

Notes on “Re-energize k-8 General Music Curriculum”

Presented by Katie Carlisle of Ga. State University

8/6/2012

This is a brief summary of the presentation, with important ideas **in bold**. If possible, I will provide the more detailed powerpoint presentations.

The purpose of this presentation was, among other things, to let Fulton County Teachers know of the resources available to them through GSU Special Collections and Archives in designing general music units: www.library.gsu.edu/417.html Kevin Fleming, Pop Music and Cultural Archivist, 404-413-2891, kfleming@gsu.edu

There were three presentations made by three graduate students at GSU (Dr. Carlisle presented on behalf of one of these).

Kathryn Bane

“Developing a Cross-Curricular Unit: 1st grade music”

Kathryn took the students on an “Adventure Across America” involving composers, performers and inventors.

The unit involved 9 weekly lessons, plus 3 review lessons (12 total)

- The lessons tied into their **academic** learning; it allowed for **collaboration** with teachers in other disciplines (“Famous Americans” and “Geographical Landscapes”) and had them use **historic documents** from GSU.
- The following standards were taught: M1GM.1, 6, 7, 8, 9, 10
- The students learning extended into **technology, art, and social studies**
- The **benefits**: 1) Students made deeper connections by encountering **info in multiple subjects**. 2) Students acquired **new “Favorite” songs** from the 1900-1950’s. 3) Students recognized genres and composers, **even in unfamiliar songs!**

Justin, via Dr. Carlisle

“The Living Musical Timeline of American Music, 1900-1950” – unit for middle-schoolers

Justin is a composer, and has produced hip-hop records as well as having taught band. His background gave him useful insights and connections with the kids.

This unit was undertaken in a school with **few musical resources** (a few drums, a synthesizer and a stereo) and a **remedial and transient population**.

- The goal of the unit was the capture and maintain student interest in the face of these challenges. Justin wanted it to be **relevant** to the kids; he wanted them to **know facts** they could take away; he wanted it to be **active learning**; he wanted the **music to come alive** for the students.
- GPS: Creation of music, critical analysis, and cultural and historical context.
- **Desired Understandings:** improvisation and composing; knowledge of different genres; interpretation of performances – i.e. – when different people perform the same song; knowing what makes an effective composition; chronological understandings; music's influence on society and society's influence on music.
- **Performance Tasks:** Kids create a musical mural – timeline 1900-1950; Kids perform melodies from different times to compare their similarities and differences; kids improvise a short composition (good for transient students who may need to be assessed in a very short window)

Erin Layton (of Fulton County Schools!)

“The American Musical” – for 7th grade

- Erin wanted to engage students in creating **original compositions**; she wanted to incorporate **technology**; she wanted to integrate **cross-curricular learning** with social studies and language arts; she wanted to teach students about **American music**.
- **Goals:** Create a timeline (or, for younger students, engage with musical artifacts); Create a 1-act musical, including a script and 3 songs; Record the musical and assess it with peers. **The students would need the skills and knowledge to support these goals.**
- **Three Part Unit:** 1) History of the American Musical 2) Creating an American Musical 3) Producing an American Musical
- Erin provided a **short introduction on musical notation**, and used the free [Noteflight](#) software. They **performed, recorded and assessed** their work as a class.
- **Alternate ideas:** Rewrite the beginning or the end of a musical; Teacher transcribes their work and shows them how to notate what they have created.