The Agile Centered Classroom Adaptations and Applications

The goal of the Agile Classroom is to provide opportunities for choir members to become independent critical thinkers, problem solvers/finders, and to think musically on their own at their current skill level. The Agile Development Instructional Framework (ADIF) is a new paradigm for music education and establishes the foundation for the Agile Classroom. Innovation, flexibility, and creativity by both the director and ensemble are the hallmarks of this framework.

Student Adaptations
- Choir members are engaged and involved in the entire rehearsal process itself, participating in a collaborative teacher-to-student and peer-to-peer work environment. This requires the student to contribute to the learning process by problem-solving, developing and refining technical skills, and providing specific information such as personal preference and musical interpretation.

Classroom Instruction Adaptations
- The key to the success of the Agile Classroom is the director's ability to adapt and modify this framework to fit the specific needs and challenges of their music programs. ADIF Sprints can be modified or extended to match the ensemble's size, voicing distribution, piano skill level, music reading ability, leadership potential, and familiarity with ADIF.

Rehearsal Procedure Adaptations - ADIF Sprints
- ADIF Sprints (Iterations) are short rehearsal events led by students or the director that can last from three minutes to a class period. Each sprint focusses on one specific challenge, concept, or skill. Once a choir learns to participate in the Full Ensemble Sprints and demonstrates an understanding of the sprint rehearsal process, the ensemble divides into SATB (or quartet) Sprint Sectionals groups. Eventually, through experience, each choir member attains the skills and confidence necessary to perform Self-Sprints. Through Self-Sprints, students demonstrate their ability to be independent musicians by planning, problem-solving, executing, and assessing musical experiences in and out of the classroom. This is the goal of ADIF.

Applications of the Agile Development Instructional Framework (ADIF)

➢ Initial Sprint Sectionals or Self-Sprints can focus on the acquisition of basic pitches and rhythms. Future Sprints can focus on more in-depth areas of focus, such as dynamics, phrasing, and stylistic considerations.

➢ If choir members do not have sufficient piano skills to play individual vocal parts, Sprint groups can work on rhythm challenges or practice pronunciations for selections with a foreign text.

➢ Sprints can also be used for sight-reading exercises by dividing the choir into SATB or SA/TB Sectionals. These Sprint groups can practice their sight-reading skills as taught by the director and have a "sight-reading sing off ."

➢ Smaller music programs can create different Sprint Groups to fit their identified needs. A twenty-two-member ninth- and tenth grade SSA Women's Chorus can woodshed a small section of Mary Lynn Lightfoot's *Pie Jesu*.

➢ For larger choral programs, a fifty-five-member upper-level ensemble can split into SATB quartet sectionals, and focus on phrasing and interpretation of Ola Gjeilo's *Ubi Caritas*.