

IMPROVING LITERACY AND READING COMPREHENSION THROUGH MUSIC
INSTRUCTION IN AN EI SISTEMA-INSPIRED VIOLIN PROGRAM

by

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Summary

The research questions for this project were: how can I use the content area of music in an intensive, El Sistema- inspired after school string program to increase literacy and improve reading comprehension for my students and how do goals for increased literacy and improved reading comprehension align with an El Sistema- inspired program with goals for social change. This curriculum is an answer to these questions.

My research focused on four main areas. First, what is the connection between prosody and reading comprehension? What evidence do we have that a more advanced understanding of prosody correlates with skilled reading? Second, what is critical pedagogy and how does it inform literacy instruction? Third, what is El Sistema, what does it look like in the United States and around the world, and what effect does an intensive El Sistema program have on academic and psychosocial measures? Lastly, is there a correlation between music training and enhanced prosodic awareness?

This curriculum is written for my 3rd and 4th grade students violin students that study in an El Sistema-inspired partnership program with MacPhail Center for Music and Ascension Catholic School in North Minneapolis. It contains 30 lesson plans, each 35 minutes in length. Each lesson contains objectives and activities for musical development (identified in purple), psychosocial awareness and development (identified in red), prosodic sensitivity and literacy development (identified in green), and community building (identified in blue). Lessons regarding prosodic sensitivity aim to develop the ear to hear pitch, rhythm, volume, and emphasis cues in both language and music.

Included with the lesson plans is an extensive appendix. Each song or activity that is referenced in the lessons are included in this appendix so that the lessons could be recreated by another teacher. Many of the songs used in the curriculum come from Suzuki Violin book 1, which is included in a bibliography at the end. Any other activities included are ideas of my own or songs and words that have been passed down from teacher to teacher throughout the many years of school partnership teaching at MacPhail Center for Music.

The intended audience for this curriculum includes music and violin teachers in traditional and El Sistema-inspired programs around the world and ESL teachers who wish to use music activities to teach prosodic awareness. Additionally, this project and the accompanying research paper makes the case for continued arts funding in the schools and therefore is also aimed towards policy-makers and funders of the arts in K-12 schools and after school programs.

In the implementation of this project at Ascension Catholic School during the fall 2017 semester, I have been able to see real growth in my students around prosodic awareness. My students can identify changes in pitch in both language and music and can describe the ways that changes in pitch are used in language to convey meaning. They can describe the way rhythm is used in language by identifying and clapping syllables and can translate these rhythms to musical rhythms. They can identify words that are emphasized in a sentence as well as notes that are emphasized in a musical phrase. Lastly, they can hear and identify changes in volume in both language and music and can use the appropriate musical terms to describe the level of volume.

My research showed that enhanced prosodic awareness correlates with improved reading comprehension and that musical training correlates with enhanced prosodic awareness. This curriculum bridges the gap between these two sets of research. Further research would be needed to show that reading comprehension has improved and reading proficiency scores on statewide testing have increased.

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Lesson 1

Objectives:

1. Students will be able to demonstrate beginning classroom procedures **psychosocial, community building** (*Appendix A*)
2. Students will be able to demonstrate the steps from rest position to playing position **musical** (*Appendix B*)
3. Students will be able to read a short text aloud (“We are” statements) with or without help (Pre-Assessment) **literacy, community building, psychosocial** (*Appendix C*)
4. Students will be able to self-identify how they are feeling **psychosocial** (*Appendix D*)

Class Activities:

1. 1:45-2:00 beginning classroom procedures: attendance stick placed into appropriate “feeling bottle”, backpacks in bins, coats hung up, boots on shoe rack, cases on table and opened, snack and seated on the floor for reading **community building, literacy, psychosocial**
2. 2:00-2:15 each student given a sheet of paper to read aloud for the class as an introduction. Students will take turns reading it for the class. Reading will be videotaped as a pre-assessment **literacy, community building, psychosocial**
3. 2:15-2:30 students will unpack instruments and go through the steps from rest position to playing position. Students will also read the steps from rest position to playing position from a poster on the wall **musical, literacy**

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Lesson 2

Objectives:

