

Sample Curriculum Plan

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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, Diegetic Music vs. Non-Diegetic Music	Conceptual Focus: Recording, Environmental Sound	Conceptual Focus: Expressive Qualities of Music
		Standards: 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 expressive intent.	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.

Values and Beliefs

A diagram consisting of two circles connected by a right-pointing triangle. The left circle is light brown and contains the text 'Values and Beliefs'. The right circle is olive green and contains a quote: 'Use the development of musical skills to initiate critical thinking about the roles music plays in our lives'. The triangle is light brown and points from the left circle to the right circle.

“Use the development of musical skills to initiate critical thinking about the roles music plays in our lives”

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	Objective: SWBAT perform eighth-quarter-eight syncopations with their voice SWBAT define syncopation and explain how it relates to the beat	Objective: SWBAT perform, read, and identify 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 instrumental 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	Week 4:	Objective: SWBAT describe the expressive differences between marches and lullabies through representative movement and descriptions of musical elements (e.g. tempo)	Objective: SWBAT explain how songs like "Alabama Gal" were common at dances that served as important social events	Objective: SWBAT explains how work songs functioned 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)
	Week 5:	Objective: SWBAT explain how music can help us learn about the world and about each other (birthdays).	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 and 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 revival of the 1960s accompanied social protests
		Repertoire: "Apples, Peaches, Pears, and Plums" "The Alphabet Song" (Songs for Learning)	Repertoire: "Beethoven's Fifth Symphony, Mvt. 1" "Hot House" Charlie Parker and Dizzy 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)
	Week 6:	Objective: SWBAT perform the song and dance "Skip to My Lou" in tempo SWBAT describe how the song and dance support each other	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 preserve stories and legends SWBAT to perform an accompaniment to "John Henry" on uke using I, IV, and V chords
		Repertoire: "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)