

Pre-Kindergarten – Overview

Pre-K students will explore music through singing, movement, and play. They will develop a steady beat, explore high and low sounds, and learn simple patterns, while learning that music is part of their everyday life. Instruction focuses on joyful participation, developing listening skills, and fostering creativity through voice, body percussion, and percussion instruments.

Rhythm Development

Focus: Experiencing and internalizing steady beat through movement and play

Activities & Learning Experiences:

- Imitate steady beat with body percussion (patting, clapping, stomping)
- Echo short rhythm patterns using quarter and paired eighth notes
- Move to music using locomotor and non-locomotor actions (scarves, beanies)
- Play percussion instruments (e.g., hand drums, rhythm sticks, shakers) in time with music
- Use nursery rhymes and chants to reinforce beat awareness

UDL Considerations:

- Use beat icons, visuals, and props for representation
- Allow students to show beat through multiple modes (tapping, marching, scarf movement)

SEL Considerations:

- Establish music routines for self-regulation
- Encourage turn-taking in echo games

Cross-Curricular Opportunities:

- **Language Arts:** Rhyming, syllable counting in chants
- **PE:** Coordination through movement patterns

Pitch Development

Focus: Aural training, interval recognition, and exposure to the full major scale

Activities & Learning Experiences:

- Explore high vs. low sounds through movement and singing
- Echo mi–sol patterns, then expand to la, do–re, fa–ti toward full scale
- Sing short songs like “See Saw” (mi–sol) and “Star Light” (la–sol–mi)
- Use hand signs and manipulatives to show pitch direction
- Play echo games like “Who Has the High Note?”

UDL Considerations:

- Use large visual pitch ladders and movable icons
- Provide both auditory and kinesthetic models for singing

SEL Considerations:

- Build confidence by celebrating correct echoes
- Encourage expressive singing without fear of mistakes

Cross-Curricular Opportunities:

- **Science:** Comparing high and low sounds to big/small objects
- **Math:** Understanding up/down movement as sequencing

Creative Expression

Focus: Using voice, body, and percussion instruments to make and explore music

Activities & Learning Experiences:

- Explore voice types: speaking, singing, whispering, calling
- Echo short melodic or rhythmic phrases
- Play percussion instruments for sound exploration
- Improvise short rhythmic ideas with voice and movement
- Create group “sound stories” with instruments

UDL Considerations:

- Allow open-ended exploration time for different learning paces
- Offer choices of instruments for engagement

SEL Considerations:

- Promote cooperation by sharing instruments
- Develop self-expression through creative movement and sound

Cross-Curricular Opportunities:

- **Art:** Draw what a song “looks like” to you
- **Storytelling:** Add sound effects to a read-aloud

Historical and Cultural Relevance

Focus: Recognizing music in daily life and exploring music from different cultures

Activities & Learning Experiences:

- Listen to songs from children's home languages and cultures
- Participate in dances from around the world (e.g., scarf dance to "Alunelu")
- Share family music traditions in class
- Learn folk or play songs such as "A Ram Sam Sam" (Moroccan) and "Twinkle Twinkle" (lullaby)

UDL Considerations:

- Provide recordings, pictures, and props for cultural connections
- Invite family members to share music from home

SEL Considerations:

- Build empathy by connecting to music from classmates' cultures
- Encourage pride in sharing personal traditions

Cross-Curricular Opportunities:

- **Social Studies:** Talk about where songs come from on a world map
- **Language Arts:** Learn simple words in another language from a song

Critical Evaluation and Response

Focus: Listening to and responding to music with movement, visuals, and feelings

Activities & Learning Experiences:

- Identify loud/soft, fast/slow, high/low sounds
- Move or use props (scarves, ribbons) to show tempo and dynamics
- Respond to contrasting music styles (e.g., lullaby vs. march)
- Express feelings about music using pictures or simple words
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide visual supports (happy/sad faces, animals, icons)
- Allow students to respond verbally, with movement, or with art

SEL Considerations:

- Encourage all feelings as valid responses to music
- Teach respectful listening while others share their ideas

Cross-Curricular Opportunities:

- **Art:** Color a picture that matches the music's mood
- **PE:** Practice tempo changes with movement games

ELL Support:**Music Literacy:**

- Pair every song lyric with picture cards showing main nouns/verbs.
- Use consistent, repeated musical vocabulary (e.g., always “steady beat,” not switching to “pulse”).
- Model all instructions with gestures (high = hands up, low = crouch).

