

Music (November 2019)

Key focus areas:

- STEAM approach
- Rhythm and beats
- Pitch, vocal melody, crescendo
- Language and cultures
- Visual language of music and musical instruments
- Movement involved in interaction with music/musical instruments
- Music in everyday sounds
- Socio-emotional learning, the emotion of music/sounds

Activity List:

- Learning songs by Mr. Dave (In-school music teacher)
- Learning how to read music
- Vocabulary of instruments (matching game)
- Instrument song with actions
- Our music band; dramatic play with kid's version of various instruments
- Creating music with rainbow jaltarang (seven colors corresponding to the 7 musical notes)
- Making maracas, shakers
- Making string instruments
- Making music by recording and merging everyday sounds
- Learning bird song
- Making a rain stick
- Making painting with musical vibrations (drum bass)
- Learning songs from other languages (Mandarin, Spanish, Hebrew, Hindi, Gujarati)
- Painting music
- Wall punch art to learn rhythm (applying paint on the hand and punching a cushioned wall on the beats of the music)
- Learning about echo
- Creating music/rhythm with clapping patterns
- Exploring moods with music
- Lullabies and wake up songs, dramatic play
- Introducing folk music and collective song and dance

Week 1: Introduction to Music

Day 1

- Singing songs; What songs do we know?
- [Your song is my song](#)
- Kids will be paired together and each will teach the other a song they know; teachers can guide the younger students

Week 2: Musical Instruments

Day 1

- Learning names of instruments and recognizing the sounds they create
- [Instrument matching game](#); card game
- Matching instruments with their respective names
- This is how we play a _____ ; making an action of playing and the sound (wherever possible) corresponding to the instrument

Day 2

- Learning the math of rhythm/beats
- [Counting to beats](#)
- [Making drums/bongos](#); materials: yogurt containers (any plastic container), elastic rubber band, clingwrap plastic

Day 3

- [Exploring string instruments](#)
- Experimenting with the material, length and count of strings and how it affects sound
- [Creating string instruments](#); materials: cardboard boxes, elastic rubber bands, elastic plastic strings, thin metallic wires, scissors

Day 4

- Exploring wind based instruments like flute, trumpet, horn, clarinet, etc
- Focus on learning to distinguish amongst the instruments, distance of holes and change in pitch (for older, musically inclined students)
- [Making kazoos/didgeridoos](#); materials: long cardboard cylinder, single hole punching machine

Day 5

- [Exploring shakers](#)
- Focus on how the size and texture of materials within change the sound
- Trials with mixed grains, specific combinations and single grain type
- [Making rain stick/maracas](#)

Week 3: Sound to Music, Music to Art

Day 1

- [Nature walk](#)
- Focus on natural sounds like that of birds, rain (weather dependent), water, wind, leaves rustling, one's own breathing
- Record these sounds and try to find music in natural sounds
- Learning to [imitate bird sounds](#)

Day 2

- Exploring the sounds that different materials have; plastics, glass, metals
- Try clinking same materials and combination materials as well (eg: metal and glass)
- [Rhyming words](#); learning rhyming words with emphasis on phonetics
- Creating a song with the rhythm of these rhyming words

Day 3

- [Learning about Echo](#)
- Exploring spaces on the daily walk where sounds can echo; exploring echo in a plastic tub, feel the vibrations of resonance
- See how echo changes as we add water to the tub
- [Making Jal Tarang](#); materials: 7 glass bowls or glasses, water

Day 4

- [Paint on Drums](#)
- Add paint on the drums we made in the prior week and observe vibrations on them; can transition into a splash art activity depending on how children choose to interact with the setup
- [Clap music](#); creating music with claps, learning the math involved in beat making and rhythms

Day 5

- [City Walk](#); observe daily urban sounds like honking, train, fire truck sirens, people talking, vehicles zooming, etc
- Switch to a completely soothing environment in the second part of the day and paint to calming music

Week 4: Music around the world

Day 1

- [Mandarin](#) - celebratory folk song
- [Making a Chinese rattle drum](#); materials: the cardboard centers of tape, paper, elastic band, string, wooden beads

Day 2

- [Hebrew](#) - Wedding song
- [Learning to dance to the song](#)

Day 3

- [Hindi](#) - exploring street music
- [Street play](#)

Day 4

- [Finnish](#) - lullaby
- Put loovies (nap time snuggle toys) to sleep by singing them a lullaby

Day 5

- [Exploring Buddhist Music](#)
- Focus on meditative sounds, calm and yoga
- Exploring the Tibetan singing bowl

Week 5: Sheet Music and Composing

Day 1

- [Learning Do Re Mi...song](#)
- [Exploring sheet music](#); just interact with sheet music all day, understand what notes look like and mean, trace notes, etc

Day 2

- [Learning Do Re Mi...song in reverse](#)
- [Learning musical note patterns](#)

Day 3

- [Building lego chords](#); understanding chord combinations by rearranging legos
- Match the sheet pattern sheet with the song (5 songs)

Day 4

- Marching band; practice playing the instruments that we've made and create a simple composition (using number patterns)
- Dramatic play [Orchestra](#)

Day 5

- [Performing marching band!](#)

Final Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Intro to Music	--	--	--	--	Your song is my song (Pair activity: Kids teaching a home song to their partner) ----- Interacting with instrument play in outdoor classroom
Week 2 Musical Instruments	This is how we play a "____" Doing actions and sounds for instruments ----- Instrument matching game	Introducing Beats Counting beats on a drum ----- Making our own drums/bongos	Exploring string instruments ----- Making our own string instruments	Who's the wind singer Interacting with wind-based instruments ----- Making a didgeridoo/kazoo	Exploring shakers Sound exploration at the sensory table (grain mix) ----- Making a rain stick/Maracas
Week 3 Sound to Music Music to Art	Nature walk; focus on bird sounds (record) ----- Learning to make bird sounds	Exploring material sounds (plastic/ metal/ glass) ----- Learning rhyming words and making a song with them	Learning about Echo ----- Making a rainbow Jal Tarang	"Paint on Drums" play ----- Making music with claps (counting) alongwith Freeze Dance	City walk; focus on everyday urban sounds (record) ----- Painting to my favorite song
Week 4 Music around the world	Learning a song in Mandarin (celebratory folk music) ----- Making a Chinese rattle drum	Learning a song in Hebrew (wedding song) ----- Learning the dance to the song learnt earlier	Learning a song in Hindi (street music) ----- Street play (doing it in outdoor classroom)	Learning a Finnish Lullaby ----- Pretend Play; putting loovies to sleep by singing them a lullaby	Exploring meditative music with yoga ----- Interacting with Tibetan singing bowl
Week 5 Sheet Music and Composing	Learning Do,Re,Mi...song ----- Explore Sheet music	Learning Do,Re,Mi...in reverse ----- Learning about musical note patterns	Building Lego Chords ----- Which 5? Matching the note pattern sheet with the song	Create a marching band with the instruments we've made (practicing music to counts) ----- Pretend Play Orchestra (Musicians and Conductor)	The Marching Band marches...