

KAGAN STRUCTURES

SELECTED COOPERATIVE LEARNING STRATEGIES FOR MUSIC

1. THINK, PAIR, SHARE

- a. The teacher poses a problem.
- b. Students think alone for a specified time.
- c. Pairs work together to discuss or solve the problem.
- d. Students are called on to share their answers with the class.



2. TIMED PAIR SHARE

- a. Teacher announces a topic and states how long each student will have to share (divide time equally)
- b. Teacher provides think time
- c. In pairs, partner A shares their answer, partner B listens.
- d. Partner B responds with a positive gambit ("One thing I learned listening to you was ...", "I enjoyed listening to you because ...", "Your most interesting idea was ...")
- e. Students switch roles. Teacher asks another question/problem and gives think time
- f. Partner B shares their answer, partner A listens
- g. Partner A responds with a positive gambit ("One thing I learned listening to you was ...", "I enjoyed listening to you because ...", "Your most interesting idea was ...")

3. CIRCLE THE SAGE

- a. A problem is given/question is asked by the teacher.
- b. Teacher asks who knows the answer.
- c. Students who know the answer stand in various parts of the room.
- d. Other students circle the person who knows the answer (Sage) and then the Sage teaches the others

4. INSIDE/OUTSIDE CIRCLE

- a. The class form two concentric circles, one inside and one outside with each child facing a partner in the other circle
- b. A question or musical task is put to the class and the child on the outside has to try to answer the question/ perform the task. The child on the inside then either a. Praises the other child for a good answer or b. Offers an improvement to the first answer
- c. The outside circle all move round one space to face a new partner and the next question/task is given to the class



5. PASS THE PROBLEM

- a. A number of questions or problems are printed on the front of cards and one card is given to each group.
- b. The groups answer the question and write their answer on the back of the card
- c. They then pass their card onto the next group question side up – don't look at the other side!
- d. Each group then answers the new question. When they have their answer, they turn the card over and see if it matches the previous group's answer. If it does, put a tick next to it, if it does not, write your own answer underneath. Once all questions have been done by each group, feed back as a class.



6. CAROUSEL LEARNING

- a. Divide the class into a number of table groups. Choose the same number of HA children to be 'teachers'
- b. Give each 'teacher' a part of a song, accompaniment, rhythm or melody to learn
- c. The teachers teach their part to the rest of their table until it is secure
- d. Perform the song/piece with each group doing their part
- e. Teachers then all move round to the next group and teach their part and so on until the whole class know each part.
- f. Perform the song/piece of music as a class. Either in table groups doing part or all together playing the whole



7. BRAINSTORMING

- a. Split the class into groups of 4. Each group must allocate numbers 1 to 4 to every child in the group
- b. Each numbered child receives a role.

#1 - Speed Sergeant - ensures that teammates work fast, under time pressure, to come up with as many ideas as possible. Says things such as, "We only have one minute left." "Let's hurry." "Let's get quicker with our responses."

#2 - Chief Support – makes sure all ideas are encouraged with no evaluation of ideas. Says things such as, "All ideas are great!" "That's an excellent idea." "I really like that."

#3 - Sultan of Silly – encourages silly ideas. Says things such as, "Let's have a crazy idea!" "Can anyone think of something funny?" It's not the Sultan's job to provide the silly suggestions but rather to encourage others to come up with them. Having some silly ideas is very helpful in the flow of the work, keeping the tone creative and in increasing the range of suggestions.

#4 - Improvement Guru – encourages teammates to build on each other's ideas, saying things like, "Let's build on that." "Let's combine these ideas." The Improvement Guru is also the team secretary recording each idea on a separate slip of paper.
- c. Each group must work on their task with the roles being played out by the numbered children