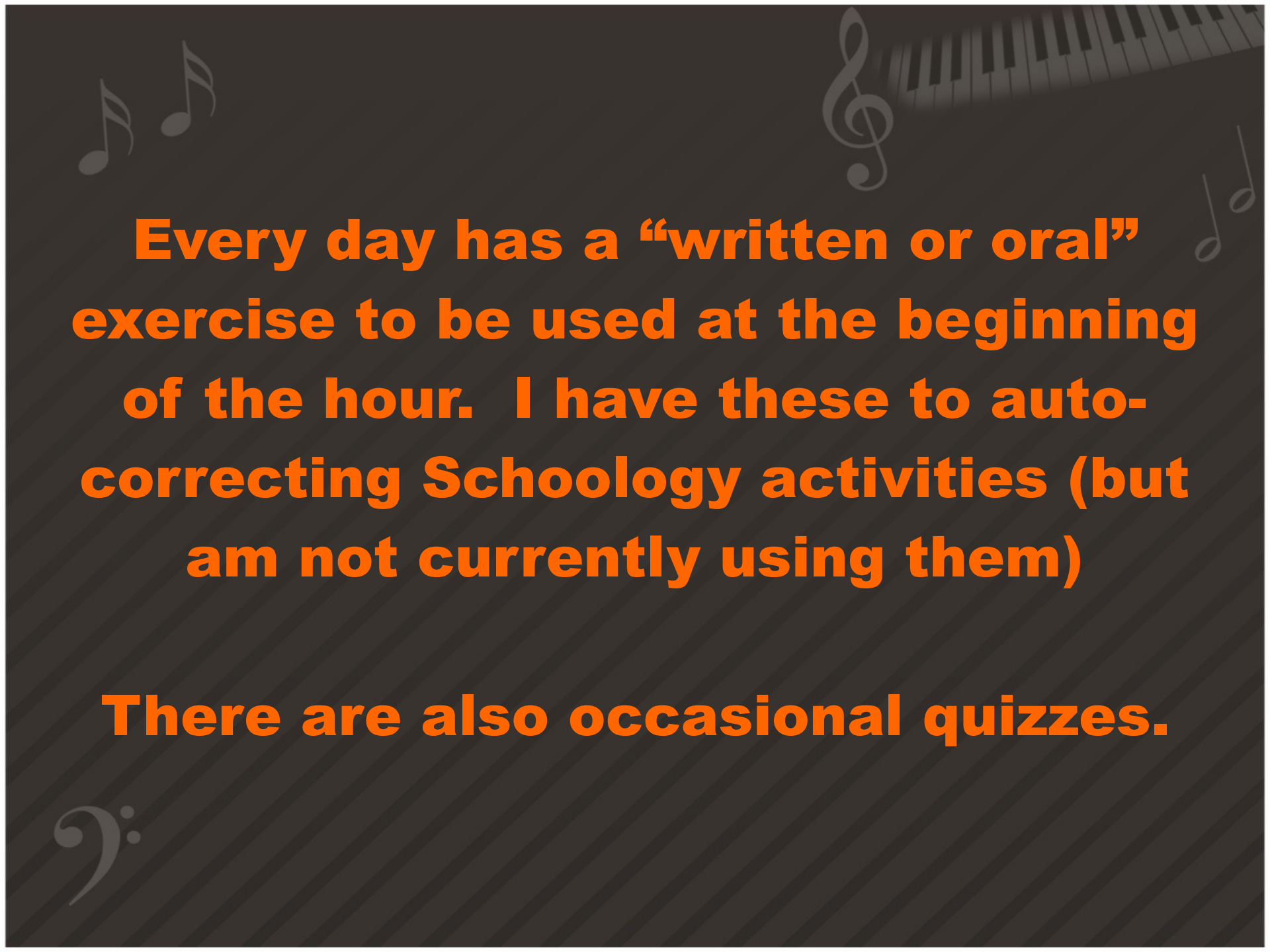
You are expected to decide how to conquer the sight singing examples using any and all of the tools you've learned along this journey from now on.

