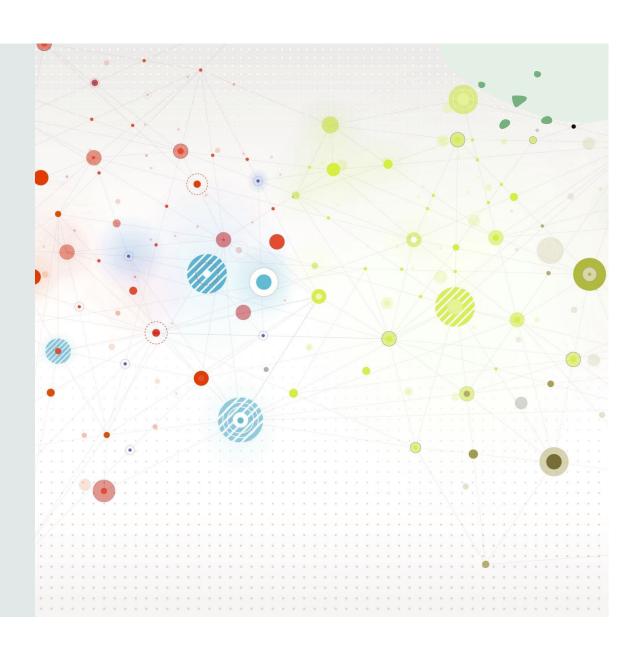
Sample Curriculum Plan

By Ryan Kerwin



Overview - Eclectic Approach

01

Skills are sequential for each grade level

• Sources: "Rhythm and the Child" and "The Singing Child"

02

Standards drawn from WVDE

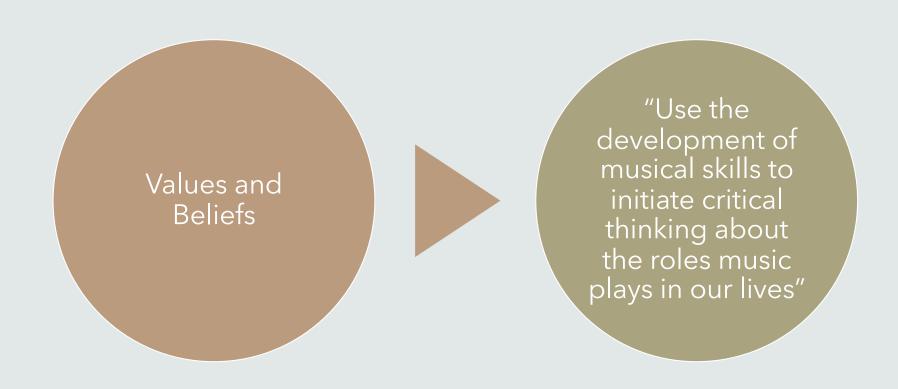
• Includes every standard for each grade level



Overview – Eclectic Approach

- Repertoire Selection:
 - Organized by Theme
 - Each grade level gets a different perspective on the theme

| May | Music In Movies | Theme: Music and Disney | Theme: Sound Design in Cartoons | Theme: Popular Music Soundtracks |
|-----|-----------------|--|---|--|
| | | Conceptual Focus: Expressive Qualities of Music, Diagetic Music vs. Non-Diegetic Music | | Conceptual Focus: Expressive Qualities of Music |
| | | MU.K-2.13 Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. MU.K-2.10 Explain and/or demonstrate musical ideas/devices that represent | Standards: MU.3-5.21 Explore life skills relevant to musical careers. MU.3-5.18 Compare and contrast personal and expressive preferences in the evaluation and active listening of music for specific purposes, citing evidence from the elements of music. | Standards: MU.3-5.10 Discover a variety of expressive qualities (e.g., dynamics, phrasing, articulation, form, and tempo) relating to musical performance. MU.3-5.18 Compare and contrast personal and expressive preferences in the evaluation and active listening of music for specific purposes, citing evidence from the elements of music. |



