

"Speaking in T.U.N.E."

Presented by Judy Steinmeyer, Teaching Artist-in Residence

in collaboration with Holy Family Catholic School Jacksonville, Florida April 23-24, 2012

Overview

PURPOSE:

To create and strengthen conflict resolution skills for 5th graders and the adults in their lives by using music and language arts skills as a foundation.

An academic-arts collaboration created by Judy Steinmeyer, Teaching Artist, under the auspices of the Florida Alliance for Arts Education 2012 Guided Residency Program", Dr. Mary Palmer, Director

Unit Title: "Speaking in T.U.N.E."

Unit Essential Question: How does music and writing help us communicate verbally (Speak in Tune) with others to resolve a conflict?

Unit Big Idea and Enduring Understanding:

Music:

1. CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expressions, and communication with others are central to the arts.

Enduring Understanding:

EU C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts

2. ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Enduring Understanding:

EU O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity

EU O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world

3. HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Enduring Understanding:

EU H.1 Through study in the e arts, we learn about and honor others and the world in which they live(d).

EU H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields

Language Arts: Subject-CCSS-English Language Arts Grade 5

Strand: Standards for Speaking and Listening

Standard 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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UNIT Timeframe: Two 40-minute lessons

Lesson 1: Students in T.U.N.E

Lesson 2: T.U.N.E our talk

Residency Site: Holy Family Catholic School, Jacksonville, Florida

Target Grade: 5th

Number of students: 30-60 Homeroom 50 and 5M

Classroom Teachers: 2 Dawn Oehmann, Cyndi Muller

Administration, Faculty, Staff: 6

Student Volunteers: 4 8th graders

Adult Volunteers: 2 parents

FAAE 2012 Guided Residency Team: 5

Role of HFCS Administrators, faculty, and staff:

- School Principal: Rosemary Nowotny, advance planning to set school-specific goals, observation, participate in workshop, post residency assessment
- Reverend Timothy Cusick, Pastor: planning, support
- 5th grade teachers: Dawn Oehmann and Cyndi Muller, advance planning in order to customize the goals of the residency to meet the specific needs of their students. Prepare materials, participate in teaching.
- Guidance Counselor: Paul Waitrovich, available for support during all stages of residency
- 8th grade teacher and R.O.A.R.S. faculty advisor: Beth Martin, 8th grade teacher and student leadership team, scheduling, specific ways they could be of assistance, discussion with teaching artist about how the residency can support R.O.A.R.S anti-bullying program already in place at Holy Family Catholic School
- R.O.A.R.S. Team (Four 8th students): Peer to peer teaching and modeling social skills, assist 5th grade students during lessons / brief presentation about ROARS and how "Speaking in Tune" will support the ROARS program at Holy Family Catholic School.
- School Staff
- Florida Alliance for Arts Education: Mary Palmer, Susan Burke
2012 Guided Residency Mentors:
 - Jeff Smith, Cathedral Arts Project: attend in person, pre and post-residency assessment and revision
 - Andy Rafaiski, Florida Virtual School: attend via Skype, pre and post-residency assessment and revision

SPEAKING IN T.U.N.E.

Circumstance of Learning: Individual, Partners, Large Groups, Teacher-guided
Teaching and Learning Strategies: modeling, brainstorming, scaffolding, active listening, activities based on the theory of multiple intelligences (Gardner), peer-to-peer collaboration, thinking process map, movement, visual arts, photography, writing
Assessment: conflict resolution worksheet, awesome shapes, flowchart, vocabulary

SOME OF THE NEW GENERATION SUNSHINE STATE STANDARDS USED IN THIS PROGRAM

• **Subject: Music Grade 5**

Big Idea and Enduring Understanding

1. CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expressions, and communication with others are central to the arts.

Enduring Understanding:

EU C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts

2. ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Enduring Understanding:

EU O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity

EU O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world

3. HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Enduring Understanding:

EU H.1 Through study in the e arts, we learn about and honor others and the world in which they live(d).

EU H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields

• **Subject: CCSS-English Language Arts Grade 5**

Strand: Standards for Speaking and Listening

Comprehension and Collaboration-Speaking and Listening

Standard 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

• **Subject: Health Education Grade 5**

Strand: Health Literacy RESPONSIBLE BEHAVIOR

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

Benchmark: HE.5.B.2.3 Illustrate effective conflict resolution strategies.