1. Students will be able to identify how they are feeling **psychosocial**
2. Students will be able to read and clap Twinkle rhythms from the Rhythm Wall **literacy, rhythmic prosody, musical** (*Appendix E*)
3. Students will be able to define and perform an ostinato **literacy, musical**
4. Students will be able to identify pitches that are higher and lower on their instruments and with their reading voices **musical**

Class Activities:

1. 1:45-2:05 snack, book, beginning classroom procedures **community building, literacy, psychosocial**
2. 2:05-2:15 rest position/ playing position review with someone reading the steps from the poster **musical, literacy**
3. 2:15-2:25 ostinato Chicken on the Fence Post – reading the lyrics and playing **literacy, musical** (*Appendix F*)
4. 2:25-2:30 student plays two open string pitches. Other students identify whether the pitches go up or down **musical** (assessment)
5. 2:30-2:30 reading and clapping rhythms from the Rhythm Wall **literacy, rhythmic prosody, musical**

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Lesson 3

Objectives:

1. Students will be able to identify language rhythms by clapping **rhythmic prosody**
2. Students will be able to demonstrate all the steps from rest position to playing position with minimal assistance **musical, literacy**
3. Students will be able to play Chicken on the Fence Post ostinato with a steady beat **musical**
4. Students will be able to identify how they are feeling. **psychosocial**

Class Activities:

1. 1:45-2:00 snack, book, beginning classroom procedures **community building, literacy, psychosocial**
2. 2:10-2:20 rest position to playing position review **musical**
3. 2:20=2:30 Chicken on the Fence Post ostinato reading and playing **musical, literacy**
4. 2:30-2:35 T claps rhythm, students identify which twinkle rhythm (words) were clapped **musical, rhythmic prosody**

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Lesson 4

Objectives:

1. Students will be able to identify high and low pitches from 2 given open strings **musical**
2. Students will be able to ask a question with a rising pitch at the end **pitch prosody**
3. Students will be able to perform an ostinato and define an ostinato **literacy, musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning classroom procedures **community building, literacy, psychosocial**
2. 2:00-2:05 Students will ask another student a question with a rising pitch at the end. Students will be given sheets of paper with question topics on them. They will choose the student to ask. **community building, psychosocial, pitch prosody** (*Appendix G*)
3. 2:05-2:10 Chicken on the Fence Post ostinato reading and playing **musical, literacy**
4. 2:10-2:20 Song of the Wind- singing, reading, and playing **musical, literacy** (*Appendix H*)
5. 2:20-2:30 Allegro – singing, reading, and playing **musical, literacy** (*Appendix I*)
6. 2:30-2:35 identify higher or lower pitches — T will play two pitches on the violin, students will choose whether the 2nd pitch is higher or lower by indicating thumbs up or thumbs down **musical, pitch prosody** (assessment)

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Lesson 5

Objectives:

1. Students will be able to define forte, piano, mezzo-forte, mezzo-piano, fortissimo, and pianissimo **musical, literacy**
2. Students will be able to identify the loudest word in a sentence that is read to them **literacy, volume prosody**
3. Students will be able to perform both Chicken on the Fence Post and Song of the Wind in forte and piano dynamics **musical**
4. Students will be able to identify how they are feeling. **psychosocial**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, psychosocial**
2. 2:00-2:05 word wall definitions: forte, piano, mezzo-forte, mezzo-piano, fortissimo, and pianissimo **literacy, musical**
3. 2:05-2:25 Chicken on the Fence Post, Song of the Wind, Allegro singing and playing **musical, literacy**
4. 2:25-2:30 French Folk Song singing **musical, literacy** (*Appendix J*)
5. “Guess the forte word” game using sentences from that day’s book **volume prosody**

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Lesson 6

Objectives:

1. Students will be able to perform and identify dynamics using speech. **musical, volume prosody**
2. Students will be able to identify how they are feeling. **psychosocial**
3. Students will be able to give a “pretend” concert of Chicken on the Fence Post, Song of the Wind, Allegro, and French Folk Song **musical, literacy**
4. Students will be able to clap the Twinkle rhythms **musical, rhythmic prosody**

Class Activities:

1. 1:45-2:00 snack, community building, beginning class procedures: Students will tell the class their favorite food. Other students will guess the dynamic they used to say their favorite food. **community building, volume prosody, musical, psychosocial**
2. 2:00-2:20 “pretend” concert: Chicken on the Fence Post, Song of the Wind, Allegro, French Folk Song singing and playing **musical, literacy**
3. 2:20-2:25 singing perpetual motion **musical, literacy** (*Appendix K*)
4. 2:25-2:30 playing perpetual motion **musical**
5. 2:30-2:35 clapping twinkle rhythms **musical, rhythmic prosody**

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Lesson 7

Objectives:

1. Students will be able to identify how they are feeling **psychosocial**
2. Students will be able to identify the stressed word in a sentence **emphasis prosody**
3. Students will be able to sing and play Hey Betty Martin **musical, literacy**
4. Students will be able to stress a given word in a sentence **emphasis prosody**

Class Activities:

1. 1:45-2:00 snack, book, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:05 “Guess the important word” from a sentence with teacher as a reader **emphasis prosody** (*Appendix L*)
3. 2:05-2:10 Sing Hey Betty Martin **literacy, musical** (*Appendix M*)
4. 2:10-2:15 Play “Hey Betty Martin” **musical**
5. 2:15-2:30 Review Song of the Wind, French Folk Song, Allegro, Perpetual Motion
Sing, read, play **literacy, musical**
6. 2:30-2:35 “Guess the important word” with student readers (half the class) **emphasis prosody** (*Appendix L*)

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Lesson 8

Objectives:

1. Students will be able to identify how they are feeling **psychosocial**
2. Students will be able to emphasize a give word in a sentence **emphasis prosody**
3. Students will be able to identify whether the second note of a given pair is higher or lower than the first note **musical**
4. Students will be able to read and play “I’m a little monkey” **musical, literacy** (*Appendix N*)
5. Students will be able to play “I’m a little Monkey” with emphasis on the MONkey **musical emphasis prosody**

Class Activities:

1. 1:45-2:00 snack, beginning class procedures, student emphasis sentences (other half from yesterday) (*Appendix L*) **literacy, community building , psychosocial**
2. 2:00-2:05 which pitch is higher? Each student will play two notes, all the rest of the students need to identify if the second note was higher or lower. (review) **musical**
3. 2:05-2:15 I’m a little Monkey singing and playing **musical, literacy**
4. 2:15-2:20 Musical emphasis: I’m a little MONkey **musical, literacy**
5. 2:20-2:35 review Hey Betty Martin, Song of the Wind, French Folk Song, Allegro, Perpetual Motion singing and playing **musical, literacy**

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Lesson 9

Objectives:

1. Students will be able to perform the first line of Song of the Wind while placing emphasis on different beats. **musical, emphasis prosody**
2. Students will be able to perform I'm a little Monkey while placing emphasis on different beats **musical, emphasis prosody**
3. Students will be able to play the notes in Scotland's Burning **musical, literacy**
4. Students will be able to define Forte, Piano, Mezzo-Forte, Mezzo-Piano, Fortissimo, and Pianissimo **musical, literacy**
5. Students will be able to identify how they are feeling **psychosocial**

Class Activities:

1. 1:45-2:00 snack, book, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:10 Emphasis game with song of the wind- what does it sound like when we emphasize certain notes with our instruments? **Musical**
3. 2:10-2:20 I'm a Little Monkey emphasis game: **musical, emphasis prosody**
4. 2:20-2:30 Scotland's Burning reading and playing **musical, literacy** (*Appendix O*)
5. 2:30-2:35 exit card: What do the following words mean? Forte, Piano, Mezzo-forte, Mezzo-piano, fortissimo, pianissimo **musical, literacy** (assessment)

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Lesson 10

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to clap all of their Twinkle rhythms. **musical, rhythmic prosody**
3. Students will be able to identify musical dynamic levels **musical, literacy**

Class Activities:

1. 1:45-2:00 snack, story, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:25 review songs singing, reading, and playing: Song of the Wind, French Folk Song, Allegro, Perpetual Motion, Hey Betty Martin, Monkey Song, Scotland's Burning **musical, literacy**
3. 2:25-2:30 guess which dynamic level I'm playing? T will play a short excerpt. Students must identify: forte, piano, mezzo forte/mezzo piano, fortissimo, pianissimo **musical, literacy**
4. 2:30-2:35 my turn, your turn Twinkle rhythms (clapping) **musical, rhythmic prosody**

