

Rationale

The goals of this curriculum are to empower students to be independent musicians and have a general knowledge of music to use outside of the classroom. This curriculum is highly Kodály based through concepts and the lesson plans that would be developed to reach the goals of the curriculum. The main steps within lesson plans and the curricular goals are “prepare, present, and practice”, which stem from an “experience-based approach to learning” (OAKE 2015). This curriculum will be most successful with carefully planned sequential teaching processes (OAKE 2015).

Description of the setting and context for which my curriculum is designed

The setting for this curriculum plan is an elementary general music classroom, grades kindergarten through fifth grade. I had extensive experience with these grade levels and seeing a curriculum first hand during my student teaching experience, so much of this curriculum is based off of what I observed and what makes sense to me sequentially. The goals of the curriculum are stated on each chart, the left side labeling the rows and the top labeling the time line for the curriculum.

Scope and sequence

The sequence of introducing concepts is marked on each of my charts. I have included several lesson plans with figurative dates that correspond with the concepts that are present during each month as examples of how I might specifically implement different aspects of this curriculum.

The Content of the Curriculum

Generally, the content centers around presenting one specific concept a month while still maintaining practice or preparation of other concepts. This allows the curriculum to flow easily.

The teacher can present new concepts with sequenced lesson plans that correspond with the plan for the year. This also gives the teacher flexibility in the activities that can be used. For example, there are many songs to prepare students to learn ‘la’. The teacher can use many songs all the way up to the month of April to start preparing students’ ears for ‘la’ recognition.

Instructional Strategies

Singing is the primary instructional tool for students to take part in experiential learning, which is learning that takes place out of the normal academic setting (The Regents of the University of Colorado 2015). Barred instruments are also important for students’ early exposure to composing. Not only does this give students a kinesthetic experience in music class, but students also have a visual setting of pitches. Students have experience handling instruments from kindergarten in this general music classroom. Instruments are used as music learning tools as well as a method for practicing self-control.

Assessment

I have indicated my informal assessments after each portion of my lesson plans. The time and assessment questions that I as the teacher ask myself while teaching are important to include in my lesson plans. These questions aide me in monitoring my students and their comprehension while I am teaching. I have included some examples of formal assessments for second and fifth grade composition comprehension.

Second grade composition worksheet = This worksheet would be included in a lesson after rhythmic composition was introduced. The pitches used are limited based on the knowledge of solfege at this point in the curriculum, but students are able to start to compose basic melodies based on a poem.

Fifth grade composition worksheet = Students have learned more solfege syllables and pitches at this point in the curriculum. Students have options to use pre-determined patterns given on the worksheet, or they may use their own original solfege notes.

References

National Association for Music Educators. (2015). Core Music Standards. *PK-8 General Music*. Retrieved from <http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-PK-8-Strand.pdf>.

Organization of American Kodály Educators. (2015). The Kodály Concept. Retrieved from <https://www.oake.org/about-us/the-kodaly-concept/>.

The Regents of the University of Colorado. (2015). Experiential Learning Center. *What is Experiential Learning?* Retrieved from <http://www.ucdenver.edu/life/services/Experiential%20Learning/about/Pages/WhatisExperientialLearning.aspx>.