• **Subject: Science (Physical) Grade 5**

Big Idea 10: sc.5.p.10 Forms of Energy

A. Energy is involved in all physical processes and is a unifying concept in many areas of science.

B. Energy exists in many forms and has the ability to do work or cause a change.

Benchmark: SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

• **Subject: Theatre Grade 5**

Big Idea: Critical Thinking and Reflection

Enduring Understanding 1: TH.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.5.C.1.1: Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.

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LESSON 1: Students in Tune

Theme: *Students in Tune*

- **Key Learning:** The student will use music, writing, and verbal communication elements in order to recognize the connection between the three disciplines.

T= talk U=understand N=negotiate E=express

- **Essential Question:** What does it feel like to be "in tune" within ourselves and with others?
- **Big Idea: O -Organizational Structure:** Works in dance music, theater, and visual art are organized by elements and principles that guide creators, interpreters, and responders
- **Enduring Understanding (Lifelong Lesson):**
 - **Music:** EU 0.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
 - **Language Arts:** Comprehension and Collaboration-Speaking and Listening
- **Benchmarks:**
 - **Music:** MU.5.O.3.1: Examine and explain how expressive elements, when used in a selected musical work, affect personal response
 - **Language Arts:** LACC.5.SL.1.2 Comprehension and Collaboration Cluster
 - English Language Arts Grade 5 Strand: Standards for Speaking and Listening
 - Standard 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- **Description:** Students will compare (by listening, singing, writing) the process of music composition to the process resolving a conflict.
- **Outcome:** Each student will hear, see, and experience the effects of being "out of tune" and "in tune" musically, conversationally and socially.
- **Arts Integration Strategies:** Project-based, Collaborative and Cooperative Learning (large and small groups, individual critical thinking applications)

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Lesson 1 continued

- **Language Arts Strategies:** Compare and Contrast, Discovery Learning, Interdisciplinary thematic instruction

- **Materials:**
 - **Teaching Artist/Music Educator:** Lesson Plans, Electronic Tuner
 - **Language Arts Instructor:** Packet from Teaching Artist, conflict situation index cards, pre-determined student groups (large and small groups)
 - **Supplemental:** Pencils, Audio playback device

- **Vocabulary:**
 - **Music:** unison, tuning (in tune & out of tune, modulation, resolution)
 - **Language Arts:** conflict, resolution, tension, negotiate, express
 - **Both:** T.U.N.E. Talk, Understand, Negotiate, Express

Note:

VT=Volunteer

TA=Teaching Artist

CT=Classroom Teacher

SVT=Student volunteer

AD=Administrator/Staff

V. = vocabulary word

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Lesson 1 continued Students in Tune

Lesson 1 Strategy:

Opening and Review (10 minutes)

Students will work with partners or in small groups to practice resolving a hypothetical conflict using their new knowledge of the T.U.N.E. process, the vocabulary of conflict resolution, and the benefits gained by the experience of lesson. Students will identify feelings and use words to express them.

TA:

- Play music demonstrating tension - modulation-resolution (CD track 1) Vocabulary
- In one word, what did you hear? 3 answers only
- **Objective in Student Language:** Today we are going to work as a team using music and listening skills to prepare for learning how to "Speak in Tune" with others
- Principal, Mrs. Nowotny, introduces Mrs. Steinmeyer (introduction provided)
- TA: Explain my role and teachers' roles. Thank Mrs. Nowotny and Holy Family staff
- CT: Talk about how we worked as a team to come present this program in order to help students gain confidence and improve their reactions to bad situations. Review behavior and expectations.
- Holy Family program called R.O.A.R.S that helps us get along with one another. (review) Introduce the student representatives who will be helping with the lesson Please stand and show our guests the R.O.A.R.S chant
- Explain that pictures and video will be taken during the activities and parents know about it

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Lesson 1 Procedures: (20 minutes)

Suggestion: During this activity, VT writes student responses on board for future reference. CT stands with the student groups modeling what the student should be doing. CT may move from group to group for assessment and to support student learning. SV join the groups AD observes or participates as desired. These roles may be interchanged.

