Learning Centers in the Music Room

CPS Lesson Lab Demonstration
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What are Music MILAs?

- Managed Independent Learning Activities
- A.K.A. Music Centers, Music Stations
- Include a variety of music learning modalities – Exploring, Reading, Writing, Listening, Moving, Singing, and Playing Instruments
- Reliant on space, materials, classroom organization and management
- Allows time to address specific learning needs or individual/small group assessment
My Seating Chart

My classroom rug is this color.

Each row has a color-corresponding bin with writing supplies. One student from each row is responsible for retrieving the bin and passing out its materials to the row.

Seats don’t change unless necessary.
<table>
<thead>
<tr>
<th>MILA Expectations</th>
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<tbody>
<tr>
<td>Stay With Your Group</td>
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<tr>
<td>Do the Assigned Activity</td>
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<tr>
<td>Share and Take Turns</td>
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<tr>
<td>Check Your Volume</td>
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</tbody>
</table>
Transitions

Bell 1
- Headphones Off
- Movement Stops
- Materials Returned

Bell 2
- Transition to Next Activity

Students Point to Next Activity
Beginning MILAs for Kindergarten

- Vocal Exploration
- Ribbon Wand Movement
- Syllable Sorting (Teacher Managed)
- Library
- Keyboard Exploration
Helpful Tips for Implementation

- Find out if students have MILA/Center time in the general classroom and use similar setup, expectations, and student groupings.

- Group sizes (no more than six students) and familiarity of working in groups is important for student engagement and management.

- Don’t introduce new activities, songs/texts, manipulatives, or skills during an independent center.

- Reduce paper waste by putting worksheets in clear folder or laminate.
Reach out for extra help, especially with the younger elementary! Consider a parent volunteer or classroom aid to help at a specific center.

Student jobs help in management and clean up of centers. Consider a designated leader for each group, technology manager (iPads, chromebooks, audio tech), librarian, headphone organizer, paper collector, etc.

Centers can take time to set up, especially with technology and/or manipulatives. Make some centers low-maintenance, go-to activities like Listening Center, iPads, Classroom Library, Keyboards.

Music MILAs are not perfectly quiet, so consider the engagement and noise level of each center.
## Favorite Worksheet and Center Resources

<table>
<thead>
<tr>
<th>Worksheets</th>
<th>Hands-On</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Solfa Ready, Set, Print Worksheets</td>
<td>Beat Blocks</td>
<td>Groove Pizza</td>
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<tr>
<td>Music Worksheets- Treble/Bass, Line/Space, High/Low: 30 Pages</td>
<td>Music Koosh Ball Games for Smart Boards</td>
<td>Incredibox</td>
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<tr>
<td>Instrument Families Workbook</td>
<td>“Chumbará” Singing Center</td>
<td>Keezy and Keezy Drummer</td>
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<tr>
<td>Piano Activity Booklets</td>
<td>Oh, Fiddlesticks!</td>
<td>Sketch-a-Song</td>
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<tr>
<td>No Prep Ukulele Worksheets</td>
<td>Think Fun Move and Groove Dance Game</td>
<td>Rhythm Cat Lite</td>
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<td></td>
<td>Dance Ribbon Streamers</td>
<td>Young Person's Guide to the Orchestra by Benjamin Britten</td>
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### Continued Reading
- Aileen Miracle – "LEARNING CENTERS IN THE MUSIC CLASSROOM" and "GIVING STUDENTS CHOICE DURING CENTERS"
- Ashley Queen - CENTERS
Workshop MILA Activities

- Koosh Ball Rhythm Reading (K-5, independent with computer/smartboard)
- iPad Apps (K-8, independent)
- Ukulele Skill Builder (5-8, independent)
- “Chumbara” Singing Center (2-5, independent)