...and if you are a REALLY smart singer, you'll use all of those tools in your repertoire too!

The background of the slide is dark grey with a subtle pattern of diagonal lines. In the top right corner, there is a faint image of a piano keyboard. Scattered throughout the slide are several musical notes and symbols, including a treble clef, a bass clef, and various note heads and stems.

A Typical Sequence

1. Bell Ringer Activity or Quiz
2. Forbidden Pattern Game
3. New Concept
4. Rhythm Exercise
5. Sight-Reading Exercise

The background features a dark grey gradient with faint, light grey musical notes and a piano keyboard in the upper right corner. The text is centered and written in a bold, orange font.

Every day has a “written or oral” exercise to be used at the beginning of the hour. I have these to auto-correcting Schoology activities (but am not currently using them)

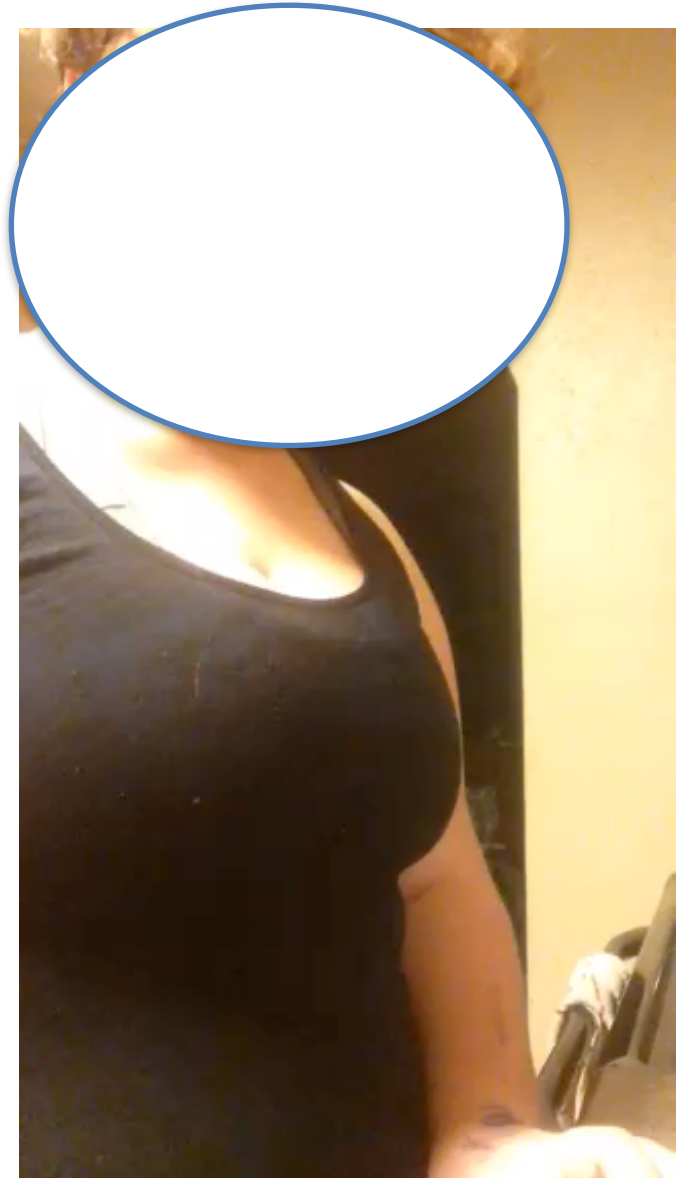
There are also occasional quizzes.

A faint, light grey bass clef is visible in the bottom left corner of the slide.



ASSESSMENT?

