

More Bang for your Buck: Building Lessons, Sequencing Instruction, and Curriculum Mapping for Elementary General Music

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How do we make the most of our limited time in elementary general music?

Three Levels of Planning:

- 1) What will we do today?
- 2) What will we do over the next few classes/weeks?
- 3) What will we do by the time students leave the program?

Fundamental Assumptions:

- Audiation = primary goal!
- Sequential learning is key.
- Skill learning sequence & content learning sequences are important guides!

Building Lessons Intentionally

- Preliminary considerations: class frequency, class length, student age?
- Choosing activities: Try a lesson plan checklist.
- Considerations for pacing: focus/intensity, familiarity, physical position, variety
- Think about scaffolding of steps within each activity.

Extending Over Several Class Periods

- Gives students time to process and internalize repertoire and skills.
- Enables better pacing and variety throughout the class period.

Example: “Country Dance” (in *Music Play*)

Day 1: Continuous flow, +pulse; Rhythm patterns; Steady beat- pizza toss

Day 2: Echo rhythm patterns (“bah”) — group and individuals

Day 3: Circle dance (CCW 8, CW 8, IN 8, OUT 8)

Day 4: Create rhythm patterns — “rhythm conversation”

*Think about readiness when sequencing instruction! How can each step prepare our students for future steps?

High, High Hill

Source Unknown

There's some-one stand-ing on a high, high hill. I won-der who it could be. There's
 some - one stand-ing on a high, high hill who's e - cho - ing me!
 (sing - ing for me!)

- Day 1: Flow/beat; Tonal patterns; Resting tone- group and individuals
- Day 2: Tonal pattern game- individuals
- Day 3: Chord roots
- Day 4: Tonal pattern game- individuals create
- Day 5: Resting tone with solfege (DO)- label major tonality

Love Somebody

Traditional

Love some - bo - dy, yes I do. Love some - bo - dy, yes I do.
 Love some - bo - dy, yes I do. Love some - bo - dy, but I won't tell who.

- Day 1: "Music Detectives"- recognize DO-MI-SO, label as major tonic
- Day 2: Echo tonal patterns with solfege & label (major tonic/no)
- Day 3: Sing chord roots (solfege)
- Day 4: Notation awareness; Play D-M-S on bells
- Day 5: Replace D-M-S with other major tonic patterns

Extending Learning Over Several Grade Levels

*Allows more focus on new skills or concepts by using familiar repertoire.

Example: "Country Dance"

- Day 1: Review song/circle dance, cut dance down to 4s (instead of 8s)
- Day 2: Sing chord roots
- Day 3: Create rhythms on chord roots

Engine, Engine

Traditional



Engine, engine number nine, going down Chicago line. If the train should jump the track, do I get my money back?

2nd Grade

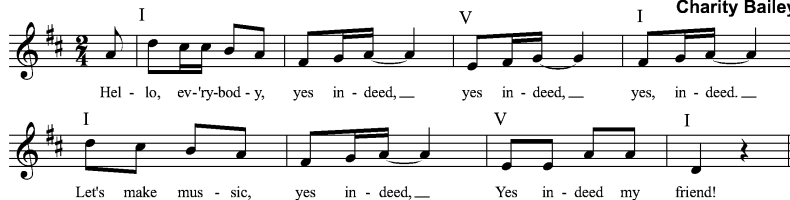
- Day 1: Macrobeat/microbeat; Label meter; Trains (macro/micro)
- Day 2: Rhythm patterns with syllables; Play microbeat
- Day 3: Rhythm patterns- individuals; Play macrobeat
- Day 4: Macro/micro switching game
- Day 5: Play simultaneous macro/micro

3rd Grade

- Day 1: Review (macro/micro, trains, switching game); Round
- Day 2: Read rhythm patterns
- Day 3: Read chant notation
- Day 4: Improve melody
- Day 5: Compose melody (whole class or small group)

Hello, Everybody!

Eunice Holsaert
Charity Bailey



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1st Grade

- Day 1: Continuous flow, Macro/micro- move in various ways
- Day 2: Handshake + Resting tone (“bum”)
- Day 3: Students walk to macro + handshake/r.t.

