

# Berrien Springs Partnership Lab Syllabus and Instructor Qualifications

## MUSIC

LABS (CLASSES) ARE PROVIDED AS AN EDUCATIONAL SOURCE FOR PBL (PROJECT BASED LEARNING)

**MUSIC CLASS OR INSTRUMENT:** Group piano classes

**GRADE OR AGE LEVELS:** 4-6 years at start of class

**FORMAT (circle):** IN-PERSON ONLINE

**DAY AND TIME OF THE WEEK:** Tues or Thurs 11a-12p OR **Self-Scheduled**

**NUMBER OF WEEKS/LESSONS OFFERED:**

16 weeks

**LOCATION: WILLING TO TRAVEL TO STUDENT**

OR **(PROVIDE LOCATION/ADDRESS):**

1408 Manley Ct Saint Joseph, MI 49085

**FEE (30 MIN.):** \$27.20 (including student materials)

**NOTE: (FAMILY RESPONSIBLE FOR ANY AMOUNT OVER \$27.82/30 MIN)**

**INSTRUCTOR:** Whitney Lytle

**DO YOU WISH TO BE LISTED ON OUR WEBSITE AS AN APPROVED TEACHER?** YES NO

**CONTACT INFORMATION:** **phone:** 269-525-2532

**email:** Whitneylytle@letsplaymusicsite.com

**website:** www.letsplaymusicsite.com

**ADDITIONAL REGISTRATION AT SITE REQUIRED?** YES NO

**IF YES, INSTRUCTIONS FOR REGISTRATION:**

Visit the following link and choose day/time of class:

<https://enrollment.letsplaymusicsite.com/teachers/01GB5TBD20A4PBYVX8Z0FEKHVS>

### **INSTRUCTOR QUALIFICATIONS (may attach a separate page if necessary):**

Bachelors degree in Interdisciplinary Studies-emphasis in Health and Physical Education

25+ years of piano skills

20 years accompanying congregations/choirs in church and school

10 years piano teaching in my community

10 years conducting children/adult choirs in my community and in church.

Certified Let's Play Music teacher

Member of Music Teachers National Association and Michigan Music Teachers Association

### **COURSE DESCRIPTION (OVERVIEW):**

Let's Play Music is a fun, foundational music theory class for your child that begins at age 4 - 6.

This three-year program solves the problem that a child is most ready to learn music at an early age, but their fingers and letter skills are not yet ready. Year one is keyboard prep, year two is introduction to the keyboard, and year three focuses on piano skills.

## SYLLABUS/OUTLINE: WEEKLY BREAKDOWN OF LAB ACTIVITIES

Describe activities that will reinforce the lesson. Include any work and time to be required outside of class:

Each class time, a group of 5-7 students will come together to sing, move, play, and explore several musical instruments including drums, autoharp, tone bells, their voice, triangle, bells and other percussion instruments to achieve the purposes in the ""activities by purpose" (see attached)

## COURSE OBJECTIVES AND APPROXIMATE TARGET DATES

Steps to check for student understanding, along with dates or # of weeks into class:

In the First Year, we use engaging games and songs using our tone bells to teach staff reading and rhythm reading skills. Our harmony instrument is the autoharp, which each student will independently play to produce harmony and accompany the class. Solfege hand signs, folk songs, games, imagination and creativity are important components of each lesson. Progress Report (attached below) will be used throughout the semester to determine understanding of each child.

## STUDENT ASSESSMENT - what will you use to evaluate student progress and/or end of semester pass/fail status?

Measuring success in music is difficult-especially as a budding musician like the children in my class. In the first year, we are teaching skills such as understanding solfège and producing solfège hand signs, singing a major scale, pitch relationships, keeping a steady beat, harmony, ear training, rhythm skills, chord theory, singing in tune, and accompanying the class with the autoharp. Passing the class will rely on participation during class time, completing assigned homework, and the ability to reliably perform the above functions. See Progress Report (below)

**Class-specific assessment:** if you conduct your own evaluation as well, please include a link here.

### Partnership requirements agreed to at time of registration:

- 1) Student agrees to attend at least 80% of class sessions/lessons offered. Attendance is kept online and tracked by Partnership staff. Failure to meet 80% or be on track to meet 80% may result in program discontinuation.
- 2) The Partnership Student Assessment is filled out by the teacher and turned in to Partnership staff. This rubric is found on the online attendance spreadsheet. Failing marks for lack of participation, behavior issues, practice time, etc. may result in program discontinuation.

## **ADDITIONAL RESOURCES USED: (online, books, video, etc.):**

Student materials include: course workbook, their own set of tone bells, bag for bringing materials to class. Cost is \$88 and covered by class fees as noted on page 1.

## **CLASS POLICIES: ATTENDANCE, BEHAVIOR, WEATHER, ETC.**

### **Attendance (above and beyond the partnership's requirement of 80% of all lessons**

**offered):** Parents attend class with children every other class. This is necessary for parents to be able to assist child with practicing skills at home throughout the week. Makeup lessons will be available at teacher discretion

**Weather:** Class will be cancelled due to weather when deemed necessary by the Saint Joseph school district. If driving conditions are unsuitable for families to safely come to class, arrangements will be made for a make up lesson.