1. TA: T.U.N.E. / V. =Tuning, Negotiate /

Ask students for the following: (write words on board)

a. 3 *Talking phrases = T words:* Stating the problem and beginning the conversation (I'm upset about, I feel angry because...)

b. 3 *Understand phrases = U words:* listening and being heard (I'm listening, trying to put yourself in their shoes, maybe, ok, I get it, I think I understand, you are saying that___)

c. 3 *Negotiate phrases = N words:* Compromising and negotiating, to find a solution, transition to resolution (what if I, would it help if, I am willing to, I would feel better if)

d. 3 *Express myself phrases = E words:* Expressing how I feel different than before (I feel better, it's okay now, I'm feeling relieved, I think I can live with this, we might not agree but we can still be friends, we might not be as close as before, but I respect your point of view, we might have to agree to disagree)

2. CT / VT: Divide class into 4 groups

3. TA: *Model* activity - sing the letter "T" in tune and out of tune. (CD track 2)

Display electronic tuner for visual feedback. Vocabulary - conflict, tension, resolution

4. TA: *Direct* activity- one group sings while other groups listen. CD references listed below

Suggestion: Invite students to think about T.U.N.E. words as they sing

a. group 1 sings "T" in tune using electronic tuner for feedback (CD track 2)

b. group 1 sings "T" out of tune using electronic tuner for feedback

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Lesson 1 continued

c. group 1 sings "T" in tune, then out of tune, then in tune again continuously V.=Modulation and Transition

d. Repeat with each group
(CD information group 1-track 2; group 2-track 3; group 3-track 4; group 4- track 5)

5. CT: Facilitate brief student reflection -What words from the board came to mind while you sang in tune / out of tune / going back to singing in tune?

6. TA: Start group 1 singing the word "TUNE" (CD Track 6-9, same pitches as step 4)

Group 1 continues singing as group 2 enters, and so on until all four groups are singing a chord in tune (CD Track 10). They will experience singing a word in tune with others which will serve as the foundation for "Speaking in T.U.N.E."

7. CT: Facilitate student reflection - What words, new or from the board, came to mind as you sang in tune together working as a team? (strong, compromise, awesome, proud, teamwork) emphasize, redirect towards positive Expressive words

Reflection and Assessment of Student Learning (5-10 minutes):

a. *Students stand in circle:* Ask about Big Idea, Enduring Lifelong Lesson, what skills they used today to help them communicate better, what subjects were involved

OR

b. *Make awesome silent shapes* - Students and adults stand in a circle or find an empty space, silence, safety, no direct touching. TA / CT directs participants to make an awesome silent shape that shows a person:

- i. involved in a conflict (T)
- ii. Working on understanding another person they are mad at. (U)
- iii. working on compromise and negotiation, transition, modulation (N)
- iv. expressing that he or she feels better about their situation (E)
- v. T.
- vi. U.
- vii. N.
- viii. E.

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Lesson 1 continued

c. TA / CT directs them to get in groups of three and as a *team make sculpture* of:

- i. unison
- ii. being out of tune
- iii. being in conflict
- iv. being bullied
- v. in transition, negotiation, or modulation
- vi. compromising
- vii. understanding others
- viii. disagreeing
- ix. negotiating
- x. resolving

d. TA/CT directs them to get in groups of three and make an awesome shape of

- i. 3 people in a verbal conflict
- ii. 3 people "Speaking in Tune"

Lesson 1 lasting impact for 5th grade students

Students understand that they have options for expression such as music and writing. They will know that music, writing, communication and listening skills help them get "in tune" with others.

Lesson 1 lasting impact teaching team and volunteers:

- At the end of the 1st lesson, the students will have new vocabulary to describe feelings that arise when conflict arises. They will have had the actual experience of speaking and singing "in tune".
- Teachers and other adults will see the impact that they have on the learning environment by modeling positive resolution techniques in the classroom, on campus, and at home. Reflect upon personal reactions. Stand in the shoes of the students as learners and as they discuss conflict issues

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Lesson 1 Documentation of Student Learning:

- FLIP video to record lesson
- Photographs
- Before and after video of "sing in tune" and "sing out of tune"

Post Lesson Reflections (teaching artist J. Steinmeyer)

Part 1, Lesson 1

These are my personal reflections and are not intended to be included in the teacher packet.

The students responded positively to the singing activity, even though some were shy at first. Teacher modeling helped them feel at ease. The T.U.N.E. process worked as reflected in the assessment activities. Students and teachers interacted positively, relating academic skills with arts skills and personal experience. It was very meaningful to have the principal and assistant principal involved during the lesson. This showed the importance of the residency program and the goals we set out to achieve. More importantly, it showed that we all want to help and support the 5th grade students. I could have extended each segment of the lesson in order to go into more depth.

