



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description**
- B. Standards for Learning**
- C. Expected Student Learning Outcomes**
- D. Time Requirements**
- E. Personnel Requirements**
- F. Facilities/Equipment Requirements**
- G. Teaching Strategies and/or Methodologies**
- H. Material/Textbook Needs**
- I. Costs**
- J. Schedules**
- K. Evaluation Procedures**
- L. Follow-up**
- M. Other Staff Affected**

Building Administrator: Carmen Maring

Date: 12/12/25

Dept./Gr. Level Chair: Matt Hawkins

Date: 12/12/25

Other Staff Affected:

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: **General Music**

Staff Member Requesting: Allison Rousseau

Department/Grade Level: UA/FA 6th/7th Grade

THIS IS A PROPOSAL FOR (italicize all that apply):

New Course

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

Number of Classes: 2 sections, elective

Total Number of Students: Max of 25 students

Total Number of Teachers: 1 teacher,

Requirements (facilities, materials, textbooks, anticipated costs, equipment):

A. Current Curricular Description

This course is a one-trimester general music encore class designed for 6th and 7th-grade students, particularly those who are not enrolled in performance-based music ensembles (choir or band), and students requiring a foundational approach to the arts. The curriculum focuses on the basics of rhythm, pitch, playing technique and experiential music through theory, percussion, circle songs, kinesthetic movement, and the use of music for healthy self-regulation. It prioritizes hands-on experience and differentiated instruction.

B. Standards for Learning

Michigan Merit Curriculum for Virtual Arts, Music, Dance, and Theatre

- Perform Standard 1: Apply Skills and knowledge to perform in the arts
- Create Standard 2: Apply skills and knowledge to create in the arts
- Analyze Standard 3: Analyze, describe, and evaluate works of art
- Analyze in Context Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts
- Analyze and Make Connections Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life

C. Expected Student Learning Outcomes

1. Rhythmic Literacy: Identify and articulate basic rhythmic values (quarter notes, eighth notes, half notes) using verbalization, clapping, and movement.
2. Melodic Literacy - Identify note names on bass and treble clef, solfege and notes on piano.
3. Ear Training - Recognize rhythmic patterns and basic melodic lines.

4. Percussion Performance: Demonstrate a stable, continuous pulse or beat and execute simple, two-to-four-beat rhythmic patterns on various non-pitched percussion instruments (hand drums, shakers, body percussion).
5. Ensemble Collaboration: Successfully synchronize and maintain a beat within a small group drum circle or ensemble setting, exhibiting active listening skills.
6. Movement Integration: Utilize music-guided movement to explore spatial awareness and body coordination in response to rhythm and dynamics.

D. Time Requirements

1 Trimester long

E. Personnel Requirements

1 General Music Teacher

F. Facilities and Equipment Requirements

Standard classroom with flexible seating and ample open floor space for movement activities.

- Access to diverse non-pitched and pitched percussion instruments (hand drums, world drums, shakers, rhythm sticks, xylophones).
- Sound system/speakers for playing diverse musical examples.

G. Teaching strategies and methodologies

This class will employ highly engaging and kinesthetic methodologies:

- Orff-Schulwerk Approach: Emphasis on elemental music, movement, and speech to internalize rhythm before notation.
- Dalcroze Eurythmics (Modified): Using whole-body movement to experience musical concepts (tempo, dynamics).
- Differentiated Instruction: Providing multiple entry points and varying levels of complexity to meet the needs of all learners, including visual aids for rhythm notation and one-on-one rhythmic support.
- Rhythmic Games & Circle Songs : Structured games and group drum circles to foster community and collaborative rhythm-making.

H. Material/Textbook

- No primary textbook is required. Print resources will include simple rhythmic notation charts, visual sequencing and free online resources for activities.
- Hand drums, rhythm sticks, boomwhackers, shakers, world drums, pitched percussion instruments, ukuleles.

I. Costs

Low dexterity instruments - shakers, rhythm sticks, drums, hand bells/chimes and boomwhackers, keyed percussion

[Boomwhacker set \(2 full 8 scale sets and 1 full chromatic set\)](#) - \$113

[24 Chroma-note Hand Bell Set \(8 scale diatonic sets\)](#) - \$150 (order 3 sets)

[5 Note Chroma-note Chromatic add on](#) - \$40

[Multi pack of shakers, tambourines, maracas, and band bells](#) - \$50

[Glockenspiel/Xylophone](#) - \$55

\$410 for start-up

\$100 annual for instrument maintenance/replacements

J. Schedules

Unit 1: The Basics of Rhythm

Pre Test - Rhythm, tempo, dynamics, note names, note lengths, instrument names, solfege.

Pulse, Tempo, & Notation

- Learn to feel and keep a steady beat (pulse); distinguish between fast and slow (tempo); introduce rhythmic syllables (one, two-and, three, four).
- Music theory website testing rhythm reading on sight (musictheory.net)

The Steady Beat and Dynamics

- Walking, clapping, and speaking rhythms to a metronome/online drum beat; demonstrating a constant beat on the lap.
- Practice walking and drumming a steady beat at different dynamic levels.

Simple Rhythmic Patterns

- Matching clapping patterns to simple visual notation (quarter/eighth notes); identifying patterns in music.
- Music theory website testing rhythmic notation (musictheory.net)
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Unit 2: The Basics of Pitch

Higher/Lower/Same

- Practice pitch recognition through listening
- Translate listening examples onto the staff

Note Names on Staff

- Recognize and name notes on treble and bass clef through daily practice on board
- Music theory website testing knowledge of note names

Solfege

- Understanding and recognizing the sequence of pitches in the scale Do - Do
- Solfege Sally pitch memory game

Major vs. Minor

- Recognizing a minor chord vs. a major chord
- Major vs. Minor scales
- Identifying which tonality different songs are in

Unit 3: Percussion & Ensemble

Drumming Techniques & Listening

- Focus on proper hand drum technique and collaborative skills required for ensemble playing.

Hand Drum Fundamentals

- Practice striking techniques (bass, tone, slap) on hand drums; understanding how to listen and wait for a cue.

Call & Response / Layering

- Master simple call-and-response drumming

Unit 4: Expression

Rhythm for Regulation & Performance

- Use music and drumming to explore emotional expression and apply different percussive techniques

Music & Sensory Input

- Exploring how changes in tempo (fast vs. slow) and dynamics (loud vs. quiet) affect the body; choosing a rhythm to "calm down" or "wake up."

Reflection/Post Test

- Self-assessment on favorite activity and post test on rhythm notation, note names, musical terms and identifying instruments we've played.

K. Evaluation Procedures

Class performance and engagement (hands-on); demonstrated ability to maintain a steady beat; successful execution of learned rhythmic patterns; group ensemble collaboration check; and post test/reflection.

L. Follow up

N/A

M. Other staff affected

N/A