

Date	Type	Session	Project Description	Classroom Activities	Artistic Samples	Skills & Vocabulary	Sharing & Reflection
DreamYard In-School Programs Curriculum Map							
Teaching Artist:							
School:							
Grade: [Grade 3 and Up - apply modifications for grade level as needed]							
Art Form:							
Residency Goals: Specify how the residency will incorporate the DreamYard Framework.							
- Students will learn about the basic elements of music (Rhythm, Dynamics, Melody, etc)							
- Students will work together to examine Identity between their own lives and music							
- Students will respond critically to Music							
- Students will work together to Create their own composition							
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eg. 10/12/2016	e.g. Class; No School; Class Cancelled; PTO - No Sub; PTO - Sub; etc.	e.g. 1, 2, 3; if no class taught write "X" and continue numbered sessions below	What is the purpose of this project? (Brief summary: should be 2-3 sentences.)	List exercises that will be used to support residency goals. Please include the objective for the day.	What professional artists/works of art will you introduce to students to support the work? Please choose a minimum of 1 sample per project.	What are the projected outcomes as it relates to technical skills, social/emotional skills, and vocabulary?	How will students reflect on the work? How will students share with one another? How and when will students share work with a broader audience?
	Class	1	This first session I will set up the skeleton of the residency. I will put my classroom rituals in place, begin to create a safe and open musical environment, and get to know the students in my class.	Ritual: 1. Create Circle and invite students into space (this will be how each class will begin to encourage common purpose and community visually/emotionally) 2. Teach a "Welcome Song" that students sing to you and each other every class to get minds/bodies ready for music making Into to main activity: 1. Sing and Stretch (A series of body movements and vocal exercises that get the students ready for singing and builds vocal technique in a assessable way. This could include posture alignment, solfege, lip trills, humming, dancing, running in place, sighing on a vowel, etc.) 2. Clapping Circle (Clap rhythms in a call and response way for class. You clap and then students repeat the clapped rhythm back to you. Then take examples from the students. This builds rhythmic pulse in students as individual singers and as an ensemble) Main Activity: 1. Teach Easy short song (something easily and assessable. i.e. Nursery Rhythms, folk song, or a cannon (piece of music that has two or more voices that sing the same melody but start at different times putting together vocal technique, rhythmic integrity, and importance of music explored during the intro) i.e. "Make New Friends" popular child melody. Reflection: 1. Ball toss convo "What does music mean to you" (start a convo about the meaning of music in your students lives. Tie the action into intention. Whoever has the ball is the person who talks. This also builds active listening skills/gets students to want to contribute to conversation) Ritual: 1. Return to Circle Formation 2. Goodbye song/ritual movement (teach a song/breathing movement combination/relaxation chill down moment that signals the end of a session. This should bring the group back into a centered and community minded space.	I will be the artist sample. I will be demonstrating proper posture, ideal vocal sound concepts, and showing the students various physical/vocal warm ups. I will also be the example of an ideal community member (active listener, interested in convo, willing participant in activities)	Musical Skills - Posture, Breath, Sighing on [a], rhythmic integrity, cannon(round) Social skills - Active Listening, Being a Community Member	1. How has the music we've made today affected you? (In partners) 2. What are the words to the "Hello Song" 3. How does posture affect how you see someone?
	Class	2	In today's session I will continue to solidify classroom rituals and active participation. Also, we will come up with community guidelines facilitated by me but led by the students. These will be the pillars for classroom management for the year.	Ritual: 1. Call students to pening Circle to sing "Hello song" Reflection: 1. Create Class guidelines (using the BALL TOSS FORMAT from last session, I will ask my class "How do you think we should behave in this class to create awesome work?/ How would you like to be treated in this space?/How should we treat others in this space?" You scribe/encourage involvement while the students discuss and create a short but concise list of guidelines for the year) Into to Activity: 1. Sing and Stretch 2. Clapping Circle Main Activity: 1. Sing and create cannon with "Make New Friends" 2. Teach second song with text that encourages community and togetherness Ritual: 1. Return to Circle and Sing "Goodbye Song"	I will be the artist sample. I will be demonstrating proper posture, ideal vocal sound concepts, and showing the students various physical/vocal warm ups. I will also be the example of an ideal community member (active listener, interested in convo, willing participant in activities)	Musical skills - Posture, Breath, Vocal Energy, Cannon (Round), Rhythm Social Skills - Community Guidelines, Active Listening	While Creating the community guidelines the class will reflect and discuss how we would like to treat each other during the session. We will dialogue about the importance of boundaries, self awareness, and empathy while creating music together.
	Class	3	Today I will share my personal art with my students. I will be performing songs and talking about my musical journey as a professional musician.	Ritual: 1. Circle up and sing "Hello Song". Into to Main Intro Activity: 1. Sing and Stretch 2. Clapping circle (today let a student start the clapping instead of you) Main Activity: 1. Teaching Artist Music Sharing 2. Sing "Make new friends"/Second community song Reflection: 1. Ball toss conversation Ritual: 1. Circle Up and Sing Goodbye song/do end of session ritual	I will talk to the students about my journey as a singer and love of music. I will perform live for my students or show/play a few samples of my professional work. I will give a short plug about each selection and stress the impact of my culture, various communities, and life experiences on my music making.	Musical skill - posture, breath, rhythm, tension, poise Social Skills - active listener, leadership, diversity in community, community impact in artistic development	During BALL TOSS conversation the following questions will be posed "How is music important in your life?"/"How is music used or celebrated in your community?"

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	Class	4	During this session I will observe how well my class is coming together as a musical community. I will encourage them to lead ritual activities and ask questions/make comments in the process.	<p>Ritual: 1. Circle up and sing "Hello Song"</p> <p>Into to Main Activity: 1. Sing and Stretch (ask students to pick their favorite exercises to perform and model for the class./emphasis technical connection to singing) 2. Clapping Circle/Turned rhythmic improv (start the circle off as always in a call and response. Then ask the each student to pick a rhythm to clap and continue to clap as one by one another student claps a new rhythm of their choosing. Encourage the students to maintain their internal pulse/rhythm while listening to the ensemble rhythm that is being created) Ask your students to name music from their community/home lives that have interesting/groovy beats. Play snips from the songs if possible and ask the class via ball toss how the rhythms make them feel or what the rhythm remind them of.</p> <p>Main Activity: 1. Ask the class to perform/or sing the two community songs without your help. (Listen and then critique/workshop the songs with input from the students using the BALL TOSS FORMAT)</p> <p>Reflection: Graffiti Walls.</p> <p>Ritual: 1. Circle up and sing "Goodbye Song"</p>	I will play bits of songs (Classical, Musical Theatre, Latin, African, Hip Hop, Jazz, etc.) that demonstrate rhythmic vitality and complexity. I will use this as a tool to teach students about rhythm, and the importance of rhythm in various types of music. Stressing the beauty of cultural music.	<p>Musical Terms - Posture, Polyrhythm, Poise, Breath energy, Singing on [a]</p> <p>Social Skills - Active Listening, Leadership, Stage Fright</p>	Graffiti walls as reflection response - Music that makes you dance, music that makes you happy, music that makes you feel beautiful, first thing that comes to mind when you hear the word "singing", music of your community, who is musical in your community, Music equals _____