

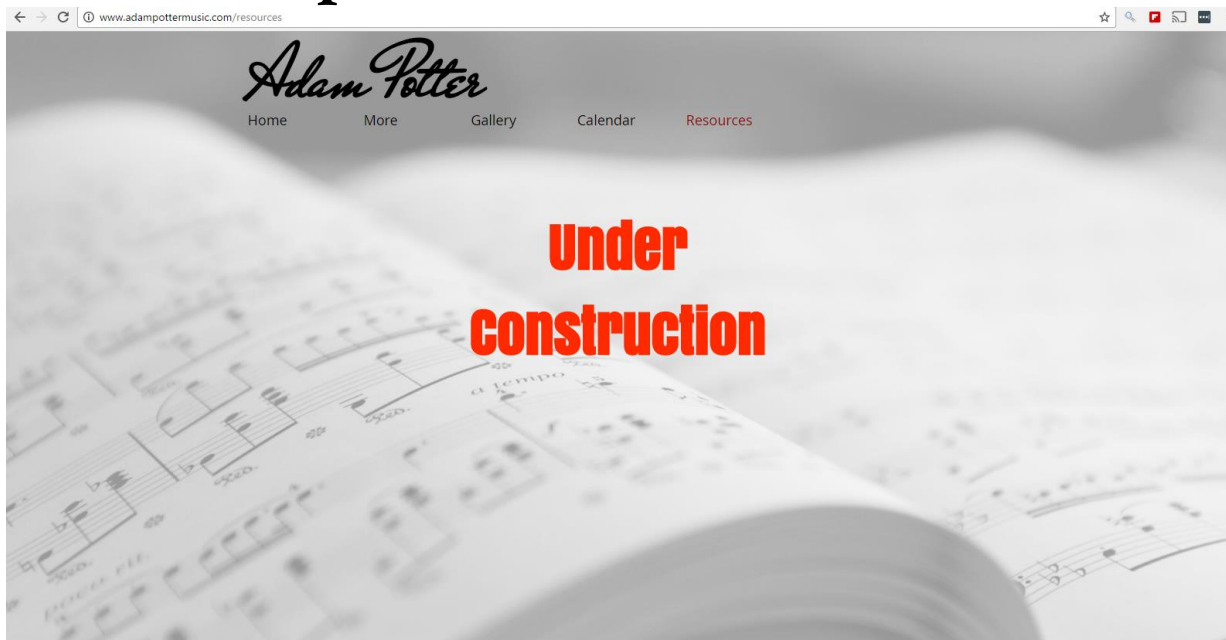
# INTRODUCTION TO MUSIC LITERACY

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# Today's Materials

Available at  
**adampottermusic.com/resources**



# LET'S SING



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Join in. Stand out.

# Teacher Imitation

- Neutral syllable (bum, bum, bum) → neutral syllable
- Solfege syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/out handsigns) → solfege syllable (w/ handsigns)

# Board Reading

- Find Do
- Stepwise motion
  - ascending
  - descending
- Steps plus skips
- Steps and skips plus leaps

# Flash Cards

- Find Do
- Solfege syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/out handsigns) → solfege syllable (w/ handsigns)
- Independent reading