### **Behavior/other:**

Classroom rules: (chanted with children with hand gestures at the beginning of class and when necessary to remind them)

Rule #1: Sit on your spot (cushions provided for children while sitting on the floor)

Rule #2: Keep your hands to yourself

Rule #3: Quiet as a mouse

Rule #4: Have lots of fun

Rule #5: Keep stories locked inside (these are the stories children tend to interject into lessons when they have something they want to tell the teacher. I allow time after class for them to unlock their stories and tell me all about them)

## Red Balloons Student Progress Report

(circle or highlight to select)

<b>Student Name:</b>		
<b>CONCEPTS</b>		
Learn sounds of steps and leaps	Got it	Working on it
Imitate solfege patterns	Got it	Working on it
Identify notes going up or down	Got it	Working on it
Learn chord sound by ear	Got it	Working on it
Follow a given rhythm	Got it	Working on it
5 lines and 4 spaces	Got it	Working on it
Distinguish high and low sounds	Got it	Working on it
	Got it	Working on it
Additional Concepts (opt.)	Got it	Working on it
<b>SKILLS</b>		
Sing and sign MRD & SSD	Got it	Working on it
Use solfege hand signs	Got it	Working on it
Sing and major scale	Got it	Working on it
Sing ostinato and rounds	Got it	Working on it
Sing broken chords	Got it	Working on it
Play major scale on bells	Got it	Working on it
	Got it	Working on it
	Got it	Working on it
Additional Skills (opt.)	Got it	Working on it
<b>Teacher Notes:</b>		

## Activities by Purpose Semester 1

The Red Balloon	Principle purpose(s)	Secondary purposes(s)
Let's Play Music	Cadence patterning	Steady beat Solfeg syllables and hand signs
Hickety Pickety Bumblebee	Pitch matching	Solfeg syllables
Tambourine Train	Imitate rhythm Steady beat	
Great Big Red Balloon	Staff awareness Up and down sound	Major scale familiarity
Echo Ed	Pitch matching	Imitate rhythm
Primary Chords Song	Primary chord ear training and function	Autoharp playing Abstract music reading (chord maps)
Magical Lamp	Classical form familiarity	Up and down sound Listening skills
Do, Re, Mi	Solfeg syllables and hand signs Major scale familiarity	Harmony Bell playing
Three Blind Mice	Solfeg patterning	Audiation Harmony using ostinato and round
Frog in the Middle	Cadence patterning (MRD)	Steady beat
Hear How the Bells	Harmony using ostinato Bell playing	Steady beat
Barnyard Boogie	Imitate and identify rhythms	Autoharp playing Steady beat
May There Always Be Me	Steady beat	Solfeg patterning (MRD & SSD)
Ding Dong	Pitch matching	
A-Hunting We Will Go	Cadence patterning (MRD & SSD)	Identifying patterns
Chords in Pieces	Chord ear training through individual note study	Autoharp playing
Goin' on a Lion Hunt	Tempo change	Steady beat
Boom, Boom	Autoharp playing	Solfeg patterning (SD)
Scotland's Burning	Solfeg hand signs	Audiation
Taking Baby Steps	Staff reading – steps up & down	Bell playing (steps)
Baby Step, Leap	Staff reading – step and leap	Up and down sound
Circle Left	Cadence patterning (MRD & SSD)	
Ooooo Halloween	Internal beat Vocal channeling	Steady beat
Waltz of the Flowers	Classical form familiarity	Play instrument on the beat Listening skills
Five Fat Turkeys	Identify solfeg pattern (SSD)	Steady beat
Pull Away	Cadence patterning (MRD)	Steady beat
Who Took the Cookie?	Follow a steady beat	
In a Humble Manger	Chord study on alternative instrument	Vocal channeling

## Activities by Purpose Semester 2

Blue Bugs	Principle purpose(s)	Secondary purposes(s)
Let's Play Music	Cadence patterning	Steady beat
How to Skip	Staff reading (skips)	Bell playing (skips)
Triumphant March	Classical form familiarity	Listening skills
Do, Re, Mi	Solfeg syllables and hand signs Major scale familiarity	Harmony using ostinato Bell playing (major scale)
Old Paint	Independent autoharp playing	Ear training (broken chord) Steady beat, $\frac{3}{4}$ time
Can't Bug Me	Rhythmic notation and identification	Subdividing the beat
Clickety Clack	Solfeg syllables and hand signs	Harmony using a round
Dinosaur Song	Staff reading (steps and skips)	Bell playing (steps and skips)
Rig-a-Jig-Jig	Cadence patterning (SLTD)	
Chords in Pieces	Chord ear training through individual note study	Autoharp playing Audiation
Primary Chords Song	Primary chord ear training and function	Autoharp playing Abstract music reading (chord maps)
V-A-L-E-N-T-I-N-E	Cadence patterning (SLTD)	Bell playing (SLTD) Staff reading (SLTD)
Echo Ed	Pitch matching	Imitate rhythm
Jungle Rhythm	Subdividing the beat	Abstract rhythmic notation
Bill Grogan's Goat	Internal beat (hold the whole note)	Autoharp playing Abstract music reading (chord maps)
Hokey Pokey	Cadence patterning (SLTD)	
Johnny's Haircut	Cadence patterning (SLTD)	Steady beat
Umburra	Steady beat	
El Gallo	Harmonic Rhythm (red, red, yellow, red)	Autoharp playing, chord maps Harmony using a round
A Frog Went a-Hoppin'	Staff reading (leaps)	Bell playing (leaps) Harmony using ostinato
Fox Hunt	Classical form familiarity	Identify rhythmic patterns
Are You Sleeping?	Solfeg syllables and hand signs Audiation	Harmony using a round
I've Been to Harlem	Major vs. minor tonality Minor chord structure	Autoharp playing
B-I-N-G-O	Internal beat (unsung beats still felt)	Cadence patterning (SLTD) Identify rhythmic pattern
Baby Butterfly	Identify rhythmic patterns	Rhythmic notation
Drunken Sailor	Simple song form (phrases, cadence)	
Sleep, My Treasure	Major vs. minor tonality	Vocal channeling
The Ants Go Marching	Cadence patterning (SLTD)	Steady beat
On Top of Spaghetti	Ear training (broken chord accomp.) Autoharp playing	Harmony using sung accompaniment