2nd Grade

- Day 1: Macro/micro +syllables, Label meter
- Day 2: Handshake +Resting tone (DO), Label tonality
- Day 3: Handshake +SO-MI-DO, Label as major tonic
- Day 4: Chord roots (solfege)
- Day 5: Play chord roots (barred instruments, boomwhackers, etc.)

3rd Grade

- Day 1: Handshake on major tonic
- Day 2: Review chord roots; High-five on major dominant

- Day 3: Sing chord tones (3 parts); Combine shake on tonic/high-five on dominant
- Day 4: Review chord tones; Label chord names; Play chords (tonebars, etc.); Partner Songs (with “High, High Hill”)
- Day 5: Review song and major tonic/dominant; Introduce hand staff and tonal pattern notation reading

4th Grade

- Day 1: Review song and chord roots; Improvise rhythms on chord roots
- Day 2: Review chord tones; Improvise rhythms on chord tones
- Day 3: Improvise by choosing chord tones on macrobeats/microbeats
- Day 4: Improvise melody including neighbor/passing tones
- Day 5+: Compose partner songs on recorder

Example: “You Will Never Find Me (Valentine)” (from *Jump Right In 1*)

1st Grade

- Day 1: Beat/flow; Label ABA form; Create beat movements for A section
- Day 2: Locomotor macrobeat (A) & nonlocomotor flow (B)
- Day 3: Transfer beat/flow to egg shakers
- Day 4: Tonal patterns- echo/create (“bum”)

2nd Grade

- Day 1: “Music Detectives”- find MI-DO-LA, label as minor tonic
- Day 2: Notation awareness (M-D-L); Chord roots (A part only)- sing/play
- Day 3: Heart Game- students walk to a heart (song) & identify pattern function by standing on it and singing “minor tonic” OR stepping off it and singing “no”

3rd Grade

- Day 1: Review song/chord roots; Chord tones in 3 parts (A only)
- Day 2: Label chords and play chord tones
- Day 3: Improvise melody over chords
- Day 4: Rhythm reading game- students walk to a heart during the song (A only) then pick it up and read the rhythm pattern written on it.

4th Grade

- Day 1: Review rhythm reading game
- Day 2: Extend reading game by specifying “only read if...” (your pattern includes a rest, includes divisions, etc.) and/or including “?” (improvise a rhythm)
- Day 3: Play chord roots to A section on recorder (E-E-B-E); Improvise/play rhythms on chord roots
- Day 4: Play M-D-L on recorder (B-G-E) when it happens in the song
- Day 5: Create and play other minor tonic patterns (using B-G-E); Play other minor tonic patterns in place of M-D-L during the song

Also think about Skill Learning Sequence!

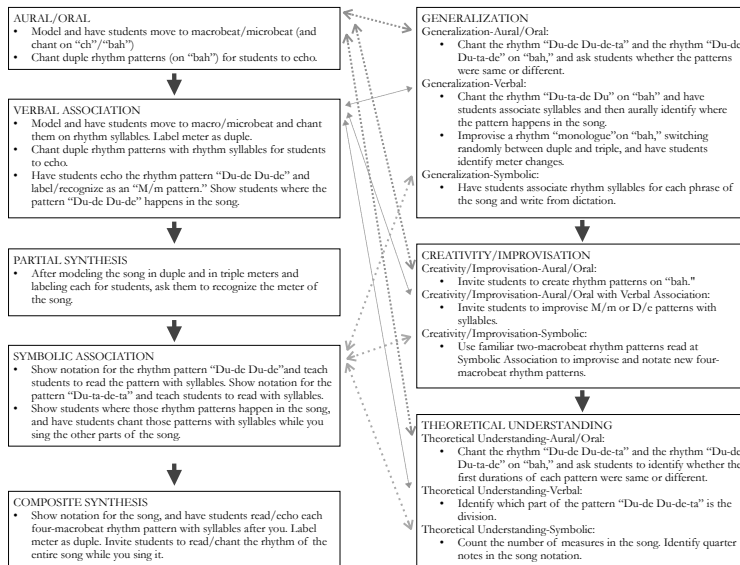
https://drive.google.com/open?id=1DYr-oPeNqueY20YI8DPb4DN8pFg_E4kA

Seasons Round

Heather N. Shouldice

Swir - ling 'round, the au-tumn leaves blow, gi - ving way to the fall - ing snow.