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Lesson 11

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play all their songs plucking. **musical**
3. Students will be able to identify the rhythm of given words and phrases **musical, rhythmic prosody**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:30 review singing and playing: Song of the Wind, French Folk Song, Allegro, Perpetual Motion, Hey Betty Martin, Monkey Song, Scotland's Burning **musical, literacy**
3. 2:30-2:35 T will read words or phrases. Students must clap back the rhythm. (*Appendix P*) **musical, rhythmic prosody**

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Lesson 12

Objectives:

1. Students will be able to identify how they feel. **psychosocial**
2. Students will be able to perform all their songs as a group, plucking **musical**
3. Students will be able to perform individually for each other **musical, community building**
4. Students will be able to give constructive feedback for each other using musical terms we have learned in our class. **musical, community building, literacy**

Class Activities:

1. 1:45-2:00 snack, beginning procedures, list on the board—what are things we could notice about someone's performance? Use words that we have introduced in the class: **musical, literacy, psychosocial**
(Examples: posture, dynamics, rhythm, pitch, tempo, playing position, rest position, bow)
2. 2:00-2:15 review concert songs **musical**
3. 2:15-2:30 individual performances with constructive feedback given the list on the board **musical, literacy**

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Lesson 13

Objectives:

1. Students will be able to use emphasis to correct information. **emphasis prosody**
2. Students will be able to identify how they are feeling. **psychosocial**
3. Students will be able to make a bow hold on a pencil. **musical**
4. Students will be able to move their pencils in appropriate rhythmic patterns. **musical, rhythmic prosody**
5. Students will be able to name the notes of the D Major Scale. **musical**
6. Students will be able to emphasize a given note of the D Major Scale. **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, psychosocial, literacy**
2. 2:00-2:10 instrument/performer match using PowerPoint - T will show a PowerPoint with famous performers and their instruments. Each slide has the incorrect instrument identified. Students must correct the information using emphasis. “No, Hilary Hahn doesn’t play the cello. She plays the VIOLIN” **emphasis prosody, musical**
3. 2:10-2:20 bow holds on pencils singing and reading “Up Like a Rocket” and twinkle rhythms in the air (*Appendix Q*) **musical, literacy, rhythmic prosody**
4. 2:20-2:30 musical alphabet- D Major Scale plucking **musical**
5. 2:30-2:35 which note of the D Major Scale are we going to emphasize- using Decide Now! app to choose randomly **musical**

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Lesson 14

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to make and maintain good bow holds while moving their pencils rhythmically **musical, rhythmic prosody**
3. Students will be able to play the first phrase (“bread part”) of Twinkle, Twinkle Little Star **musical**
4. Students will be able to name the notes in the first phrase of Twinkle, Twinkle Little Star **musical**
5. Students will be able to emphasize a given note in Twinkle, Twinkle Little Star **Musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:05 bow hold parade—make the best bow hold on a pencil—show your neighbors! **musical, community building**
3. 2:00-2:05 twinkle rhythms, clapping and “bowing” with a pencil **musical, rhythmic prosody**
4. 2:05-2:15 plucking Twinkle, Twinkle Little Star , (bread part) singing Twinkle (while reading), and singing letter names to Twinkle (bread part) **musical, literacy**
5. 2:15-2:25 emphasis Twinkle—which notes will we emphasize? (using Decide Now! app) **musical**
6. 2:25-2:35 missing note Twinkle! which notes will we leave out? (using Decide Now! app) **musical**

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Lesson 15

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to produce a good bow hold consistently while moving a pencil rhythmically. **musical, rhythmic prosody**
3. Students will be able to name the letters in a D Major Scale **musical**
4. Students will be able to play the first phrase of Twinkle, Twinkle Little Star plucking **musical**
5. Students will be able to play the 2nd and 3rd phrases of Twinkle, Twinkle Little Star plucking **musical**
6. Students will be able identify which note was emphasized from a small group of notes **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:10 bow hold practice on a pencil using Twinkle rhythms **musical, rhythmic prosody**
3. 2:10-2:15 D Major scale letter name practice (plucking) **musical**
4. 2:15-2:20 Twinkle Bread review (first phrase), singing, plucking, singing note names **musical, literacy**
5. 2:20-2:30 Twinkle Cheese part (2nd and 3rd phrase), singing, plucking, singing note names **musical, literacy**
6. 2:30-2:35 which note in the “cheese part of Twinkle” did I emphasize? **musical**

