



Music Ed Insights



Key takeaways from:

Getting Ready to Get Ready

Linda Sibio on Voice, Emotion, and Nonlinear Thinking

Some students need to get ready to get ready.

- Before students can sing, play, compose, or create, some may need another step first: a way to settle, focus, move, vocalize, or otherwise transition into the work. Linda's exercises are built around that idea of preparing the body and mind before asking for artistic output. Alan's Meeting Notes_transcript
- Practical implications:
 - Build in short transition activities before demanding focused creative work.
 - Remember that readiness may look different from student to student.
 - Treat preparation as part of learning, not wasted time.
- Reflection question: Who in your classroom may need a different path toward readiness?

Expression can come before precision.

- Linda often starts with emotion, sound, movement, rhythm, and contrast before worrying about whether something is technically polished. In one exercise, the same words are explored through happiness, sadness, anger, and fear, using the voice and body to change the meaning and intensity. Alan's Meeting Notes_transcript
- Practical implications:
 - Give students chances to explore sound before correcting it.
 - Ask what a phrase should feel like before focusing only on accuracy.
 - Use movement, rhythm, or vocal exploration to help students connect technique with expression.
- Reflection question: Where could expression come before correctness in your teaching?

Treat flexibility as a program-saving strategy.

- Linda's work embraces fragmentation, contrast, nonlinear thinking, and multiple forms of expression. That challenges the assumption that creativity has to begin with orderly, sequential thinking. For some students, a less traditional path may be exactly what helps them engage. Alan's Meeting Notes_transcript
- Practical implications:
 - Offer more than one way for students to respond or create.
 - Avoid assuming that orderly thinking is always better thinking.
 - Make room for students who process, communicate, or express themselves differently.
- Reflection question: Does your classroom reward only one kind of thinking?

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