- **Send a sight-reading assignment home and have students record themselves and submit the video (so you can see hand symbols and hear the pitches at the same time)**
- **Record voices in class on school or personal devices and submit via LMS/ CMS**
- **Use the new partnership with Music Prodigy (all your students for \$100 a year). Works on iPad, Android, Windows, Mac**
- **Try TeachFree with SmartMusic**



This is one of my outstanding former students (permission was given to show this example) who submitted this take-home recording at Lesson 15.



S-Cubed Video Assessment Rubric

	No Attempt	Does Not Meet Expectations (2)	Partially Meets Expectations (3)	Meets Expectations (4)
Video recording submitted via Showble, audio can be heard				
Student counts themselves in correctly				
Student sings correct pitches, in tune with the student's own selected DO				
Student sings correct solfège notes				
Rhythms are correct and holds a steady beat				
Hand symbols are visible on video				
Hand symbols are correct for pitches				
Total				

3

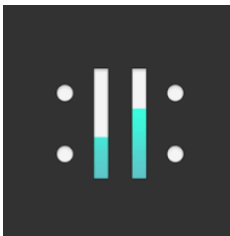
Sight Singing Day 1

HOMEWORK

Mr D



For the homework examples, the procedures are slightly different.
Remember that in class, you've been told NOT to sing the first measure.
With the homework assignments, it is different.
When doing the homework assignments, you will always start by
singing the first pitch!
In your homework assignments, the first pitch is always DO unless you are
told otherwise here.



Music Prodigy


The background features a dark grey piano keyboard at the top right, with several musical notes (treble clef, bass clef, and eighth notes) scattered across the dark grey background. The title text is underlined and in a bright orange color.

How long will this take?

... About 10-15 minutes per day, for 6-7 months.

By then, your beginners will be able to Sight Sing two part exercises with very few, if any, errors.

....and best of all, they have a great time during the process.

A large, light grey bass clef is positioned in the bottom left corner of the slide.

**Soon...Dale's students began
to LIKE Sight Singing!**

Dale thinks the reason is...

They feel successful with each
methodical step.

Success is celebrated.

He makes FUN a big part of the
every day Sight Singing experience.

A Greeting from Dale



What is the delivery method?

Visit: In The Middle With Mr. D

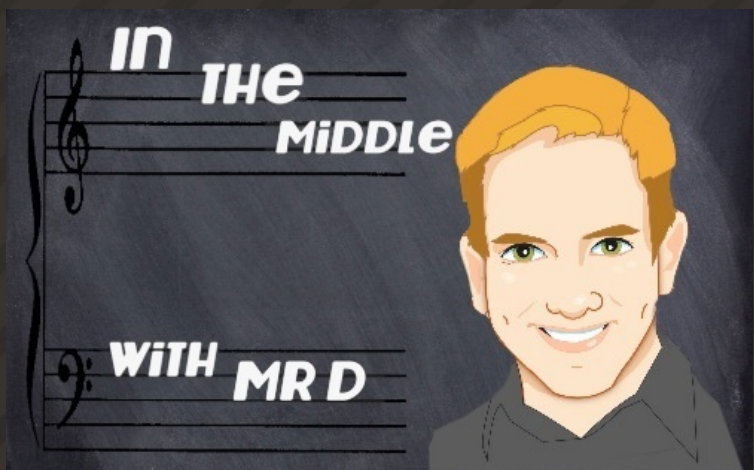
S-Cubed is on Dale's Teacher Pay Teachers website. There are about 30 lessons that will help you achieve the 2-part goal with your beginners.



Dale uses YouTube to interact with other teachers. Teachers can view the videos and see and hear how I deliver the method. They can also have their students watch the videos as they may find it helpful to see other students working on the same material. He uploaded many videos as he taught them to one of his beginning 6th grade classes. It is like a reality show of sorts! You can see them progress. You can see how they dealt with the difficult moments in the program.

