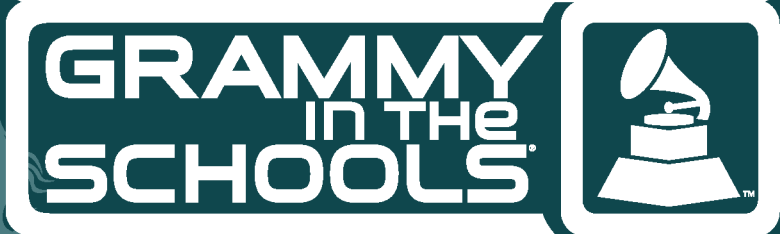


DISCOVERY THROUGH MUSIC



MUSIC CURRICULUM

Nourish their potential.



ARTS • ATHLETICS • ACADEMICS
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grammyfoundation.com



In conjunction with the GRAMMY Foundation® & Labels for EducationSM

Welcome and FAQs

Thank you for taking part in this exciting and new music education partnership with the GRAMMY Foundation and *Labels for Education*. We invite you to take a creative dive into music with these standards-based, integrated lessons and make music a part of your daily instruction. Together, with your support and creative instruction, we will create knowledge, awareness, and an understanding about the importance of music education.

Adjusting the Lessons

If you read and write music or your students' musical skills are advanced, adjust the lesson as necessary. Each lesson has been scripted to fit the needs of an educator who may not have had a music education. Use the lesson as a guide, target the standards, and teach the content according to what your students and class need.

Differentiation of Instruction

Every class has a diverse group of students with multiple levels of skills and life experiences. Support your students' needs by partnering for success, challenging the high students with additional layers of difficulty, and supporting the struggling students by laying a firm foundation. Every student can participate in each lesson through differentiation techniques. When in doubt, ask the students what would make it easier or harder for them and support their decisions. Also feel free to push the students a bit and challenge them to take on harder parts or create new ideas.

The Great Wall of Music? What is it?

The Great Wall of Music is a wall area that is reserved for the musical works that will be created in your classroom. It is a creative space where student work will be posted for all to see and play. Invite the students to play the music, review, and create new pieces whenever possible and post their creative work for all to see.

Have these lessons been kid-tested?

Yes! These lessons have been taught to many children in various schools, by both music and classroom teachers and they work! The K_1_2 lessons are a part of a larger curriculum that was researched by Dr. Larry Scripp from the New England Conservatory. Please read 'Music Learning/Language Learning' in this document for further information. The 3rd – 6th grade lessons are extensions of the same exploratory process as the K-1-2 lessons and have been used in classrooms as well.

Help!

I'm not musical and can't sing OR read music!

Not a problem! You do not have to read formal music notation or sing to teach these modules and everything is explained thoroughly. The lessons have been scripted, word for word in case you've never facilitated a music lesson. It will work! Smile, stay one step ahead of the students, let them know you are learning as well, and you will be fantastic! If you model that you are willing to take the risk, your students will follow. Utilize your students. In your classroom is a star, waiting to be born! Invite them to demonstrate a melody or share a rhythm. Your students are brilliant and just need you to open their door to music.

Suggestion: Look at the *Elements of Music*. This will be your guide to using and understanding music vocabulary while teaching students to become musically literate. Over time, you and your students will begin to use musical terminology as a part of your daily language. Also, take a look at the *Auditory Discrimination* download and you will notice how music and spoken language have many similarities. You've probably been teaching some of the elements of music in English-Language Arts all along!

Life Skills

Life skills are naturally imbedded in each lesson because the learning opportunities invite students to work together, contribute, and listen. The very aspect of creating music with others is a perfect opportunity to discuss choices and feelings while learning how to respect people and their individual ideas and contributions. Use these lessons to address these concepts when the teachable moment arises or as an introduction to the lesson itself. A creative classroom is a safe classroom where students will contribute without second-guessing their thoughts; allowing ideas to flow freely.

Music Learning and Language Learning is a "Two-Way Street"

Thanks to an extensive study funded by the NAMM Foundation, evidence of the success of the K-1-2 Lessons in this curriculum has provided new understandings of how and why learning music in elementary school is linked with achievement in language reading. In a report published by the Music-in-Education National Consortium (journal.music-in-education.org), researchers found "highly significant statistical evidence that the level of music and music-integrated literacy skills is positively linked with a broad array of language literacy skills." While music and language have been regarded as distinctly different disciplines in schools in the past, it appears now that teachers can combine music instruction focused also on language and math in ways that support learning for all students equally – including English Language Learners and students at risk for literacy challenges. Parents and educators throughout the U.S. applaud this as a model for music and music-integrated literacy learning that all public school children deserve! – *Dr. Larry Scripp, Principal Investigator, MIENC*

Sources

Multiple standards resources were referenced throughout these documents. Please visit the following websites for further information:

Life Skills:

http://www.unicef.org/lifeskills/index_whichskills.html

English-Language Arts, Science, History Social Science Standards:

- <http://www.mcrel.org>
- <http://www.cde.ca.gov/be/st/ss/>

Music Standards:

- <http://www.cde.ca.gov/be/st/ss/>
- <http://www.menc.org/resources/view/national-standards-for-music-education>

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Module and Lesson Overview

- Lessons have been grouped in 3 levels: K-1-2, 3-4, 5-6
- There are **2 Modules** in each grade level group and each **module** has four standards-based, integrated music lessons.
- Within each lesson you will see standards, objectives, and materials. Followed by the Introduction, Lesson Sequence, Teacher Tips, Independent Practice, Closing, Assessment, and Extension.
- Download and read the documents within the Introductory Information Folder to answer some Frequently Asked Questions. It is suggested that the lessons are approached sequentially as the skills spiral and apply in each subsequent lesson. All lessons use the voice and body as the primary instrument, in addition to found sounds.