# WHAT?



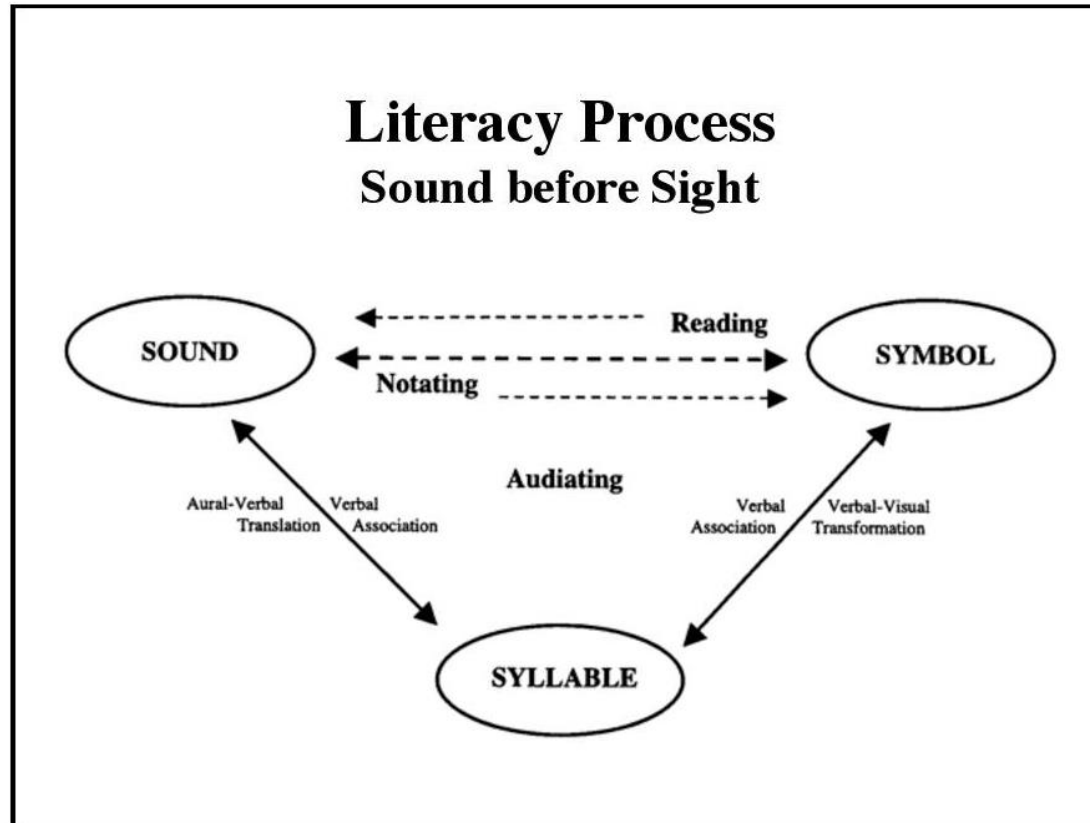
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# What is “music literacy”?

- Hear (*audiate*)
- Improvise
  - Conversation/dialogue
  - Monologue
- Read (*sight-singing*)
- Write
  - Dictation (hear sound and write it down)
  - Composition (think sound and right it down)



# Music Literacy



# MUSIC LEARNING THEORY



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*Remembering Edwin E. Gordon*



1927- 2015

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# Music Learning Theory

Based on:

- **Learning Sequence**
- **Audiation** (hearing music in the mind, with understanding)
- **Methodology** (pattern instruction)
  - Use of rhythm syllables and movable-Do tonic solfège
    - These methods help music teachers establish sequential curricular objectives in accord with their own teaching styles and beliefs
- **Aptitude** (students' individual musical differences)



# Skill Learning Sequence (based on *language acquisition*)

- **Inference Learning**
  - Generalization
  - Creativity/Improvisation
  - Theoretical Understanding
- **Discrimination Learning**
  - Aural/Oral
  - Verbal Association
  - Partial Synthesis
  - Symbolic Association
  - Composite Synthesis

# FOUR-STEP PROCESS



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# Four-Step Sight-Singing Process

1. Establish an aural *vocabulary* (**aural/oral**)
2. Flashcards (**symbolic association**)
3. Group reading (**synthesis**)
4. Individual reading/move to score (**synthesis and independence!**)

# Establish an Aural Vocabulary

- Solfège drills
- Hand signs
  - sign & sing simultaneously
  - sign & sing patterns
  - point & sing simultaneously
  - point & sing patterns
  - play or sing on neutral syllable & sing back on solfege
  - alternate b/t sections or b/t students & teacher



# Flash Cards

# Group Reading

# Individual Reading