Step-by-Step Classroom Music

3

Teacher Manual
Supplement

emc notes inc.
Dear Educator,

Thank you for taking the time to peruse Step-by-Step Classroom Music. This grade 0 music curriculum has been created for a classroom teacher to deliver a General Music program. Step-by-Step Classroom Music teacher resources contain full lesson plans with clearly specified curriculum expectations at top of each lesson. The music lesson plans give extra explanation and teacher notes and have blackline masters and tests for students. In grade 1 the fundamentals of music are taught and in each successive year they are reviewed and built upon.

If you have found us via this pdf document, we encourage you to visit the website: www.emcnotes.com to look at our other music curriculum products in this series and to view our SMART board music lessons and the new online music composition application.

This sample contains links to audio in mp3 format. To access this click on the text that reads, “Play track…”, and the mp3 track will open in another window. If you have any questions or problems viewing or listening to the audio email paulmauro@emcnotes.com

Yours truly,

The emc notes inc. team
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About this Teacher Manual

Step-by-Step Classroom Music 2009 Supplement along with Teachers’ Choice Music/Step-by-Step Classroom Music, satisfies the expectations for music as outlined in the 2009 Ontario Arts Curriculum. Through the seamless integration of theory and application students and teachers are engaged in the learning process.

The supplements (Grades 1 to 3) enhance the core program by providing the students with more experienced-based practice. It is intended that teachers follow both books to ensure the spirit of the program is delivered in a way that is both meaningful and pedagogically sound in addressing each of the three areas outlined by the Ontario Ministry of Education:

- C1 Creating and Performing,
- C2 Reflecting, Responding, and Analyzing,
- C3 Exploring Forms and Cultural Contexts.

The program utilizes the Teachers’ Choice/Step-by-Step manuals as the core of the program. The supplement provides lessons that reinforce key music concepts by actively engaging the students in meaningful tactile activities that implement techniques associated with whole-brain learning. In this way, the students are provided with a balanced music curriculum that utilizes a variety of teaching methods directed to meet the needs of students who have a variety of learning styles. The supplements not only focus on core musical concepts, but also on ways in which these concepts manifest themselves in a variety of cultures, many of which are found in different areas of North America.

New Features:

- New Curriculum Expectations C1, C2 and C3
- The addition of Oral Prompts, and Solfège methods
- Increased repertoire including greater cultural diversity
- Additional lesson plans dealing with key musical concepts
- Additional assessments and ”look-fors”
- Additional lessons that deal with safe singing practices and good vocal pedagogy

On pages iii & iv is a grid which may be used as an integration guide for the core and supplemental programs.
CD Track List

Track 1  Lenape Nan (I am Lenape) by Seven Cedars
Track 2  La Cucaracha by Daria
Track 3  Do to Do' vocals
Track 4  Hush-a-Bye Baby
Track 5  Row, Row, Row, Your Boat
Track 6  Baa, Baa, Black Sheep
Track 7  Pop Goes the Weasel
Track 8  Hot Cross Buns
Track 9  J. Pachelbel: Canon in D Major
Track 10  Twinkle, Twinkle, Little Star
Track 11  Alouette
Track 12  Beethoven: Symphony No. 9
Track 13  Counting and Clapping Sixteenth Notes in 4/4
Track 14  (Ta-ta- ti-ka-ti-ka- ta)
Track 15  (Ti-ka-ti-ka ti-ti- ti-ka-ti-ka ta)
Track 16  Rhythms in Our Environment
Track 17  Heart beat
Track 18  Second Hand
Track 19  Dripping faucet
Track 20  We've Got the Whole World In Our Hands by Daria
Lesson fifteen

TOPIC: Music as a Medium for Message

CURRICULUM EXPECTATIONS:

Students will:

● C2.1 Express personal reactions to musical performances in a variety of ways;
● C2.2 Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create;
● C3.2 Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places;

OBJECTIVE: By the end of the lesson, students will create a poster that conveys an idea that we all need to do our part to take care of the earth.

MATERIALS: We’ve Got the Whole World In Our Hands Lyric Sheet  
We’ve Got the Whole World In Our Hands Score  
Track 20 We’ve Got the Whole World In Our Hands  
Art Materials

LESSON RATIONALE: 
This lesson focuses on music as a means of helping children think about our responsibility to the environment.

SUGGESTED LESSON SEQUENCE:

1. Talk to the students about the importance of taking care of the earth, emphasizing that it is an obligation that we owe, not only to ourselves, but to future generations.

2. Ask the students who of them has heard the phrase, “Reduce, Re-use, Recycle. And discuss what this means.

3. Brainstorm a list of things that we can reduce, re-use, and recycle.

4. Create a project with the students based, on the need to keep our environment clean, that the class can introduce to the school. In the case where an environmental projects already exists, select one in which the class could participate (e.g., cleaning up the school grounds, identifying items that could be reused, recycling pop cans).

5. Play Track 20 We’ve Got the Whole World In Our Hands or play and sing from the
provided score. Ask the students to listen closely to the lyrics.

6. Discuss the lyrics with the students focusing on how the artist speaks about the many different things that people can do to take care of the earth.

7. Tell the students that they will be creating a poster to advertise to people who visit their school, just how important it is to be environmentally conscious.

8. Distribute art materials and have the students create posters.

9. Once completed, have the students present their work and select ones that they believe should be used to help convince people that we all need to pitch in and do our part to protect our environment.

**ASSESSMENT STRATEGIES:**

Circulate around the room and ask the students to briefly tell you about their pictures. Informal assessment of this activity should focus on the student’s ability to explain his or her idea using either verbal or pictorial form.
We've got the whole world, in our hands
We've got the whole world, in our hands
We've got the whole world, in our hands
We've got the whole world, in our hands

We should recycle now - all that we can
Reduce, Reuse, Recycle - all that we can
We should reduce, recycle - all that we can
We've got the whole world in our hands

Be kind to the plants and animals - in our land
Be kind to the plants and animals - in our land
Be kind to the plants and animals - in our land
We've got the whole world in our hands

Shake hands with sisters and brothers - throughout the land
Join hands with sisters and brothers - throughout the land
Join hands with sisters and brothers - throughout the land
We've got the whole world in our hands

Dream your bright dream - then do all that you can
Dream your bright dream - then do all that you can
Dream your bright dream - then do all that you can
We've got the whole world in our hands

We've got the whole world, in our hands
We've got the whole world, in our hands
We've got the whole world, in our hands
We've got the whole world, in our hands

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We've Got The Whole World In Our Hands

New Lyrics by Daria A. Marmaluk-Hajioannou

Swing 8ths

We've got the whole world in our hands We've got the whole world in our hands

D7

We should re-cycle now all that we can Re-place, re-use, re-cycle all

G

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