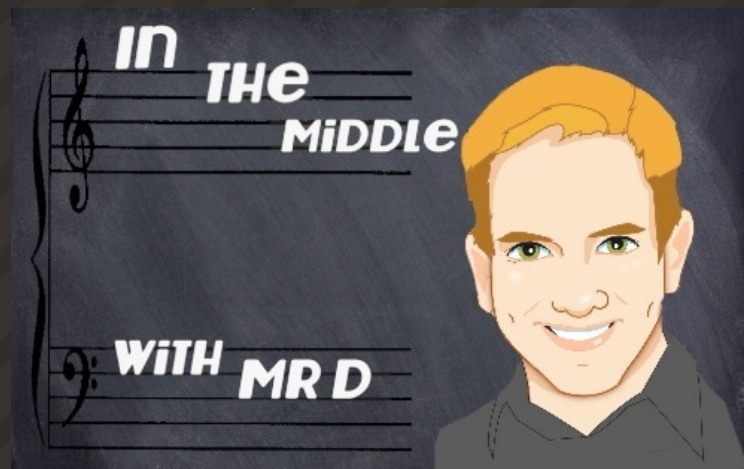
What do you receive in each lesson?

- Actual Sight Singing Examples to use in each lesson.
- Actual warm up lessons (written and/or oral).
- Actual rhythm exercises.
- Game descriptions.
- Teaching sequences.
- Video Teaching tips and techniques.
- YouTube videos of me teaching parts of the lessons to real students.



Elementary Lessons

- Dale has created an elementary bundle to help some schools transition to middle schools that use S-Cubed.



Some things I do differently:

- My situation is different than Dale's...S-Cubed is still worth it
- Dale does: Level 1 in 6th, again in 7th (genders) and now level 2 in 8th grade
- You need to be YOU. Dale is true to himself, and there are terms that he uses that I don't (e.g. I use "students" rather than "children.")
- Assessment is important. Try Music Prodigy or student-recorded assessments (send home an exercise, have them record, and submit a video on Showbie, Google Classroom, Schoology, etc.)
- Dale gradually introduces things like meter and key signature. I include them in exercises from the beginning but do not talk about them.
- I have deviated from "bell ringers" and instead create different exercises in **Sight Reading Factory** that align with Dale's levels. I alternate these between songs and keep sight singing (and rhythm reading) throughout the rehearsal, both with solfège shown and not shown

Some things I do differently:

- When I used bell-ringers, I modified them into auto-correcting Schoology assignments (sometimes this is tricky)
- There have been rare situations where I have been accused of teaching material that is “too hard”
- I use external apps (In Tune) for sharp/flat
- I oscillate between keeping track of forbidden pattern points and not—rewards also are an issue. I have used a Keynote slide to track points.

Some things I do differently:

- The forbidden pattern can also be used to get student attention throughout the hour!
- In our A-B format and highly transient and required enrollment program, we have made it through Lesson 21 in a year (27 total lessons)
- My students are currently in Lesson 12 (ukulele break)
- If you are worried about your familiarity with Kodàly solfège, don't be...you can stay ahead of your students.
- I have noticed that Dale usually writes solfège in capital letters: DO RE MI, etc. I have standardized that in all my teaching.
- When we're doing ukulele single notes...we sing solfège first!
- The time is worth it.

0 2 2 0 0 0 0 2 0 2 0 2 0

A musical staff in 4/4 time with a treble clef. It contains 13 quarter notes. The notes are colored as follows: pink, red, red, yellow, yellow, yellow, yellow, red, pink, red, yellow, red, and pink. The notes are on the following lines: 1, 2, 2, 3, 3, 3, 3, 4, 1, 2, 3, 4, 1.

0 0 1 1 3 1 0 2 0 0 2 2 0 2 0

A musical staff in 4/4 time with a treble clef. It contains 15 quarter notes. The notes are colored as follows: yellow, yellow, yellow, yellow, yellow, yellow, yellow, red, yellow, yellow, red, red, pink, red, and yellow. The notes are on the following lines: 1, 1, 2, 2, 3, 3, 3, 4, 1, 1, 2, 2, 3, 4, 1.

