

Have You Forgotten What It's Like to be a Child?

5 forgotten characteristics of childhood and 25 ways to apply them for better progress

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If you were unable to attend this presentation or would like this set of notes filled out along with the free resources mentioned, please download them here: <http://composecreate.com/mtna2016>

I. Children have little sense of _____ or the _____.

A. The Pre-frontal cortex is responsible for:

-
-
-
-

B. Everything is about _____.

C. How does this affect the way students see lessons?

1. Children have trouble _____ and _____ for future events.

2. Children have trouble seeing _____.

3. Children want to _____.

4. Children believe it's possible to _____.

D. How does this impact the way we teach?

1. Teach the skill of _____.

2. Strive for one _____ they can do now.

3. Remind them _____ about their progress.

4. Give at least one piece that makes them _____ now.

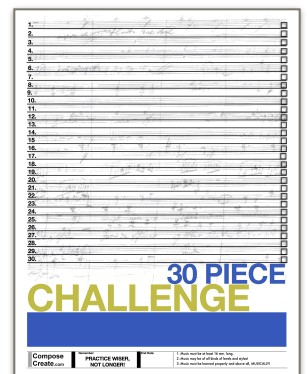
E. "Sound Good Now" Music:

For suggestions of "sound good now music," **free** 30 and 40 piece challenge charts, the **free** "Get to Know Me Teacher" resource, and the list of teaching tips on how to use what kids love to teach music concepts, please download these here:

<http://composecreate.com/mtna2016>

II. **Two words:** _____ **vs.** _____

- A. What is competency?
The sense that you are _____.
- B. How to help develop competency:
Break apart concepts into _____ steps that can be easily _____ and _____ built on.
- C. How does this impact the way children see lessons?
1. Children enjoy lessons if they leave feeling _____.
 2. If it's hard, it's _____ and _____ is less likely to occur.
 3. If it's easy, they feel _____ and _____ is more likely.
 4. High pressure _____ may inhibit competency development.
 5. Children want to feel that they are _____.
 6. Music can be the area of competency to _____.
- D. How does this impact the way we teach?
1. _____ something every week.
<http://www.composecreate.com/take-the-30-piece-challenge/>
 2. Give _____ pieces.
 3. Weekly accomplishments promoting competency can be _____.
 4. Give _____ affirmation.
 5. Give age appropriate _____.



6. Set reasonable _____ expectations.
7. Reward _____ accomplishments.

III. Children transition from _____ learning more slowly than we think!

- A. Much of music teaching just engages their _____.
- B. If we engage _____, suddenly the mind becomes more involved.
- C. New _____ are created.
- D. How does this affect the way children see lessons?
 1. They have more _____ associated with kinesthetic activities
 2. Kids have more _____ when there is _____.
 3. Do kids learn better when they are having fun? ;)
- E. How does this impact how we teach?
 1. Take inventory:
 - a) Talking
 - b) Off the bench
 - c) Exploring
 - d) Demonstration
 - e) Mirroring, practicing
- F. Kinesthetic Music

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IV. _____ is the natural language of a child.

- A. Definition:

“Something so _____ that you lose your sense of _____ and want it to keep on going _____.”

- Brène Brown. Watch: <http://youtu.be/JJo4qXbz4G4> for a good intro to Brène Brown

- B. Children sort things out as they _____.

- C. _____ lasts longer than we think.
- D. Invitations into a child's world are _____.
- E. Take this seriously:
"Don't be _____ all the time."
- F. How does this impact the way children see lessons?
A. Children don't now how to tell you how they _____.
- B. The more _____ the lesson, the less engaged they are.
- C. The more _____ the lesson, the more engaged they are.
- G. How does this impact how we teach?
A. Allow for more opportunities of _____.
- B. Use pretending to communicate _____.
- C. Use _____. Period.
- H. Play is My Language Music

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V. _____ is extremely important.

- A. This is the _____ and _____
to do or decide something for yourself.
- B. How does this impact the way children see lessons?
1. Students _____ and make more
_____ when they have autonomy.
2. Students love having _____.
3. Making choices = taking
_____.
- C. How does this impact how we teach?

**"Tell me and
I will forget;
Show me and
I may remember;
Involve me and
I will understand."**

- Chinese Proverb

1. Take inventory.
2. Use easy ways to allow _____ without sacrificing good curriculum.
3. Whatever they are _____ about, do this _____!

D. Music Encouraging Autonomy

1. Any piece _____.
2. Create their own _____.
3. Make their own _____.
4. Add their own _____.

“ I am still every age that I have been. Because I was once a child, I am always a child. Because I was once a searching adolescent, given to moods and ecstasies, these are still part of me, and always will be... This does not mean that I ought to be trapped or enclosed in any of these ages...the delayed adolescent, the childish adult, but **that they are in me to be drawn on; to forget is a form of suicide...** I think that forgetting what it is like to think and feel and touch and smell and taste and see and hear like a three-year-old or a thirteen-year-old or a twenty-three-year-old means being grownup. [But] When I'm with these people I, like the kids, feel that if this is what it means to be a grown-up, then I don't ever want to be one. Instead of which, if I can **retain a child's awareness and joy**, and *be* fifty-one, then I will really learn what it means to be grownup. ”

- Madeline L'Engle

Download these and more additional resources at

<http://composecreate.com/mtna2016>

30 PIECE CHALLENGE
PRACTICE WISER, NOT LONGER!

Get to know me, Teacher!
Learning what your students love to make better connections and teaching moments.