What's Next: Part 1, Lesson 2 T.U.N.E. our Talk

Students will work with partners or in small groups to practice resolving a hypothetical conflict using their new knowledge of the T.U.N.E. process, the vocabulary of conflict resolution, and the benefits gained by the experience of lesson 1. Worksheet, CR skills, 2 strategies, instrument case

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LESSON 2 T.U.N.E. Our TALK

Theme: T.U.N.E. Our Talk

- **Key Learning:** The student will apply skills from lesson 1 to resolve a hypothetical conflict using the T.U.N.E strategy.
T= talk U=understand N=negotiate E=express
- **Essential Question:** What is the benefit of practicing strategies for conflict resolution?
-
- **Big Idea and Enduring Understanding (Lifelong Lesson):**
 - **Music:** HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.
EU H.1 Through study in the arts, we learn about and honor others and the world in which they lived)
 - **Language Arts:** Comprehension and Collaboration-Speaking and Listening
- **Benchmarks:**
 - **Music:** MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
 - **Language Arts:** LACC.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- **Description:** Students will resolve a hypothetical conflict by aligning music excerpts, vocabulary, listening and communication skills, and by applying new knowledge gained from lesson 1 experiences
- **Outcome:** Each student will leave with a new confidence that he/she has practiced and succeeded in using conflict resolution skills. Visual-aural-verbal-non-verbal skills will be utilized; writing skills enhanced. Group and individual reflection. T.U.N.E Strategy

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Lesson 2 continued

- **Arts (Music) Integration Strategy:**
 - Listening and Responding, Brainstorming, model / echo
- **Language Arts Strategy:**
 - Sequence charts, flow charts, Thinking Process Map
Brainstorming
- **Materials:**
 - **Teaching Artist/Music Educator:** Residency Lesson Plans, Electronic Tuner, list of T.U.N.E. phrases / words from lesson 1, worksheet
 - **Language Arts Instructor:** Packet from Teaching Artist, conflict situation index cards, pre-determined student groups (large groups and small groups)
 - **Supplemental:** Pencils, Audio playback device
- **Vocabulary:**
 - **Music:** modulation, excerpt
 - **Language Arts: process map** review - tension, compromise, negotiate
 - **Both:** T.U.N.E. Talk, Understand, Negotiate, Express

Note:

VT=Volunteer

TA=Teaching Artist

CT=Classroom Teacher

SVT=Student volunteer

AD=Administrator/Staff

V. = vocabulary word

S=Students, target population

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Lesson 2 Strategy (10 minutes)

Opening and Review

TA: Tell the story "The Three Sisters"

Optional exercise: start with awesome shapes demonstrating T.U.N.E.

S: Sing the word TUNE as a chord (Track 9)

TA: **Objective in student language:** Today you are going to use the words, phrases, and skills you learned in lesson one to solve a conflict that your classroom teachers provided. Some of these conflicts have actually happened in school and others are conflicts that they made up for this lesson. You will leave this class knowing that you have practiced and created skills to help you get along with others, especially when there is a situation that is bothering you. You will have a plan.

Lesson 2 Procedures: (20 minutes)

Suggestion: Assessment and assistance during lesson - During this activity, CR / VT / TA sit with or walk around room checking that students are completing activities and participating.

Objective in student language: Today you will practice the T.U.N.E. strategy to resolve a conflict with a partner. You will see that the words you used and the singing experience from yesterday will give you the tools you need for this process.

1. TA: Displays list of T.U.N.E. words.
2. CT: Guide students to their small groups.
3. CT /VT: Hand out worksheets, pencils (one per student)
4. TA: Each group will get a "conflict card". Your group is going to work together to resolve the conflict. The teachers and staff will be here to assist you. Please raise your hand if you need help with anything. I will be stopping you at times to give you directions for the next step of the conflict resolution process. Please write your first and last name on your worksheet. Each student should fill in their own worksheet even though you are working as a group. You may assign roles within your group or work on each step of the problem together.

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Lesson 2 Reflection and Assessment of Student Learning

(5-10 minutes)

1. TA: choose from the following options

a. *Students stand in circle:* Ask about Big Idea, Enduring Lifelong Lesson, what skills did they use today to help them communicate better, what subjects were involved

b. *Make awesome silent shapes* - Students and adults stand in a circle or find an empty space, silence, safety, no direct touching.

TA / CT directs participants to make an awesome silent shape that shows a person:

i. involved in a conflict (T)

ii. Working on understanding another person they are mad at. (U)

iii. working on compromise and negotiation, transition, modulation (N)

iv. expressing that he or she feels better about their situation (E)

v. T.

vi. U.

vii. N.

viii. E.

c. TA / CT directs them to get in groups of three and as a *team make sculpture* of:

i. unison

ii. being out of tune

iii. being in conflict

iv. being bullied

v. in transition, negotiation, or modulation

vi. compromising

vii. understanding others

viii. disagreeing

ix. negotiating

x. resolving

d. TA/CT directs them to get in groups of three and make an awesome shape of

i. 3 people in a verbal conflict

ii. 3 people "Speaking in Tune"

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Lesson 2 lasting impact for 5th grade students:

Experiencing success in collaboration with classmates and teachers in problem-solving strategies. Having a plan.