3 3 1 1 0 1 3 0 0 2 2 0 2 0

A musical staff in 4/4 time with a treble clef. It contains 15 quarter notes. The notes are colored as follows: yellow, yellow, yellow, yellow, yellow, yellow, yellow, yellow, yellow, yellow, red, red, pink, red, and yellow. The notes are on the following lines: 1, 1, 2, 2, 3, 3, 3, 3, 3, 3, 4, 4, 1, 2, 3.

0 0 2 1 0 3 3 1 0 2 0

A musical staff in 4/4 time with a treble clef. It contains 10 quarter notes. The notes are colored as follows: pink, yellow, red, yellow, yellow, yellow, yellow, yellow, red, and pink. The notes are on the following lines: 1, 2, 3, 3, 3, 3, 3, 3, 4, 1.

The background of the slide is dark grey with a subtle pattern of diagonal lines. In the top right corner, there is a faint image of a piano keyboard. Scattered throughout the background are several musical notes and a treble clef, rendered in a light grey color. The title 'What About Audiation?' is written in a bold, orange font and is underlined with a thin orange line.

What About Audiation?

- “Silent singing” is part of the process early on
- Why not try “non-chaos” as an option...silently signing through the exercises?
- Your students could benefit from using both methods





In Tune

1A	2A	3A	5A	6A	1B	2B	7B
660	930	930	430	1550	1370	720	280
1.51%	1.08%	1.08%	2.34%	0.64%	0.73%	1.38%	3.61%
Lv. 6	Lv. 6	Lv. 6	Lv 5	Lv. 7	Lv. 7	Lv. 6	Lv. 4
10/12	10/4	10/12	10/12	10/10	10/11	10/3	10/3

S-Cubed Lesson 5 Day 2

Questions

Settings

Preview

Results

Comments

Question 1 of 1 | Page 1 of 1

Question 1 (10 points)

Name the notes on the staff using Kodály solfège. The first note in the exercise is DO:

Lesson 5 Question 2

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Column A

1. ____ 1.
2. ____ 2.
3. ____ 3.
4. ____ 4.
5. ____ 5.
6. ____ 6.
7. ____ 7.
8. ____ 8.
9. ____ 9.
10. ____ 10.

Column B

- a. MI
- b. FA
- c. TI
- d. SOL
- e. RE
- f. DO

The background features a dark grey piano keyboard in the upper right corner, with several musical notes scattered across the scene. The main text is in a bold, orange, sans-serif font.

ENTER THE GIVEAWAY!

- Only good until 11:59 tomorrow (2/18/18)
- What could you win? The Complete 27-week S-Cubed Bundle.
- Search the web for: “In The Middle with Mr. D”
- <http://inthemiddlewithmrd1.blogspot.com/2018/02/tmea-s-cubed-sight-singing-giveaway.html>
- Everyone that signs up will receive a special pricing offer

The background features a dark grey piano keyboard in the upper right corner, with several musical notes floating around it. The title 'Music Prodigy' is written in a large, bold, orange font.

Music Prodigy

You can try Music Prodigy!

- **Download the app**
- **Create an account**
- **Click the “red dot” and enter this code: 778ajx**
- **This will be open for three days**





Stay connected with Mr. D!

Teacher Pay Teachers:

<http://www.teacherspayteachers.com/Store/Music-In-The-Middle-With-Mr-D>

Twitter:

<https://twitter.com/inthemiddlewith>

Facebook:

<https://www.facebook.com/InTheMiddleWithMrDBlog?ref=hl>

YouTube Channel:

<https://www.youtube.com/channel/UCuSvE1y-FTytuFndvTVUtQ>

Blog where I share some of my classroom management techniques and horror stories from the past:

<http://inthemiddlewithmrd1.blogspot.com/>

And with Dr. Russell!

Technology in Music Education Blog:

<http://www.techinmusiced.com>

Ukulele Stuff Blog:

<http://ukestuff.info>

Music Education & Technology Podcast

On Apple Podcasts and Google Play



Questions?

Thank you very much
for your attention today!