

Figure 3.1. Adaptation of Levels of Development with Teacher/Student Roles

Level of Development	Instructor's Role	Students' Role
Introductory Level - for growth From the initial, central participatory activities in each chapter	Model as necessary Define, label, point out essential characteristics Encourage, correct, praise	Participate in class as a member of the whole class
Developmental Level - for growth From optional supplemental activities in the text, some online; "Perception" experiences	Provide additional examples and/or assign activities from the text Ask questions and/or provide specific directions Withdraw physical participation Encourage, correct, praise Semi-grade, as desired	Participate in class as a member of the whole class Participate in class as a member of a small group Participate out of class as a member of a small group Sometimes complete individual homework assignments
Independent Level - for assessment From assignments based on "Linking" and Ch. 7 evaluations	Structure assignments Semi-grade or grade, as desired	Perform or provide answers individually Sometimes perform or Provide answers as a member of a small group but without instructor guidance or support

Observations and Icons

As we taught the class applying the Levels of Development, we observed the students' reactions to the learning experiences and assignments. As you can imagine, we've seen a lot! We would feel amiss in not sharing these findings with you. So, as we continue, we'll let you in on our observations through marginal icons.

For instance, there were times when the students' reactions to participatory experiences surprised us, when we were completely unprepared for what they did or did not do and/or understand. The reactions were not necessarily positive or negative, just unexpected. The icon you see here will alert you to these events.

There are some experiences that made the students absolutely joyful semester after semester. Through our consistent editing, we've removed and/or modified any experiences that were utterly unsuccessful, so we think that you'll



find that the experiences now included in the text are enjoyable while effective for student learning. Yet, there are some that stand out. This icon indicates an activity that consistently was among our students' very favorites.

There are other experiences that really made the point. We read it in the students' faces: They got it; they understood. After this, there were no questions. Here's the icon for an activity was particularly effective for student learning.



In a few cases, we inserted some ideas for participatory experiences or procedures that are not directly referenced in the text. Like you, along the way we developed strategies that are effective enough to regularly incorporate into our teaching. Because these pluses might be useful to you, we've included them and pointed them out with a "+" like the one you see here.



We hope that you will benefit from our observations. Of course, there's no guarantee that your students will react in the same ways that ours did, but don't be surprised if they do. Future teachers tend to share some common characteristics regardless of locale.

Levels of Development Applied to Chapter 2 – Rhythm

If you're interested in trying the Levels-of-Development approach, you might find it helpful to have a specific example drawn from our experiences. The following describes the application to the C & S Chapter 2 on rhythm. We've included a few suggestions and recommendations based on what we've found to be effective along with some observations indicated by the icons. As usual, the suggestions and recommendations are offered only as possibilities. Only you know what is best for you! In any case, here is our offering.

The text experiences will serve as the Introductory Level. As the students begin the section on beat, you will guide them, modeling the gestures and observing to encourage, correct or praise their efforts. In other words, teach as you usually do when presenting a new idea or skill.

The first opportunity for a Developmental Level experience occurs with the suggestion to keep the beat to other songs. Because it will be the initial Developmental experience, it most successfully will be done by the whole group, in class and ungraded. The books can be a distraction during this activity, so you might have the students close their books or put them aside. You can sing a few of the songs from your core repertoire and you might even go on to teach the songs. You might specify the movement and begin with them, commenting on the time-space factor. You might suggest several movements and have them determine which would be best because of the time-space factor.