Detailed Plans

Example: Skills Focused

| Month: | Weeks: | K-1 | 2-3 | 4-5 |
|--------|---------|---|---|---|
| August | Week 1: | Objective: SWBAT sing in front of others and introduce themselves | Objective: SWBAT define and perform soft and loud dynamics with their voice | Objective: SWBAT to sing a full octave melody SWBAT perform fast syncopations with their voice SWBAT will be able to identify mi-re-do pattern and the pentatonic scale in "Every Time I Feel The Spirit" |
| | | Repertoire: "Who Are You?" (https://www.bethsnotesplus.com/2018/07/who-are-you.html) | Repertoire: "Boom Chicka Boom" (https://www.bethsnotesplus.com/2013/05/peas-porridge-hot.html) | Repertoire: "Every Time I Feel The Spirit" (https://www.bethsnotesplus.com/2014/06/every-time-i-feel-spirit.html) |
| | Week 2: | Objective: SWBAT keep a steady beat within the song, "Peas, Porridge, Hot" SWBAT echo rhythmic patterns with body percussion | their voice | Objective: SWBAT perform, read, and idenitfy 1/16th note rhythms SWBAT define ostinato SWBAT perform a vocal song with melodic and rhythmic ostinatos |
| | | Repertoire: "Peas, Porridge, Hot" (https://www.bethsnotesplus.com/2013/05/peas-porridge-hot.html) | Repertoire: "Weavily Wheat" (https://www.bethsnotesplus.com/2011/10/rhythm-folk-songs.html) | Repertoire: "A Hole in the Middle of The Sea" (https://www.bethsnotesplus.com/2011/10/hole-in-middle-of-sea.html) |
| | Week 3: | Objective: SWBAT to perform with their voice in front of others and move/ respond to directions in the lyrics SWBAT describe singing voice vs. speaking voice | Objective: SWBAT identify mi-re-do patterns in the song SWBAT perform mi-re do patterns with "body solfege" and Orff instruments | Objective: SWBAT to improvise movement, vocal melodies, and insturmental melodies with the pentatonic scale |
| | | Repertoire: "Hello Song" (https://www.bethsnotesplus.com/2017/04/hello-song.html) | Repertoire: "Tideo" (https://www.bethsnotesplus.com/2013/03/tideo.html) | Repertoire: "Winter Snow" |

Example: Skills enable Critical Thinking

| September - Functions of Music in Daily Life | | Objective: SWBAT describe the expressive differences between marches and Iullabies through representative movement and descriptions of musical elements (e.g. tempo) | SWBAT explain how songs like "Alabama Gal" were common at | Objective: SWBAT explains how work songs funtioned to coordinate worker's efforts and related this the musical elements of tempo and rhythm. |
|---|----|--|--|--|
| | | Repertoire: "Stars and Stripes for Ever" "Lady, Lady" (Lullabies vs. Marches) | Repertoire: "Alabama Gal" (Rise Sally Rise, pg. 10) (Songs for Dancing/Social) | Repertoire: "Early in the Morning" (https://www.loc.gov/collections/songs-of-america/articles-and-essays/musical-styles/traditional-and-ethnic/traditional-work-songs/) (Work Songs) |
| | 5: | SWBAT explain how music can help us learn about the world and about each other (birhtdays). | Objective: SWBAT identify different instruments used in concert music SWBAT describe the how the different musical selections vary in terms in dynamics, tempo, and articulation adn how these affect how they feel to listen to | Objective: SWBAT identify verse-refrain form in "Blowin' in the Wind" SWBAT to explain how the folk music revial of the 1960s accompanied social protests |
| | | Repertoire: "Apples, Peaches, Pears, and Plums" "The Alphabet Song" (Songs for Learning) | Repertoire: "Beethoven's Fitth Symphony, Mvt. 1" "Hot House" Charlie Parker and Dlzzy Gillespie (https://www.youtube.com/watch?v=ejlsnuKyJEA) "Carmina Burana" Carl Orff (Songs for Listening at Concerts) | Repertoire: "Blowing in the Wind" by Bob Dylan (Songs for Protest) |
| | 6: | | Objective: SWBAT explain how "The Star Spangled Banner" and "Take Me Out to the Ballgame" accompany social rituals at baseball games. | Objective: SWBAT explain how ballads/folk songs perserve stories and legends SWBAT to perform an accompaniment to "John Henry" on uke using I, IV, and V chords |
| | | "Skip to My Lou" (Songs for Playing Games) | Repertoire: "The Star-Spangled Banner" "Take Me Out to The Ballgame" (Songs with Rituals) | Repertoire: "John Henry" (https://www.bethsnotesplus.com/2013/07/john- henry.html) (Songs for Telling Stories) |