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Lesson 16

Objectives:

1. Students will be able to produce a bow hold on their bows **musical**
2. Students will be able to identify how they are feeling. **psychosocial**
3. Students will be able to make a sound with their bows on open strings **musical**
4. Students will be able to perform a song plucking at an identified dynamic level **musical, literacy**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:05 Up Like a Rocket, reading from the board and performing with the bows **musical, literacy**
3. 2:05- 2:15 Twinkle Rhythm A (Chicken on the Fence Post) clapping, bowing on open strings **musical, rhythmic prosody**
4. 2:15-2:25 D Major Scale with Twinkle Rhythm A with bows **musical, rhythmic prosody**
5. 2:25-2:35 song and dynamics out of a hat: students will pick one song that we have been working on and one dynamic level. S will apply that dynamic level to that song while plucking. **musical, literacy**

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Lesson 17

Objectives:

1. Students will be able to apply dynamics to speech. **musical, volume prosody**
2. Students will be able to produce a correct bow hold. **musical**
3. Students will be able to use their bow on plucking songs. **musical**
4. Students will be able to identify how they are feeling. **psychosocial**

Class Activities:

1. 1:45-2:00 snack, book, beginning procedures. **community building, literacy, psychosocial**
2. 2:00-2:05 Up Like a Rocket reading and singing **musical, literacy, rhythmic prosody**
3. 2:05-2:15 “I’m a Little Monkey”, D Major scale, A Major Scale, Twinkle Bread Variation A **musical, rhythmic prosody**
4. 2:15-2:30 Song of the Wind, Allegro, French Folk Song, Perpetual Motion, Twinkle reading and singing **musical, literacy**
5. 2:30-2:35 exit question: which Twinkle rhythm am I clapping? **rhythmic prosody** (assessment)

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Lesson 18

Objectives:

1. Students will be able to emphasize a given word from a section of a book. **emphasis prosody**
2. Students will be able to identify how they are feeling. **psychosocial**
3. Students will be able to identify what they are thankful for. **psychosocial, community Building**
4. Students will be able to apply bows to their plucking songs. **musical**

Class Activities:

1. 1:45-2:00 snack, beginning class procedures. **community building, psychosocial**

S will read a small passage from a book aloud to each other and emphasize an underlined phrase, sentence, or word. **emphasis prosody**

2. 2:00-2:30 song review with bows: Song of the Wind, Allegro, French Folk Song, Perpetual Motion, Twinkle, Twinkle Little Star singing and playing **literacy, musical**
3. 2:30-2:35 students will write down something they are thankful for. **psychosocial**

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Lesson 19

Objectives:

1. Students will be able to identify how they are feeling **psychosocial**
2. Students will be able to sing their songs while reading the words **musical, literacy**
3. Students will be able to play their review songs with bows **musical**
4. Students will be able to identify how to play the next higher pitch when given a pitch **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:10 rhythm “telephone” with Twinkle rhythms (while saying words) **musical, rhythmic prosody**
3. 2:10-2:25 songs with bows, singing and playing: Song of the Wind, Allegro, French Folk Song, Perpetual Motion **musical, literacy**
4. 2:25-2:35 higher pitch game: T will explain that in order to make a pitch higher, we put down an extra finger OR go to the next highest string. T will give students a note, S will need to play the next higher pitch **musical**

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Lesson 20

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to sing their songs while reading the words **musical, literacy**
3. Students will be able to play their review songs with bows **musical**
4. Students will be able to identify how to play the next lower pitch when given a pitch **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00- 2:10 T will clap a Twinkle rhythm, students will need to identify rhythm using words **musical, rhythmic prosody**
3. 2:10-2:25 open string song review, singing and playing **musical, literacy**
4. 2:25-2:35 lower pitch game: T will explain that in order to make a pitch lower, we take away a finger OR go to 3 fingers on the next lowest string. T will give students a note, S will need to play the next lower pitch **musical**

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Lesson 21

Objectives:

1. Students will be able to identify how they are feeling **psychosocial**
2. Students will be able to sing their songs while reading the words **musical, literacy**
3. Students will be able to play their review songs with bows **musical**
4. Students will be able to identify how to play the next higher and lower pitch when given a pitch **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:10 S will clap a Twinkle rhythm, other S will guess which rhythm it was by identifying the corresponding words **musical, rhythmic prosody**
3. 2:10-2:25 open string song review, singing and playing **musical, literacy**
4. 2:25-2:35 higher and lower pitch game: T will give a note, S must identify the pitch that is one half or whole step higher and one half or whole step lower **musical**

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Lesson 22

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play review songs in both forte and piano. **musical**
3. Students will be able to track finger numbers for French Folk Song. **literacy, musical**
4. Students will be able to identify the higher and lower note from a given note. **musical**
5. Students will be able to identify the louder dynamic from a given dynamic. **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:10 S play Suzuki open string songs in forte and piano **musical**
3. 2:10-2:25 introducing French Folk Song with fingers- Students will “read” finger numbers from a sheet to help with tracking **musical, literacy**
4. 2:25-2:35 pitch/dynamics game: T will give a note and ask for the higher and lower pitch, T will give a dynamic and ask for the louder dynamic **musical**

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Lesson 23

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play Twinkle, Twinkle Little Star rhythms on their open strings after “saying” the rhythm. **musical, rhythmic prosody**
3. Students will be able to track finger numbers for French Folk Song. **musical, literacy**
4. Students will be able to play Chicken on the Fence Post with their bows. **musical, rhythmic prosody**
5. Students will be able to identify the higher and lower note from a given note **musical**
6. Students will be able to identify the softer dynamic from a given dynamic. **musical**

Class Activities:

1. 1:45-2:00 Snack, Book, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:10 Twinkle rhythm bowing practice **musical, rhythmic prosody**
3. 2:10-2:20 French Folk Song with finger numbers sheet **musical, literacy**
4. 2:20-2:30 Chicken on the Fence Post with bow **musical, rhythmic prosody**
5. 2:30-2:35 pitch/dynamics game: T will give a note and ask for the higher and lower pitch, T will give a dynamic and ask for the softer dynamic **musical**

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Lesson 24

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play Twinkle rhythms on their open strings after “saying” the rhythm. **musical, rhythmic prosody**
3. Students will be able to track finger numbers for French Folk Song. **musical, literacy**
4. Students will be able to play “Chicken on the Fence Post” Twinkle (with stops) with their bows. **musical, rhythmic prosody**
5. Students will be able to identify the higher and lower note from a given note. **musical**
6. Students will be able to identify the louder and softer dynamic from a given dynamic. **musical,**

Class Activities:

1. 1:45-2:00 snack, book, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:10 Twinkle rhythm bowing practice **musical, rhythmic prosody**
3. 2:10-2:20 French Folk Song with finger numbers sheet **musical, literacy**
4. 2:20-2:30 “Chicken on the Fence Post” Twinkle with bow, with stops between each note. **musical, rhythmic prosody**
5. 2:30-2:35 pitch/dynamics game: T will give a note and ask for the higher and lower pitch, T will give a dynamic and ask for the louder and softer dynamic **musical**

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Ascension Violin Sectional

Lesson 25

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play all their concert songs. **musical**
3. Students will be able to identify which note is higher and which is lower from 2 given notes. **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning procedures **community building, literacy, psychosocial**
2. 2:00-2:25 upcoming concert review: D Major Scale, I'm a Little Monkey, Hey Betty Martin, Twinkle, Twinkle Little Star, Scotland's Burning, Song of the Wind, Allegro, Perpetual Motion **musical**
3. 2:25-2:35 student plays two notes, other students identify which note is higher and which note is lower. **musical** (assessment)

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Lesson 26

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play all their concert songs. **musical**
3. Students will be able to emphasize a given note in the first phrase of Twinkle. **musical**

Class Activities:

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:25 Review concert songs **musical**
3. 2:25-2:35 Game: emphasize a given note in the first phrase of Twinkle. Notes will be picked randomly using Decide Now! App **musical**

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Lesson 27

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to identify how they are feeling about the upcoming concert given prompts. **psychosocial, community building**
3. Students will be able to play all their concert songs. **musical**
4. Students will be able to identify higher and lower pitches and/or louder and softer dynamics given a prompt and a starting note or dynamic. **musical**