Creative Expression:

- Allow students to participate non-verbally at first (instruments or movement) until they are comfortable singing words.
- Pre-teach key action words from songs using Total Physical Response (TPR).

Historical/Cultural:

- Include songs in home languages when possible.
- Use visual maps or flags when introducing a new cultural song.

Critical Response:

- Provide sentence frames such as: “The music is ____.” and “I hear it is ____.”
- Use consistent icons for tempo, dynamics, and pitch comparisons.

Kindergarten – Overview

Kindergarten students will strengthen their ability to keep a steady beat, sing in tune across the full major scale, and begin reading and writing simple rhythms and pitches. They will explore music through singing, movement, and percussion instruments, while connecting music to their own lives and the world around them. This year lays the foundation for music literacy and ensemble awareness. Kindergarten will finish the year with a performance at Kindergarten Graduation.

Rhythm Development (TEKS Strand 1)

Focus: Matching and maintaining steady beat; reading and performing simple rhythms

Activities & Learning Experiences:

- Maintain steady beat alone and in groups, using body percussion and instruments
- Echo and read quarter notes, paired eighth notes, and quarter rests (ta, ti-ti, rest)
- Distinguish between beat and rhythm through movement and clapping games
- Perform rhythmic patterns with iconic notation moving toward stick notation
- Play rhythm games like “Engine, Engine Number Nine” and “Bee Bee Bumblebee”
- Understand and perform 2 part music (Brown Bear, etc.)

UDL Considerations:

- Scaffold from visual icons to stick notation
- Provide beat choices (walking, tapping, patting)

SEL Considerations:

- Promote turn-taking and sharing during percussion play
- Build self-confidence through predictable success in rhythm games

Cross-Curricular Opportunities:

- **Math:** Pattern recognition and sequencing
- **Language Arts:** Syllable awareness through rhythmic chanting

Pitch Development (TEKS Strand 1)

Focus: Full major scale mastery and preparation for melodic literacy

Activities & Learning Experiences:

- Talking/ Whisper/ Shouting/ Singing voice warmup
- Instrument timbre activities such as “Peter and the Wolf” instrument maps
- Listen to and understand difference between kids and adult voices
- Sing do–re–mi–fa–sol–la–ti–do’ with hand signs daily
- Echo tonal patterns using solfège; connect pitch to hand signs and movement
- Practice tone ladders, melodic contour tracing, and stepwise singing games
- Introduce treble clef staff with do–mi–sol–la patterns in iconic notation
- Folk songs: “Hot Cross Buns” (mi–re–do), “Bounce High, Bounce Low” (so–mi–la), “Do-Re-Mi” from *The Sound of Music*

UDL Considerations:

- Provide visual pitch ladders and color-coded staff lines
- Allow tactile learning with floor staff or magnetic notes

SEL Considerations:

- Encourage group singing to foster belonging
- Praise effort as much as accuracy in pitch-matching

Cross-Curricular Opportunities:

- **Math:** Counting steps in the scale
- **Science:** How vocal cords produce pitch

Creative Expression (TEKS Strand 2)

Focus: Singing, percussion, and movement as expressive tools

Activities & Learning Experiences:

- Sing a wide repertoire of folk, seasonal, and family songs
- Explore percussion instruments to accompany songs
- Improvise short rhythmic patterns on classroom percussion
- Add creative movement to stories and songs (e.g., “The Freeze Game”)
- Combine singing and instrument playing in group performances

UDL Considerations:

- Give students choices for movement or instrument roles
- Use visual cues and recordings to support learning parts

SEL Considerations:

- Foster teamwork in group music-making
- Encourage self-expression through movement and sound choices

Cross-Curricular Opportunities:

- **Drama:** Act out song lyrics through movement
- **Art:** Create props or visual backdrops for a class performance

Historical and Cultural Relevance (TEKS Strand 3)

Focus: Connecting personal experiences with music traditions from diverse cultures

Activities & Learning Experiences:

- Share family music traditions in class “Music Show and Tell”
- Learn simple dances from various cultures (e.g., Mexican Hat Dance)
- Folk songs: “Frère Jacques” (French), “De Colores” (Spanish), “Kookaburra” (Australian)
- Discuss when and where people might sing these songs

UDL Considerations:

- Use visual aids, recordings, and dance demonstrations
- Invite guest musicians or parents to share music from their cultures

SEL Considerations:

- Develop empathy by learning about classmates’ music traditions
- Build respect for different ways people celebrate music

Cross-Curricular Opportunities:

- **Geography:** Locate origin countries on a map
- **Language Arts:** Learn basic greetings or lyrics in another language

Critical Evaluation and Response (TEKS Strand 4)

Focus: Listening skills, vocabulary for describing music, and respectful feedback

Activities & Learning Experiences:

- Identify and respond to loud/soft, fast/slow, high/low, smooth/choppy music
- Move to music to show understanding of dynamics and tempo changes
- Share personal reactions to music using simple vocabulary and visuals
- Practice listening to peers and giving positive comments after performances
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide multiple ways to respond (verbal, movement, drawing)
- Use visual vocabulary cards for key music terms

SEL Considerations:

- Reinforce norms for respectful listening
- Encourage confidence in sharing opinions about music

Cross-Curricular Opportunities:

- **Art:** Draw how the music “feels”
- **Language Arts:** Use describing words in a “Music Word Wall”

ELL Support:**Music Literacy:**

- Use **color-coded notation** for pitch (Boomwhackers colors) and icons for rhythm (quarter = blue circle, eighths = green ovals).
- Model vocal directions physically (hand signs for pitch; walk in place for beat).

Creative Expression:

- Introduce new song lyrics with **picture cards** showing key nouns/verbs.
- Teach chants slowly first, then with rhythm, to reinforce word pronunciation.

Historical/Cultural:

- Pre-teach key vocabulary from folk songs (e.g., “kookaburra” = bird) with images.

Critical Response)

- Provide **sentence frames** for musical comparisons:
 - “I hear the beat is ____.”
 - “This song is (fast/slow).”

Grade 1 – Overview

First graders will expand their music literacy skills by reading and performing rhythms and pitches on the staff, developing stronger singing voices, and playing a wider variety of classroom instruments, including Boomwhackers. They will learn to improvise simple patterns, recognize form in music, and connect music to cultures and personal experiences. First Grade students will perform at least once during the school year.

Rhythm Development (TEKS Strand 1)

Focus: Reading, writing, and performing rhythms using standard notation

Activities & Learning Experiences:

- Read and perform quarter notes, paired eighth notes, quarter rests, and half notes (ta, ti-ti, rest, ta-a)
- Practice rhythm dictation from echo patterns
- Play layered rhythm patterns on percussion instruments
- Use rhythm flashcards and small-group “rhythm band” activities
- Games: “Pass the Beat,” “Poison Rhythm”

UDL Considerations:

- Use color-coded notation and large-print cards
- Provide multiple modes for performance (body percussion, instruments, Boomwhackers)

SEL Considerations:

- Practice patience while waiting turns in group activities
- Build confidence with scaffolded challenges

Cross-Curricular Opportunities:

- **Math:** Addition/subtraction of rhythmic values
- **Reading:** Matching rhythmic syllables to word syllables

Pitch Development (TEKS Strand 1)

Focus: Singing and reading melodies on the staff in the pentachord range

Activities & Learning Experiences:

- Sing and read do–re–mi–fa–sol patterns on the treble clef staff
- Play simple melodies on Boomwhackers (color-coded notation)
- Instrument timbre activities such as “Peter and the Wolf” instrument maps
- Use hand signs for melodic intervals and stepwise motion
- Introduce la and ti through singing games

- Folk songs: “Rain, Rain Go Away,” “Lucy Locket,” “Engine Engine”
- Listen and understand different voices types

UDL Considerations:

- Offer visual aids like floor staff mats and pitch ladders
- Pair auditory pitch patterns with movement (jump up/down for pitch direction)

SEL Considerations:

- Encourage peer support in small-group singing
- Celebrate risk-taking in singing solo lines

Cross-Curricular Opportunities:

- **Science:** Sound vibration demonstrations with Boomwhackers
- **Math:** Counting steps/skips in melodies

Creative Expression (Strand 2)

Focus: Expanding performance skills and creative improvisation

Activities & Learning Experiences:

- Sing, move, and play percussion and Boomwhackers in ensembles
- Improvise short melodies using do–re–mi–fa–sol
- Create rhythmic accompaniments for poems or short stories
- Perform call-and-response songs from various cultures
- Small-group performance of folk song arrangements

