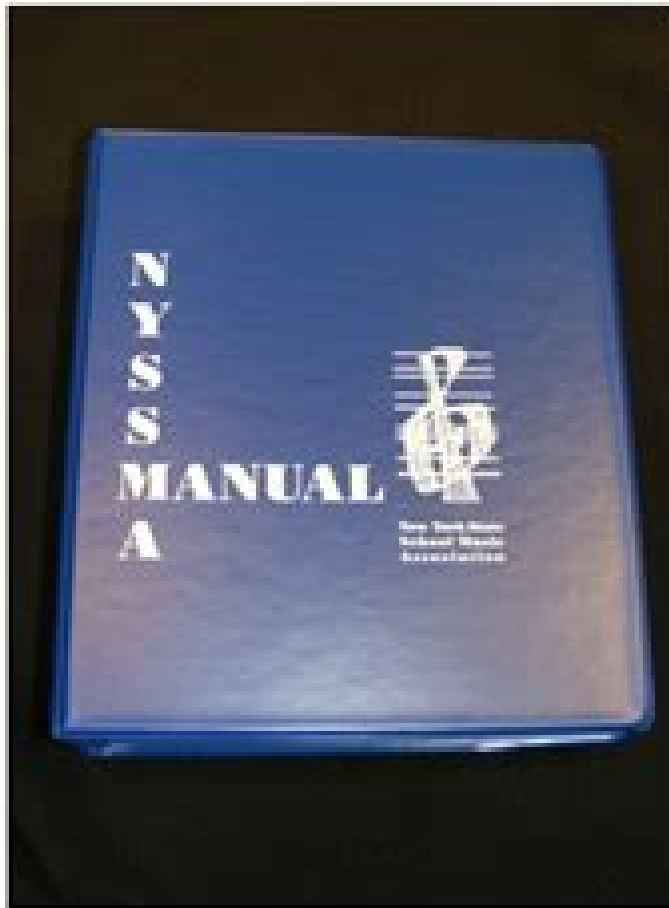


History of the NYSSMA Manual



- Fast forward to 2012
 - Publication and distribution of Edition 30 of The NYSSMA Manual!!

Nyssma Manual Edition

Sharon A. Clark



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NYSSMA Manual ,1978 *NYSSMA Manual* New York State School Music Association,Bruce R. Purrington,1988

NYSSMA Manual ,1982 **NYSSMA Manual** ,1991 NYSSMA Manual New York State School Music

Association,Donald Coley,2000 **Nyssma Manual** ,2015 Instructional Technology, Motivation, Attitudes and Behaviors

Sharon A. Clark,2003-12 In middle schools today teachers meet many challenges The research question addressed in this dissertation was What are the effects of instructional technology on motivation attitudes and behavior of at risk learners in the middle school general music classroom The purpose of this study was to determine if the implementation of instructional technology specifically digital piano keyboards and computers in the middle school general music program would have a positive effect on the motivation attitudes and behaviors of at risk learners To this end a study was conducted in which at risk learners received instruction delivered through a higher concentration of technology Students completed a pretest and a posttest consisting of the Motivation Achievement Profile audiation listening and audiation reading scales of Level One of the Iowa Tests of Music Literacy and the Middle School Music Attitude Scale The experimental group received music instruction through a higher concentration of technology while the comparison group participated in an equally desirable music program Data was analyzed using an analysis of covariance in which the posttest mean of the experimental group was compared with the posttest mean of the comparison group with the pretest scores used as a covariate Overall no statistical significance was found however statistical significance was found on 2 of the 22 measures taken Furthermore there was a remarkable degree of consistency for the experimental group Overall consistency was seen with the experimental group scoring higher on 18 of the 22 measures indicating that perhaps if there had been more students a significant effect might have been seen Nonetheless the consistency leads to the conclusion that the treatment had some kind of effect There is an implication that a positive although not statistically significant effect on the motivation attitudes and behaviors of at risk learners occurred

Wholehearted Voice Pedagogy David Sisco,2025-07-01 Wholehearted Voice Pedagogy An Integrative Approach to Training Vocal Artists investigates how to develop healthy equitable student teacher relationships in both applied and independent voice lessons Knitting together research from cognitive science education mindfulness and sports psychology the book promotes a student centered approach to teaching that gives singers agency over their vocal expression and buoys teacher well being Divided into two parts the book begins by examining the student teacher relationship It explores the history of this relationship analyses contemporary opportunities and challenges impacting students and teachers reflects on four holistic pillars of teaching and offers recommendations for developing healthy boundaries and clear communication with students The second part focuses on fostering a singer s artistry covering such topics as selecting repertoire with the student examining motor skill learning and various practice modalities cultivating vibrant performances through artistic research and creating an equitable rubric for assessment Throughout the book research is supported by anecdotes and insights from a

diverse roster of Western classical musical theatre and CCM voice teachers Synthesized with reflective questions recommendations for further reading and a robust online companion Wholehearted Voice Pedagogy presents an integrative approach to instruction that empowers singing artists and engenders connected gratifying teaching This book is a valuable resource for early career and established voice teachers alike and offers vibrant resources for vocal pedagogy courses

The School Music Program MENC Task Force for National Standards in the Arts,1994 Recommendations for a music curriculum based on best practices for grades K 12 The Practice of Creating Massachusetts. Department of Education,1996

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