

MUSIC STRATEGIES INTEGRATED WITH ACADEMIC CURRICULUM



RESPONDING TO MUSIC: CRITICAL LISTENING



Elementary School Language Arts: (setting and adjectives) "Carnival of the Animals" by Camille Saint-Saëns

Elementary School Science: (seasons) Vivaldi's "The Four Seasons"

Middle School Language Arts: Tchaikovsky's Romeo and Juliet"

High School History: Billy Joel's "We Didn't Start the Fire"

BODY PERCUSSION



Elementary School Science: Students create a soundscape of a weather pattern

Middle School Science: Students create a body percussion to represent sound waves travelling through different mediums

High School Language Arts: Students create body percussions reflective of different meters in poetry, i.e. Iambic meter (unstressed/stressed), Trochaic meter (stressed/unstressed), Spondaic meter (stressed/stressed), Anapestic meter (unstressed/unstressed/ stressed), Dactylic meter (stressed/unstressed/unstressed)

COMPOSITION



Elementary School: Compose a musical piece using instruments created from recycled or found materials

Middle School Language Arts: Compose a verse of a song with a given tone or mood

High School Math: Compose a rap about linear, quadratic, or exponential models/ equations