Spring, the flo - wers bloom and grow. Round and round the sea - sons go.



PLUS tonal skills, scarf movement, round, etc.

**See Google Drive folder for more examples!

Let's Try It!

Choose a song from the next page that you could see yourself using in your elementary classroom.

How many concepts/skills could be taught using just this one song?

For example, what...

- Tonal concepts/skills?*
- Rhythm concepts/skills?*
- Harmonic concepts/skills?*
- Instrument playing?*
- Singing games?*
- Notation reading/writing?*
- Improvisation?*
- Form?*
- Expressive qualities?*
- Composition?*
- History/Culture?*
- What else???*

Brainstorm and write down as many ideas as you can possibly think of!

<https://docs.google.com/document/d/1PY2T38u6gECinp7MkOI6WfMPl6HK5brka7cMMW0n8I0/edit?usp=sharing>

Joshua

Traditional

Swung

Josh - ua fit the bat-tle of - Je - ri - cho, — Je - ri - cho, — Je - ri - cho — .

Jos - hua fit the bat-tle of — Je - ri - cho, — and the walls came tum - blin' down.

Going Fishing

Traditional

Walking down the street with my fish - ing line. — Boom! Bah! — My fish - ing line. —
 Sat right down on the ri - ver bank. — Boom! Bah! — The ri - ver bank. —
 Went to sleep 'cause the sun was warm. — Boom! Bah! — The sun was warm. —
 Something came a - long and — made this sound. — Boom! Bah! — Made this sound. —
 Glub, glub, glub, glub, glub, glub, glub. — Boom! Bah! — Glub, glub, glub, glub. —
 Grabbed my line and — ran a - way. — Boom! Bah! — Ran a - way. —
 I jumped up and — chased it a - round. Boom! Bah! — Chased it a - round. —
 What I — caught was a lit - tle fish. — Boom! Bah! — A lit - tle fish. —

Round and Round

Anonymous

Round and round the earth is turn - ing, turn - ing al - ways

round to morn - ing, and from morn - ing round to night.

I See the Moon

Beth Bolton

I see the moon shin - ing in the sky bright - ly.

I see the moon smil - ing down up - on me.

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Rig a Jig Jig

Traditional

As I was walk - ing down the street, down the street, down the street, a friend of mine I

hap - pened to meet, hi - ho, hi - ho, hi - ho! Rig a jig jig and a - way we go, a - way we go, a -

way we go. Rig a jig jig and a - way we go, hi - ho, hi - ho, hi - ho!

Core Goals & Curriculum Mapping

A) Know your “non-negotiables” (i.e., core goals).

If you could only accomplish four core goals with your students before they leave you at the end of elementary school, what would your top priorities be?

1. _____
2. _____
3. _____
4. _____

What if you had to choose your four core goals for each grade level?

Rather than collecting lots of different activities, how many “core goals” could you cover with just one song/chant?

B) Try curriculum mapping!

1. Gather the necessary tools to inform the process.
2. Create a document for every grade level.
3. Look at the big picture across grade levels...
 - What are your core goals and/or significant milestones for each grade level?
 - Working backward, how might skills/concepts be structured in earlier grade levels that will provide readiness for priorities/milestones in later grade levels?
4. Then look within each grade level...
 - How might skills/concepts be sequenced across the school year? What readinesses can be built in the earlier part of the school year that will set students up for success with later goals in that grade level?
 - Once you have a general “flow” for each grade level, map out the timeline for the entire year (by months or quarters, etc.).
5. Create a curriculum map template that represents timing of the school year AND categories for objectives. Transfer grade-level lists to maps!