Grades: K-1-2

Module 1, Lesson 1: Listening Walk Composition – Identifying and Creating Sound Pictures
Module 1, Lesson 2: Picture This! – Composition and Timbre Study
Module 1, Lesson 3: A Picture is Worth a Thousand Words – Composing for a Visual Picture
Module 1, Lesson 4: A Tone Poem - Creating Music for Poetry
Module 2, Lesson 1: Dynamic Exploration – Creating Patterns of Loud and Quiet Dynamics
Module 2, Lesson 2: Dynamic Letters and Numbers - Applying Dynamics with Numbers & Letters
Module 2, Lesson 3: Ending Punctuation ?!. – Understanding & Applying Punctuation with Inflection
Module 2, Lesson 4: Musically Poetic – Reading Rhythmic Poetry/Reading Creating Melodic Poetry

Grades: 3-4

Module 1, Lesson 1: Listening Walk Composition – Composing and Creating Sound Notation
Module 1, Lesson 2: Zip! Crash! Splash! – Onomatopoeia and Introducing Rhythmic Speech
Module 1, Lesson 3: Science of Sound – 6 Properties of Sound and Rhythmic Speech
Module 1, Lesson 4: Creating a Soundscape – Timbre Composition for a Visual Picture
Module 2, Lesson 1: Rhythmic Counting – Counting, Skip-Counting and Rhythmic Speech
Module 2, Lesson 2: Reading & Writing Horizontal Rhythms – Creating Patterns and Compositions
Module 2, Lesson 3: Reading & Writing Vertical Rhythms – Creating Patterns and Compositions
Module 2, Lesson 4: Rhythmic & Melodic Spelling Words – Reading and Writing Rhythm with Words

Grades: 5-6

Module 1, Lesson 1: Creative Line Design and Music Making – Drawing, Writing, & Composing
Module 1, Lesson 2: Making Music with Technology Kids Wear – Recording Sounds with Cell Phones
Module 1, Lesson 3: Active Jigsaw Listening – Listening, Writing, and Using the Elements of Music
Module 1, Lesson 4: Creating Format Poetry and Music – Composing to a Class Created Poem
Module 2, Lesson 1: Rappin' Rhythm with a Twist of Math – Learning, Reviewing Math Operation Words
Module 2, Lesson 2: Running Rhythmic Patterns – Reading & Writing Rhythms
Module 2, Lesson 3: Rhythmic and Melodic Spelling Words – Creating Music for Spelling Words
Module 2, Lesson 4: My People, My Song – Recording Family Folk Songs & Interviewing with Cell Phones

The Elements of Music

beat

the underlying pulse of music

pitch

the high and low of sound

rhythm

short & long patterns of sounds & silences, above the beat or pulse

melody

rhythm and pitch combined to make a 'tune'

dynamics

the loud and quiet of sound

tempo

the rate or speed of the beat; fast or slow

form

the overall shape or pattern of a section or piece of music

harmony

layered pitches above or below the melody

timbre

the particular tone quality of a sound

texture

thick or thin layers of sound

composition

a piece created with an overall form

active listening

listening with a purpose

Auditory Discrimination

Connections between music and spoken words

pitch – inflection

high and low

rhythm – word syllables

patterns of long & short

musical phrase - sentence

a complete thought in sound or word

duration

long & short

tempo - speed

fast & slow

sound & silence

timbre – tone

type of sound

attack • decay • sustain • release

accent - direction

attack • heavy & light • accent

dynamics - volume

loud & quiet

beginning – onset

ending - rime



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Integrating the Arts into the Curriculum

What?

Integrate: Made complete by combining components or parts: *integrated* curricula.

Integration: bringing together parts into an integral whole.

Teach important concepts/standards/ideas of a subject matter, while simultaneously teaching important concepts/standards/ideas of another subject matter.

Integration is beyond and deeper than thematic similarity or correlations.












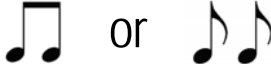










How?

- Maintain the integrity of *each* academic subject.
 - Identify standards to be taught in both subject matters
 - Ensure authentic and comprehensive connections, with conscious and authentic transfer.
 - Create assessments for standards based lessons.
 - Design a sequence of instruction to create lessons that scaffold information.
 - Take risks!
-

Why?

- To teach to the whole child so that he/she may access information in a multitude of modalities.
- To allow the child to see and create connections so that she/he can be a creative, literate, & contributing member of our culture and society, as a whole.
 - To understand that the arts are academic subjects because they have scopes & sequences, as well as state and national standards.
 - To experience and understand the interconnectedness of all subjects.
- To realize that the creative process allows the child to be fully engaged, have ownership of knowledge, progress through cognitive domains, & experience differentiated instruction.
- **Gestalt:** The integrated arrangement of different elements (experiences, emotions, subjects, etc.), so as to appear & function as a whole that is greater than the simple total of its parts.

Reading Notation Chart/Key

| | picture notation | stick notation | traditional notation |
|---------------------------------|---|---|---|
| half note |  |  ta - a |  |
| quarter rest |  |  ta rest or rest |  |
| quarter note |  |  ta |  |
| two eighth notes |  |  ti - ti |  or  |
| 4 sixteenth notes |  |  ti-fi-ti-fi |  |
| 1 eighth note & 2 sixteenths |  |  ti - ti - fi |  |
| 2 sixteenth notes & 1 eighth |  |  ti - fi - ti |  |

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