Lesson 2 Enduring Understanding:

I (student) have the skills and knowledge need to be heard and to resolve conflicts.

Lesson 2 lasting impact teaching team and volunteers:

- At the end of the 1st lesson, the students will have new vocabulary to describe feelings that arise when conflict arises. They will have had the actual experience of speaking and singing “in tune”.
- Adult participants will see the impact that they have on the learning environment by modeling positive resolution techniques in the classroom, on campus, and at home. They will have the opportunity to reflect on their personal reactions to conflict

Documentation of Student Learning:

- FLIP video to record lesson , Photographs
- Before and after video of “sing in tune” and “sing out of tune”
- Poster-board replications of Thinking Process Map with color pictures and text for permanent display

Post Lesson Reflections (teaching artist, J.Steinmeyer) *this is my personal reflection and is not intended to be part of the teacher packet. The classroom teacher will express her own reflections.*

Part 1, Lesson 2 was very exciting because the students had the opportunity to put the T.U.N.E. strategy into practice. They collaborated with a student who was not necessarily a close friend. Each student had to find words and feelings to express their personal experience. They also had to put themselves in another person’s “shoes” and practice compromise. It was great to see that they understood the terminology and process through their assessment of having to make various awesome shapes. I wish that I had planned more time for the actual activity and reflection. It would have been beneficial to have another session for students to discuss the specific conflict they had to resolve. Skits and poster board sized replications of the thinking process map would be an excellent long-lasting display of their new knowledge. It would also have given them a visual reminder that they succeeded at resolving a conflict without the intervention of an adult.

What’s Next: Speaking in T.U.N.E. Part Two (lessons 3 and 4)

Extension workshops will be available at your request. The lessons build on Part 1 of the arts residency (lessons 1 and 2) and involve parents, community members, and a deeper hands-on experience in music, writing, and other content areas.

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Glossary of Terms

Definitions are not specific sources. They describe my personal understanding of how the words apply to the lessons in this program.

- **Arts Integration:** Utilizing skills in the arts to develop and enhance skills in other subject areas; holistic learning and teaching experience
- **CD :** compact disc
- **Compromise:** agreeing on a solution by being willing to give up some personal desire or demand
- **Conflict:** a disagreement, a problem, part of the structure of literature
- **Electronic Tuner:** a device used to hear a pitch; a visual aid to assess if a pitch is being matched
- **Excerpt :** a segment of a song or piece of literature
- **Express:** to describe an emotion upon reaching a resolution (in this program, it is the stage of executing a plan)
- **In-tune:** playing an instrument or singing on pitch
- **Modulation:** a harmonic process or progression in music, going from one key to another, going from tension to resolution
- **Negotiate:** to discuss and develop a plan or specific outcome
- **Out-of-tune:** not being on pitch
- **R.O.A.R.S:** Respect, Ownership, Attitude, Responsibility, Safety
- **Resolution:** a group of people agreeing to take a course of action, executing a plan
- **Teaching Artist:** an experienced artist (visual, performing) trained in applying that art form in an educational setting
- **T.U.N.E. :** Talk, Understand, Negotiate, Express / Execute plan a conflict resolution strategy
- **Tension:** emotional or physical response to conflict, musical or literary expression of conflict
- **Transition:** the process of moving from one place or "state" to another. *See modulation, negotiation*
- **Tuning:** adjusting an instrument or adjusting the voice in order to be on pitch
- **Unison:** as one, singing or playing the same note

Speaking in T.U.N.E Worksheet 1 Student Name: _____

Group Members: _____

Explanation of Chart: This chart will help you use the T.U.N.E. strategy to resolve a conflict. You may work with a partner. The top row shows the process of resolving a conflict. The boxes in each column correspond to that part of the process. Write your own ideas, definitions, words, feelings in the arrow next to the blue box and follow the process. You may decide to state a hypothetical conflict and work to resolve it, or you may decide to use this sequence chart with a partner to help you with a real conflict that you are experiencing. There are blue boxes at the bottom if you have your own categories that you would like to use as a planning tool. It is okay to ask for help.