UDL Considerations:

- Provide choices of instrument and role in group work
- Allow recording of performances for later review

SEL Considerations:

- Build teamwork skills through ensemble responsibilities
- Foster self-expression and creativity in improvisation

Cross-Curricular Opportunities:

- **Language Arts:** Add rhythmic/melodic settings to poems
- **Drama:** Act out story songs with music cues

Historical and Cultural Relevance (Strand 3)

Focus: Learning songs and dances from different cultures and time periods

Activities & Learning Experiences:

- Compare American folk songs to similar themes in other countries
- Participate in cultural dances like “Sasha” (Russian) and “Tideo” (African American)
- Folk songs: “This Land Is Your Land,” “Alunelu” (Romanian), “Kye Kye Kule” (Ghanaian)
- Discuss how music is used in celebrations and traditions

UDL Considerations:

- Use maps, images, and live demonstrations for cultural context
- Provide translations for non-English lyrics

SEL Considerations:

- Encourage curiosity about other cultures
- Promote respect for music that is different from one’s own traditions

Cross-Curricular Opportunities:

- **Geography:** Locate countries of origin for songs
- **Social Studies:** Learn about celebrations linked to the songs

Critical Evaluation and Response (Strand 4)

Focus: Listening for form, tempo, dynamics, and tone color

Activities & Learning Experiences:

- Identify AB and ABA form through listening and movement
- Compare fast and slow tempos in contrasting pieces
- Identify instrument families by sound
- Share personal opinions about a piece and support with reasons
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide visual maps of form with colors/shapes
- Use audio clips and images for instrument identification

SEL Considerations:

- Teach active listening and respectful discussion habits
- Encourage constructive feedback in peer performance reviews

Cross-Curricular Opportunities:

- **Art:** Create visual representations of musical form
- **Science:** Explore how instrument design affects tone color

Music Literacy:

- Continue color-coded pitch; add labeled solfege cards in English + picture clue.
- Use **call-and-response** so students can model pronunciation before attempting alone.

Creative Expression:

- Allow ELL students to learn lyrics by echoing in small groups before whole-class singing.
- Highlight **cognates** in Spanish/English songs (e.g., “familia/family”).

Historical/Cultural:

- Show maps and photos when introducing cultural songs; use short, simple sentences to explain origins.

Critical Response:

- Pair ELLs with peer buddies to discuss and then share ideas to class.

Grade 2 – Overview

Second graders will deepen their music literacy skills by reading and writing more complex rhythms, singing with expanded pitch range, and adding Orff keyboard instruments to their music-making. They will improvise and compose short pieces, explore music from different cultures in more detail, and develop the ability to evaluate music using specific vocabulary. Second grade students will have the opportunity to perform at least twice during the year.

Rhythm Development (TEKS Strand 1)

Focus: Expanding rhythmic vocabulary and independence in performance

Activities & Learning Experiences:

- Read and perform quarter, eighth, half, and whole notes; quarter and half rests
- Perform rhythm ostinatos while singing or playing melodies
- Practice syncopation through folk songs and games
- Use rhythmic dictation to notate short patterns
- Games: “Don’t Clap This One Back,” “Rhythm Detective”

UDL Considerations:

- Provide large-print and color-coded notation
- Offer both visual and aural rhythm prompts

SEL Considerations:

- Encourage self-correction in group performance
- Promote collaboration in layered rhythm activities

Cross-Curricular Opportunities:

- **Math:** Fractions in rhythm values
- **Reading:** Clap syllables in multisyllabic words

Pitch Development (TEKS Strand 1)

Focus: Singing and reading full major scale melodies on the staff

Activities & Learning Experiences:

- Sing do–re–mi–fa–sol–la–ti–do’ using hand signs
- Read simple melodies on the treble clef using standard notation
- Perform melodies on Orff xylophones and metallophones
- Recognize and sing skips (3rds, 4ths, 5ths)
- Folk songs: “Rocky Mountain,” “Long-Legged Sailor,” “The Bell Cow”

UDL Considerations:

- Use floor staff and manipulatives for pitch placement
- Offer audio models and recordings for home practice

SEL Considerations:

- Build confidence with solo-singing opportunities
- Support peer encouragement in melodic work

Cross-Curricular Opportunities:

- **Science:** Explore sound resonance with Orff bars
- **Math:** Count intervals as steps and skips