(See examples below and on Google Drive: <https://drive.google.com/open?id=1xrYwsg6zFY8KYMJofyv8LOG-N9NCv8CZ>)

GRADE 2	Tonal	Rhythm	Concepts/Skills	Movement
Sept.	Review SV, RT G/I patterns ("bum") Review Major/minor RT with solfege LSA: T-2B1 Create tonal patt. ("bum")	Review flow, Mac/mic G/I patterns ("bah"/syll.) Review Duple/Triple, LSA: R-4A1 Duple M/m, D/e Rhythm conversations/ Create rhy. patt.	Review Posture, Instrument etiquette Review AB, ABA form Review call & response Oboe ID	Review Laban Create movement with a partner
Oct.	LSA: T-2A1 Major ton./dom. Begin ton./dom. ostinati root melodies (→ instr.?) Class Composition LSA: T-2B3	LSA: R-4B1 Simultaneous Mac/mic (→ instr.) G/I pattern (syll.) Rhy. ostinato accomp. Create rhy. ost. with syll.	Melody begins/ends on RT Notation Awareness Read rhy. patt. - iconic Review ostinato (→ create)	Reinforce Laban Continue circle dances/ folk dance readiness
Nov.	LSA: T-2A2 Minor ton./dom. Create "answer" phrases	LSA: R-4A2 Triple M/m, D/e	Unison v. Harmony St. sing harmony in small groups, pairs, against T. Bassoon ID Cont. notation awareness	Begin partner dances
Dec.	LSA: T-2C3 G/I patt. ("bum"/self.)	LSA: R-4C1 G/I patterns (syll.)	Review phrases Crescendo/decrescendo	

	Major/minor-RT	Tonal Patterns	Tonic/dominant patt.	Associate solf.-Maj./ton.	Create Maj.patt.w/solf.	I-V root melodies	Duple/Triple Mac/mic	Rhythm Patterns	Create rhy.patt./ost.	Rhy. conversation w/syll.	Shape of Melody (Saxophone)	Folk/circle dance	Form → create AB, ABA	Notation Awareness	Notes		
Second Grade: Jan.-Feb.																	
Black Cat and Pink Mouse							x	x	x	x							- d
Circle Around	x	x	x	x		x	x	x	x	x		x					M t
Corner Grocery Store	x	x				x	x										M d
Folk Dance: Irish Stew						x						x	x		#3		- -
Folk Dance: Les Saluts						x						x	x		#4		- -
Frog Song	x	x	x		x	x	x	x			x			x			M d
Going Fishing	x	x				x	x							x	Solo resp.		m d
I Know a Frog	x	x	x		x	x								x			M d
I'm Gonna Put ☐ Shoes	(x)						x	x	x		x				Laban		Mx d
Leprechaun Dance	x						x										m d
Little Partridge	x													x	Rhy.ost.		m d
Love Somebody	x	x	x	x	x	x	x	x	x					x			M d
Martin Luther King	x						x				x			x			M d
Oh Where ☐ Dog Gone	x	x	x			x	x	x	x	x	x				ost., S-M-D		M t
Old Woman & the Pig	x			x	x			x			x			x	listening map		M d
Rig a Jig Jig	x					x	x					x	x	x			M mm
Rocket Ship	x	x															m d
Sam, Sam ☐ Butcher Man						(x)	x	x	x	x	x			x			L d
Santy Maloney	x	x	x		x	x					x	x		x			M t
Stretch and Bounce							x	x	x	x							- d
Telephone Time					x												M d
Three Crows	x	x	x	x	x	x	x				x			x			M d
Train Song (K.Kreiss)	x	x	x	x	x		x		x						solos, replace "toot-toot"		M d
Valentine Dance						x	x					x					M d
You Will Never Find Me (A)	x	x	x			x	x	x						x			m d
?????															Class composition		

Resources

Bolton, B. M. (2002). *Musicianship (and Katangaroo and Fives, Sevens, and Crazy Eights)*. Bestbael Music.

**Contact Beth at bolton.beth@gmail.com to purchase her materials.

Shouldice, H. N. (2020). *Everyday musicality: Unlocking the inner musician through MLT* [Audio podcast]. Retrieved from <https://everydaymusicality.com/podcast/>

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Valerio, W. H., Reynolds, A. M., Bolton, B. M., Taggart, C. C., & Gordon, E. E. (1998). *Music play: The early childhood music curriculum*. Chicago: GIA Publications.

Materials on Google Drive:

<https://drive.google.com/open?id=11DspA9mh-JotgD1gSmEWhtB8Eqw2YtLw>