

Gary Dulabaum – Teaching Through the Magic of Song

CONCERTS FOR STUDENTS (Grades K – 6)

There is no audience size limit on the number of students for Gary’s concerts. The concerts can be done K-6/K-5, but Gary does recommend K-2, 3-5, or K-3, 4-5. For concert equipment Gary requests: 2 microphones and two microphone stands, overhead projector and screen, CDplayer/Boombox, and a table to set things on.

GENERAL CONCERT/SCHOOL ASSEMBLIES (K-6)

Gary’s participatory general concerts include songs from all of his recordings covering many themes and topics, traditional songs from his field collections, cover tunes, songs from books, movement, rhythm, performance poetry, stories, sing-alongs, and humor (including Gary’s humorous monologues about school life, growing up, learning guitar, being a student, etc.). All of Gary’s concerts and school assemblies are interactive/participatory. Whenever possible, Gary’s concerts and assemblies will include songs and activities specific to school’s theme(s).

LITERACY CONCERT: I’M A RAZZLE-DAZZLE READER—GIVE ME A GOOD BOOK TO SING (K-6)

Songs have words and words you read. In every good book there’s a song waiting to be written and sung. This participatory, hands-on concert celebrates oral and written language through performance poetry, prose, stories, humor, song, rhythm, movement, drama, instrumental music, and writing. During the concert Gary will explore the direct link between song and book and why you have to be a reader to be a writer. The concert will include songs from books, original songs from Gary’s six recordings, songs written by and with students, teachers and Gary, and ideas for adding movement, rhythm, drama, and music to poems for performance. This concert is a true celebration of language and is guaranteed to inspire even the most reluctant readers to go and find a good book to read and sing.

TEACHER IN-SERVICE TRAININGS AND STUDENT PROGRAMS

The following programs are offered in different versions for teachers and for students. The teacher versions are presented as hands-on, interactive workshops/in-services.

The student versions are presented either as interactive/hands-on, large group assemblies or smaller classroom-size sessions/workshops.

For equipment Gary requests: 2 microphones and two microphone stands, overhead projector and screen, CD player/Boom box, and a table to set things on. For any sessions/workshops featuring songwriting or poetry writing, Gary also requests a tablet, an easel, and markers.

Gary Dulabaum – Teaching Through the Magic of Song

ORAL PERFORMANCE – THE ROCKET FUEL OF FULL POWER LANGUAGE

In written English 100 percent of the message is sent through words. In spoken English only 7 percent of the message is sent through words. The remaining 93 percent of the message is sent through using non-verbal language elements—facial expression, stance, gesture, tone, timing, and inflection. In this workshop we will explore the possibilities of borrowing a few basic practices from the ESL repertoire to provide the missing elements in the standard language curriculum. We will focus on those practices that involve the oral performance of prose, poetry, and music to bridge the gap between “spoken” and “written” English.

MY TEACHER RIDES A HARLEY: ENHANCING K-6 LITERACY THROUGH SONGWRITING

If your students are like most students, they probably groan and roll their eyes each time you make a writing assignment. If you’re like most teachers, you probably are constantly searching for new ways to make writing assignments interesting. One good approach is to build on young people’s interest in popular music and turn your students into songwriters. Sharing stories and songwriting approaches from his book, *My Teacher Rides A Harley*, Gary outlines the tools and processes teachers need to expose their students to the writing process and encourage their personal creativity.

TEACHING THROUGH THE MAGIC OF SONG

“The Language of song is natural for children. Through song they build language fluency that permeates every area of the curriculum.” Music is a basic language of our culture and children love music. Using song in the classroom teaching can help children improve their creative writing skills, can help improve the (their) power of creation, and can help in the development of language. This interactive workshop celebrates song in the classroom and offers ideas on how to incorporate song into your everyday teaching. Songs for all curriculum areas, songs from books, socially positive songs, and songs for special occasions and themes will also be featured.

I’M A RAZZLE-DAZZLE READER—GIVE ME A GOOD BOOK TO SING

Songs have words and words you read. “Music and reading go together because singing is a celebration of language. Children’s language naturally has rhythm and melody. Children bring this natural music of language with them to the task of learning to read,” so it makes sense to include music and rhythm to enhance literacy skills in the classroom. This session explores the link between song and book, the use of rhythm in reading to help build fluency skills, and using song lyrics as reading material. “Few people in today’s society have as powerful an influence over kids as do the singers and songwriters of songs. When the words from songs you and your students know are used as reading material, the language experience is deepened. When students consider the words of songs valid reading material, they are alert, interested and appreciative. The workshop offers ideas, resources and activities linking song and book, using lyrics in the classroom as reading material, and using music and rhythm to enhance literacy.

Gary Dulabaum – Teaching Through the Magic of Song

DR.DRE MAKES A HOUSE CALL: ENHANCING LITERACY THROUGH RHYTHM, RHYME, MOVEMENT AND POETRY

Explore how rhythm helps students with their fluency in reading, how rhyme is part of our everyday language, and use movement to create meaning. Langston Hughes defined poetry this way, "Poetry is rhythm. The rhythms of poetry give continuity and pattern to words, to thoughts, strengthening them, adding the qualities of permanence, and relating the written word to the vast rhythm of life." During this session Gary will also demonstrate the close link between song lyric and poem and how using music of today, including rapper Dr Dre's instrumental loops will bring new life to the written word, and will keep the attention of your students (adding music to the experience of learning is a technique students respond to.) Check it out!!

WHERE WAS I WHEN I NEED ME? EXPRESSING YOURSELF THROUGH SONGWRITING, POETRY, AND ORAL PERFORMANCE

Using songwriting, poetry, oral performance, and rhythm as tools for self-expression, Gary will lead your students on a journey that will celebrate language, creativity and the power of creative expression through writing and performance. Whether it be short stories, heartfelt poetry, or song lyrics we can all relate to, Gary demonstrates the power of well-written words and how when presented orally we learn to creatively and clearly communicate by using performance techniques like facial gesturing, body language, timing, and voice.