Creative Expression (Strand 2)

Focus: Creating and performing music on Orff keyboards and percussion

Activities & Learning Experiences:

- Arrange folk songs for Orff ensemble with percussion accompaniment
- Compose 4–8 measure melodies using limited pitch sets
- Improvise short melodic responses in question-and-answer form
- Integrate movement into instrumental performances
- Combine voice, movement, and instruments for classroom performances

UDL Considerations:

- Provide composition templates with visual supports
- Allow flexible grouping for comfort and skill levels

SEL Considerations:

- Encourage leadership by rotating roles in ensemble work
- Support creative risk-taking with positive feedback

Cross-Curricular Opportunities:

- **Language Arts:** Set short poems to music
- **Drama:** Use music to enhance storytelling or skits

Historical and Cultural Relevance (Strand 3)

Focus: Understanding the role of music in cultures and history

Activities & Learning Experiences:

- Study children's songs from multiple continents
- Learn about famous composers and culture-bearers
- Folk songs/dances: "Al Citron" (Mexico), "Che Che Koolay" (Ghana), "Tideo" (African American)
- Discuss music used for work, play, and celebration

UDL Considerations:

- Provide cultural context with pictures, stories, and maps
- Use recorded and live examples when possible

SEL Considerations:

- Promote empathy through learning about cultural traditions
- Encourage pride in sharing personal or family music traditions

Cross-Curricular Opportunities:

- **Social Studies:** Connect music to customs and celebrations
- **Geography:** Identify countries of origin for songs on a map

Critical Evaluation and Response (Strand 4)

Focus: Using musical vocabulary to describe and evaluate performances

Activities & Learning Experiences:

- Identify and label AB, ABA, and rondo forms in listening
- Discuss tempo, dynamics, and tone color using descriptive vocabulary
- Compare different performances of the same song
- Practice constructive feedback in peer evaluations
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide visual aids for vocabulary and form
- Offer multiple formats for response (verbal, movement, drawing, writing)

SEL Considerations:

- Reinforce norms for respectful critique
- Encourage active listening during peer performances

Cross-Curricular Opportunities:

- **Art:** Create visual form maps with colors and shapes
- **Language Arts:** Write short opinion statements about music

ELL Support:

- **Music Literacy:**

- Provide vocabulary banks for rhythmic/melodic terms; include both **word + symbol**.
- Use bilingual labeling for instruments and voice types where possible.

- **Creative Expression:**

- Record class songs and allow ELL students to practice with them at home or in a small group before performing.

- **Historical/Cultural:**

- Use visuals of instruments/clothing for each cultural example; point to the image when using the new word.

- **Critical Response:**

- Offer choice of answering orally, drawing, or acting out concepts when comparing songs.

Grade 3 – Overview

Third graders will expand their rhythmic vocabulary to include sixteenth notes and syncopation, strengthen their singing range and melodic reading, and develop ensemble skills through drumming and Taiko-style bucket drumming. They will improvise and compose rhythmic and melodic ideas, connect music to historical and cultural traditions in more depth, and refine their ability to evaluate performances. Third grade students will perform at least twice during the year, along with performing in the community during the Christmas season.

Rhythm Development (TEKS Strand 1)

Focus: Mastering complex rhythmic patterns and independence in layered parts

Activities & Learning Experiences:

- Read and perform rhythms with sixteenth notes, eighth rests, dotted quarter notes, and syncopation
- Play multi-layered drum and bucket drumming patterns in ensembles
- Practice reading and performing rhythms in 2/4, 3/4, and 4/4 meters
- Perform rhythmic dictation for short phrases
- Games: “Rhythm Around the World,” “Pass the Pattern”

UDL Considerations:

- Use visual meters and color-coding for complex rhythms
- Provide options for standing or seated drumming to support physical needs

SEL Considerations:

- Develop leadership through student-led drum patterns
- Build group cohesion through synchronized ensemble drumming

Cross-Curricular Opportunities:

- **Math:** Multiples and subdivision of beats
- **PE:** Coordination and endurance in drumming patterns

Pitch Development (TEKS Strand 1)

Focus: Expanding melodic literacy and range with added accidentals

Activities & Learning Experiences:

- Sing and read melodies including low la and high do'
- Perform songs in pentatonic and diatonic scales
- Play melodies on Orff keyboards and melodic percussion
- Recognize and read accidentals (sharp/flat) in simple patterns
- Folk songs: "Sakura" (Japan), "Shenandoah" (USA), "Rocky Mountain"

UDL Considerations:

- Use floor staff activities for kinesthetic learners
- Pair melodies with color-coded notation for support

SEL Considerations:

- Promote perseverance in learning challenging melodies
- Encourage peer coaching in small-group melodic practice

Cross-Curricular Opportunities:

- **Language Arts:** Explore narrative content in folk song lyrics
- **Geography:** Locate origins of songs on a world map

Creative Expression (Strand 2)

Focus: Improvising and composing using drumming and melodic instruments

Activities & Learning Experiences:

- Create original rhythmic compositions for bucket drums
- Improvise melodic answers to given rhythmic “questions”
- Compose short pieces combining melody and rhythm on Orff instruments
- Perform Taiko-style bucket drumming arrangements with choreographed movements
- Integrate voice, movement, and instruments in performance pieces

UDL Considerations:

- Provide composition templates for rhythm and melody
- Offer both written and oral methods for sharing compositions

SEL Considerations:

- Foster collaboration in ensemble arrangements
- Support creative ownership and pride in group performances

Cross-Curricular Opportunities:

- **Drama:** Choreograph movements for drumming performances
- **Math:** Measure and notate rhythmic durations accurately

Historical and Cultural Relevance (Strand 3)

Focus: Understanding music in cultural and historical contexts through drumming traditions

Activities & Learning Experiences:

- Learn about Japanese Taiko drumming traditions and history
- Compare West African drum ensembles to Latin percussion traditions
- Folk songs/dances: “Obwisana” (Ghana), “Taiko Festival Rhythms” (Japan)
- Discuss cultural significance of drumming in celebrations and ceremonies

UDL Considerations:

- Use videos and live demonstrations for cultural context
- Incorporate storytelling alongside music examples

SEL Considerations:

- Build respect for cultural traditions and origins
- Encourage curiosity and questions about global music practices

Cross-Curricular Opportunities:

- **Social Studies:** Explore trade and migration’s role in music spread
- **Geography:** Identify countries and regions where drumming traditions originate

Critical Evaluation and Response (Strand 4)

Focus: Refining listening skills to identify and describe more advanced elements of music

Activities & Learning Experiences:

- Identify theme and variations in listening examples
- Describe dynamics, tempo, and articulation in specific musical terms
- Compare live and recorded performances for tone and energy
- Use rubrics to evaluate peer and professional performances
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide word banks and visual aids for musical vocabulary
- Allow students to give feedback through drawing, writing, or verbal response

SEL Considerations:

- Practice respectful disagreement when evaluating performances
- Encourage balanced feedback with positive and constructive comments

Cross-Curricular Opportunities:

- **Art:** Create posters or infographics showing music vocabulary
- **Language Arts:** Write short reviews of class or professional performances

ELL Support:

- **Music Literacy:**

- Break down multi-step rhythmic instructions into **step cards** with pictures.
- Demonstrate new musical symbols with exaggerated examples.

- **Creative Expression:**

- Use **lyric highlighting** for key words in songs before singing; allow quiet mouthing/whispering before full singing.

- **Historical/Cultural:**

- Create a **song passport** with flags and quick facts for each cultural piece learned; keep it visual-heavy.

- **Critical Response:**

- Give structured sentence stems:
 - “The drums are from ____.”
 - “The song makes me feel ____.”

Grade 4 – Overview

Fourth graders will refine their rhythmic skills with more complex note values, extend their melodic literacy across the treble clef, and develop ensemble skills on two distinct instruments: the recorder in the first semester and Jumbie Jam steel drums in the second. Students will compose, improvise, and perform in both small and large groups, while exploring the cultural origins of their instruments and strengthening their ability to evaluate music using advanced vocabulary. Fourth grade students will perform at least twice during the year along with singing at our Veteran's Day Program.