Class Activities:

1. 1:45-2:00 snack, beginning class procedures, upcoming concert sharing—each student will read a given sentence and fill in the blank with how they are feeling. **community building, literacy, psychosocial** (*Appendix R*)
2. 2:00-2:25 concert review **musical**
3. 2:25-2:35 students will give either a higher and lower pitch or a louder and softer dynamic from a given prompt using Decide Now! app **musical**

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Lesson 28

Objectives:

1. Students will be able to identify how they feel. **psychosocial**
2. Students will be able to perform all their songs as a group **musical**
3. Students will be able to perform individually for each other **musical, community building**
4. Students will be able to give constructive feedback for each other using musical terms we have learned in our class. **musical, community building, literacy**

Class Activities:

1. 1:45-2:00 snack, beginning class procedures, list on the board—what are things we could notice about someone's performance? Use words that we have introduced in the class: **community building, psychosocial, musical, literacy**

(examples: legato, staccato, pitch, rhythm, posture, emphasis, etc.).

2. 2:00-2:15 review concert songs **musical**
3. 2:15-2:30 individual performances with constructive feedback given the list on the board **musical, literacy, community building**

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Ascension Violin Sectional

Lesson 29

Objectives:

1. Students will be able to identify how they are feeling. **psychosocial**
2. Students will be able to play all their concert songs. **musical**

Class Activities: (Concert Day)

1. 1:45-2:00 snack, Book beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:35 concert review **musical**

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Ascension Violin Sectional

Lesson 30

Objectives:

1. Students will be able to identify how they are feeling. **Psychosocial**
2. Students will be able to define words and concepts learned throughout the semester. **musical, literacy**
3. Students will be able to read “We Are” statements from the beginning of the semester with more fluency and expression. **literacy, psychosocial, community building**

Class Activities: (Concert/ End of Semester Celebration)

1. 1:45-2:00 snack, book, beginning class procedures **community building, literacy, psychosocial**
2. 2:00-2:25 musical Jeopardy reviewing words and terms **literacy, musical, community building** (assessment)
3. 2:25-2:35 rereading “We Are” statements from the first class. T will video **community building, literacy** (assessment)

Appendix A

Beginning Class Procedures:

1. Hang up your coat
2. Boots on shoe rack
3. Place your backpack in a bin
4. “Check in” by putting the stick with your name in a feeling bottle
5. Unpack your instrument on a table
6. Rosin your bow
7. Grab a snack and have a seat for the story

Appendix B

Steps from Rest Position to Play Position

1. Zip
2. Step
3. “Duck Bite”
4. Show Your Neighbor
5. Statue of Liberty
6. Shoulder Chin Sandwich

Appendix C

We Are respectful to our classmates, our teachers, our school, our community, and the earth.

We Are good readers, good musicians, and good students!

We Are helpful and caring to those in need.

We Are brave. We always try our best. We aren't afraid to make mistakes.

We Are kids who choose kindness so that others will also choose kindness.

We Are great kids, good friends, respectful students, helpful community members, and inspiring musicians!

We Are all equal, valuable, and important members of our class, our school, and our community.

We Are supportive of one another. We cheer each other on and help each other.

We Are kids who express our thoughts and feelings through our words and through our music.

We Are curious and always ready to learn.

Appendix D



Appendix E

Twinkle, Twinkle Little Star rhythms:

Twinkle Variation A: “Chicken on the Fence Post” (four 16th notes, two 8th notes)

Twinkle Variation B: “One, Two, (shhh), Four (8th note, 8th note, 8th rest, 8th note)

Twinkle Variation C: “Down Pony, Up Pony” (8th note, two 16th notes, 8th note, two 16th notes)

Twinkle Variation D: “Riding a Bicycle” (two sets of 8th note triplets)

Twinkle Variation E: “Wish I Had a Watermelon” (eight 18th notes)

Appendix F

Chicken on the Fence Post

Chicken on the Fence Post, can't dance Josie

Chicken on the Fence Post, can't dance Josie

Chicken on the Fence Post, can't dance Josie

Oh Miss Susie Brownie-o

Appendix G

Questions for students to ask each other with a rising pitch at the end of the sentence:

1. What is your favorite sport?
2. Do you like to play the piano?
3. Do you like to eat pizza?
4. What is your favorite season?
5. Have you read a good book this month?
6. What is your favorite movie?
7. What is your favorite song that we play?
8. Do you have a favorite dessert?
9. What is your favorite subject in school?
10. Who is your favorite teacher?

