



“Learning through the arts fosters integration of a student’s sensory, cognitive, emotional, and motor capacities. For example, hands-on materials and activities can challenge students to move from the concrete to the abstract, and students can develop ideas while working through the stages of the creative process. The arts can be enjoyable and fulfilling, but they are also intellectually rigorous disciplines involving the use of complex symbols (e.g., choreography, gesture, icons, musical notation) to communicate meaning and understanding. Many of these symbols are rooted in a particular social, historical, and cultural context and therefore may have meanings that are different from what one knows from one’s own culture and time.”

The Ontario Arts Curriculum has many recurring ideas for Music throughout the various grades. Handbell and Chime ringing can help you address multiple expectations, both Overall and Specific, in the same way that other instruments do, but with a very unique voice and size that are easily handled by students of all ages.

The Ontario Guild of English Handbell Ringers (OGEHR) offers Guest Clinicians and workshops throughout the province.

There are also a wide variety of concerts in all areas throughout the year.

Handbells are available to groups who wish to borrow them on a short term basis.

If you have any questions about this brochure, please contact Debbie McMackin, former TDSB Music Teacher, and member of the OGEHR Education Committee.

demcmackin@sympatico.ca

Our website is open to non-members but certain sections are member-only accessible. We also have a FaceBook page which provides ideas and information in addition to advertising upcoming events.

<https://ogehr.ca>

<https://www.facebook.com/Ontario-Guild-of-English-Handbell-Ringers-435432536620702/>

HANDBELLS

and the

ONTARIO

ARTS

CURRICULUM

How using English Handbells and/or Chimes in the classroom can help students meet the expectations of the current Ontario Arts Curriculum.

Prepared by the
ONTARIO GUILD of ENGLISH
HANDBELL RINGERS
(OGEHR)
Education Committee

WHY HANDBELLS IN SCHOOLS?

Handbells come in a variety of sizes. This makes this instrument very accessible to students of all ages. They also come individually labelled and the sound produced can be very calming. The written scores can be easily marked with colour coding or circles to make reading music simple for even the youngest students, and the ability to read specific notes within a given phrase, or chord, expands music reading skills immensely.

As previously mentioned, The Ontario Arts Curriculum has many recurring ideas throughout the different grades and expectations that can be fulfilled using this unique instrument family.

MUSIC IN THE ELEMENTARY GRADES

The Overall Expectations for Music are the same for all Grades 1 to 8:

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| <p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p> |
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In addition to using examples from the Handbell world in their listening experiences for both C2 and C3, Handbells can be used in providing opportunities for students to fulfill Specific Expectations through the shared opportunities provided by using instruments, such as:

- C1.1** *sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods.*
- C1.2** *apply the elements of music when singing, playing, and moving.*
- C1.3** *create compositions for a specific purpose and a familiar audience.*
- C1.4** *use the tools and techniques of musicianship in musical performances.*

In the Curriculum documents, Fundamental Concepts are stated for each grade in a spiral building fashion. This Grade 5 example demonstrates each of the elements emphasized throughout the students' years of learning.

FUNDAMENTAL CONCEPTS FOR GRADE 5
In Grade 5, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 4. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing (e.g., singing, moving, playing instruments).
ELEMENTS OF MUSIC
<ul style="list-style-type: none">• duration: dotted quarter note followed by an eighth note (oral prompt: "tam-ti"); dotted eighth note and sixteenth note (oral prompt: "tim-ka"); rhythms, including those with eighth notes ("ti-ti") and sixteenth notes ("tika-tika"), in various combinations (e.g., "tika-ti, ti-tika, ti-ti, ta"); $\frac{6}{8}$ metre (oral count, with primary emphasis on "one" and secondary emphasis on "two": "one-and-a-two-and-a")• pitch: key signatures in the music they perform (e.g., D major, C minor), clefs used for any instruments they play• dynamics and other expressive controls: dynamics and articulation encountered in music listened to, sung, and played, and their signs• timbre: tone colour for particular purposes (e.g., use of trumpets for a fanfare, flutes for depicting birds, various instruments for creating specific moods)• texture/harmony: part singing (homophonic or polyphonic), chord progressions using I and V• form: compositions in four or more sections (e.g., AABA, ABAC [alternation between a chorus, A, and improvisations, B and C], rondo [e.g., ABACADA])

That list of Concepts clearly identifies notation as a necessary rudiment to be expanded over the grades. In addition to traditional note and rhythmic notation, scores for Handbells can include over 20 different symbols or markings unique to this instrument as well as many others that can be transferred.

Handbells also provide unique experiences for fulfilling the Specific Expectations.

Here are just a few examples:

- C1.5** *demonstrate understanding that sounds can be represented by symbols. (Grade 1)*
- C1.5** *demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own. (Grade 4)*
- C2.2** *Identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used. (Grade 6)*
- C2.3** *Identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members. (Grades 7 & 8)*

MUSIC IN THE SECONDARY GRADES

In the documents for Secondary Curriculum in The Arts, the Overview for Music states:

"Music study at the

Grade 9 and 10 level is intended to develop students'

Grade 11 and 12 level enhances students'

understanding and appreciation of music through the development of practical skills and creative work."

Students develop their awareness of the elements in Grades 9 & 10, and *"apply them to create and perform works that are related to their personal interest and experience."*

In Grades 11 & 12, students use those elements to *"create and perform works of increasing complexity."*

As in the Elementary grades, Handbells provide unique opportunities for students of all sizes, backgrounds, and abilities, to increase their reading, performing, listening, and analyzing skills due to the expansive notational items and ease of integration with other instruments. Whether or not a student is familiar with this instrument family prior to entry into the Secondary level, most Handbell repertoire allows for participation within choirs of all levels of difficulty. And, as with all Secondary musical course offerings,

"Performance and theory skills continue to be of major importance as students progress from grade to grade. Students extend their ability to evaluate performances by reviewing and reflecting and commenting on their own and others' creative work. They expand their specialized vocabulary for evaluating their own music and the work of other musicians."

*Please note: some portions of this pamphlet have been copied directly from the official documents provided by the Government of Ontario.