Rhythm Development (TEKS Strand 1)

Focus: Complex rhythmic patterns, syncopation, and dotted rhythms

Activities & Learning Experiences:

- Read and perform rhythms including dotted quarter–eighth, sixteenth note combinations, syncopation, and ties
- Apply rhythm reading to recorder and steel drum repertoire
- Perform layered rhythms in percussion ensembles
- Write rhythmic dictation of short phrases in various meters
- Games: “Mixed Meter March,” “Syncopation Challenge”

UDL Considerations:

- Use metronomes and visual beat trackers for tempo consistency
- Offer body percussion or percussion alternatives for students needing modified recorder/steel drum tasks

SEL Considerations:

- Build patience and cooperation in multi-layer ensemble settings
- Encourage supportive peer feedback during skill-building

Cross-Curricular Opportunities:

- **Math:** Apply fractions to dotted notes and ties
- **PE:** Use steady movement to internalize complex rhythms

Pitch Development (TEKS Strand 1)

Focus: Expanding melodic reading and playing across full treble staff

Activities & Learning Experiences:

- Recorder Karate curriculum: sequential mastery of pitches from low C to high D'
- Play melodies in various keys on recorder and steel drums
- Introduce steel drum technique: stick grip, striking zones, and damping
- Read melodies with accidentals and key signatures (C, F, G major)
- Folk songs/repertoire: "Ode to Joy," "Simple Gifts," "Jamaican Farewell"

UDL Considerations:

- Provide fingering charts and color-coded notation for recorder and steel drums
- Offer slowed recordings and looping tracks for practice

SEL Considerations:

- Celebrate belt achievements in Recorder Karate to build motivation
- Encourage patience and persistence in steel drum technique mastery

Cross-Curricular Opportunities:

- **Science:** Explore sound production differences between woodwinds and percussion
- **Geography:** Trace the origins of the steel drum in Trinidad and Tobago

Creative Expression (Strand 2)

Focus: Performance, improvisation, and composition across two instrument types

Activities & Learning Experiences:

- Perform solo and ensemble pieces for recorder and steel drum
- Compose short melodies in pentatonic and diatonic scales for steel drums
- Improvise on recorder over drone or ostinato accompaniment
- Arrange folk songs for steel drum ensemble with percussion support
- Present end-of-year performance combining both instruments

UDL Considerations:

- Offer choice between solo, duet, or group performance
- Provide templates and software for digital notation of compositions

SEL Considerations:

- Promote responsibility through individual practice goals
- Encourage cooperation in arranging and rehearsing ensemble works

Cross-Curricular Opportunities:

- **Language Arts:** Write program notes for performances
- **Art:** Design stage backdrops and props for concerts

Historical and Cultural Relevance (Strand 3)

Focus: Understanding the cultural significance of recorder and steel drums

Activities & Learning Experiences:

- Explore recorder history from medieval to modern music education
- Study the creation of the steel drum and its role in Caribbean culture
- Listen to and analyze performances from Trinidad Carnival and European recorder consorts
- Folk/traditional repertoire: “Hot Cross Buns” (England), “Sloop John B” (Caribbean)

UDL Considerations:

- Use multimedia resources (videos, recordings, images) for cultural context
- Provide tactile exploration of instruments where possible

SEL Considerations:

- Foster appreciation for cultural traditions tied to instruments
- Encourage respect for instrument care as part of cultural respect

Cross-Curricular Opportunities:

- **Social Studies:** Connect steel drum evolution to colonial and postcolonial history
- **History:** Discuss recorder’s role in Renaissance and Baroque music

Critical Evaluation and Response (Strand 4)

Focus: Evaluating performances using advanced musical vocabulary

Activities & Learning Experiences:

- Identify and describe phrasing, articulation, and timbre in performance
- Compare interpretations of the same piece on different instruments
- Use a rubric to self-assess and peer-assess performances
- Discuss audience etiquette for different musical settings
- Listening and responding to representative works of diverse genres

UDL Considerations:

- Provide written and pictorial rubrics
- Allow choice between written or recorded reflections

SEL Considerations:

- Promote self-reflection to encourage growth mindset
- Model and practice constructive, respectful critique

Cross-Curricular Opportunities:

- **Language Arts:** Write reviews of live or recorded performances
- **Art:** Create posters illustrating musical elements being evaluated

ELL Support:

- **Music Literacy:**

- Provide diagrams for recorder fingerings and steel drum notes; keep a **visual chart** in front of class for reference.

- **Creative Expression:**

- Give recordings of cultural repertoire with lyrics displayed so ELLs can hear and see words together.

- **Historical/Cultural:**

- Use videos with subtitles when showing traditional music/dance.

- **Critical Response:**

- Allow comparison responses to be made using **Venn diagrams** or labeled drawings.