Appendix H

Song of the Wind

Can you play your A string four times?

Circle and play A!

Circle and play A!

Circle now and please get ready, but be patient

Play your A!

Circle now and please get ready,

This time play your D. (repeat)

Appendix I

Allegro

In Allegro, can you please play A A,

And the last note of the line is D.

In Allegro, can you please play A A

And the last note of the line is D.

Here's the slow part, and the smooth part

And it ends on finger one...

In Allegro, can you please play A A

And the last note of the line is D.

Appendix J

French Folk Song

Here I am playing my music so fine,

I like it so much I play all the time!

My bow goes up, down, up, down as I play,

My fingers 1-2-3 climb up each day.

Right from the top I go down all the way.

Appendix K

Perpetual Motion

Peter Piper picked a peck of pickled peppers end on AA

Peter Piper picked a peck of pickled peppers end on DD.

Betty Botta bought a bit of better butter, end on AA

Betty Botta bought a bit of better butter, end on DD.

Simple Simon met a pie man going to the county fa-ir (DD)

Simple Simon met a pie man going to the county fa-ir (DD)

Peter Piper picked a peck of pickled peppers end on AA

Peter Piper picked a peck of pickled peppers end on DD.

Appendix L

Emphasis Sentences

1. My dog ate THREE peanut butter sandwiches!
2. It is so COLD outside!
3. I LOVE to play the violin.
4. No, I don't play the cello. I play the VIOLIN.
5. PEPPERONI pizza is the best kind of pizza.
6. My cat is TWELVE years old!
7. No, the VIOLIN is the best instrument.
8. I LOVE to play in orchestra.
9. That little puppy is so CUTE.
10. I love pizza so much, I could eat a MILLION pieces.
11. I LOVE to read.
12. I think mushrooms are YUCKY.
13. Giraffes are my FAVORITE animal.
14. I don't like to play football. I like to WATCH football.

Appendix M

Hey Betty Martin

Hey Betty Martin,

Tip toe, tip toe (1-0-1-0)

Hey Betty Martin,

Tip toe fine

Hey Betty Martin

Tip toe, tip toe (1-0-1-0)

Hey Betty Martin

Please be mine. (1-2-3)

Appendix N

I'm a Little Monkey

I'm a little monkey

Climbing up my ladder

Climbing up so high to

Pick a green banana.

I'm a little monkey

Climbing down my ladder

Climbing down so low to

Eat my green banana.

Appendix O

Scotland's Burning

Scotland's burning, Scotland's burning (DD-33-DD-33)

Look out, Look out! (A-1-A-1)

Fire, fire, fire, fire (3-3-3-3)

Pour on water, pour on water (DD-33-DD-33)

Appendix P

Rhythmic Phrases:

Ascension Catholic School (5 eighth notes, 1 quarter note)

I love violin. (quarter, quarter, eighth eighth, quarter)

Mississippi River (4 sixteenths, 2 eighths)

Superman, Spiderman, Wonder Woman, Batman (triplet, triplet, 4 sixteenths, 2 eighths)

Strawberry, Blueberry, Raspberry, Grape (triplet, triplet, triplet, quarter)

Pepperoni Pizza, Pumpkin Pie (4 sixteenths, 2 eighths, 2 eighths, quarter)

Appendix Q

PowerPoint instrument match

Appendix Q

Up Like a Rocket

Up like a rocket

Down like the rain

Back and forth like a choo choo train.

Round and Round like a great big sun,

Land on your hand: curved pinky, bent thumb!

Up like a rocket

Down like the rain

Back and forth like a choo choo train.

Appendix R

Upcoming Concert Prompts

1. I feel really _____ about our concert.
2. I am really looking forward to _____.
3. I feel nervous about _____.
4. I think we are going to play really _____.
5. My favorite song that we are play is _____.
6. Our hardest song is _____.
7. Our easiest song is _____.
8. My least favorite song is _____.
9. I hope that _____.
10. I'm going to invite _____.
11. I feel really proud of _____.

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