

The Music Effect

Creative, high-interest activities for standards-based music education

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Table of Contents

A Note to the Teacher.....

Chapter 1: Rhythm Patterns.....

 Let's Review.....

 How Are We Doing?.....

Chapter 2: The Sounds Around Us.....

 Let's Review.....

 How Are We Doing?.....

Chapter 3: High and Low.....

 Let's Review.....

 How Are We Doing?.....

Chapter 4: Melodic Patterns.....

 Let's Review.....

 How Are We Doing?.....

Reproducible Copy Masters.....

Index of Music and Rhymes.....

CD Track Listings.....

About the Author.....



This timeline is meant to be flexible. Teachers are encouraged to adapt the plan to reflect (1) the time available for music activities, (2) the frequency of activities, and (3) the needs of the group.

	Month	New Conceptual Learning
BOOK 1	September	<p>Chapter 1: Music may have an underlying beat. The beat is steady.</p> <p>Chapter 2: Sounds may be soft. Sounds may be loud. Sounds may express thoughts, moods, and feelings.</p>
	October	<p>Chapter 3: The tempo may be fast. The tempo may be slow.</p> <p>Chapter 4: A phrase may be a question. A phrase may be an answer. The form of a song or rhyme may be "question and answer."</p>
	November/December	<p>Chapter 5: Music may have rests. Rests can be expressive.</p>
BOOK 2	January/February	<p>Chapter 1: Sounds may walk. Sounds may run. Sounds may form rhythm patterns. Rhythm patterns may be the same or different.</p>
	March	<p>Chapter 2: There are many sounds around us. Sounds can be identified and classified. Sounds are expressive.</p> <p>Chapter 3: Sounds may be high. Sounds may be low. High and low sounds are expressive.</p>
	April/May	<p>Chapter 4: High and low sounds may form melodic patterns. Melodic patterns may be the same or different.</p>

Charting Musical Growth and Progress

Each activity in *The Music Effect* includes a musical objective, or *focus*. This focus reflects the primary musical learning that is introduced or reinforced during the activity.

Each chapter includes a "How Are We Doing?" page for use in planning and assessment. Organized by standards and musical objectives, this page can be used to document growth and progress as children enjoy and participate in chapter activities.

In conclusion, it is important to remember that active music making is a rich and rewarding aesthetic experience for the teacher and the child. Lifelong enjoyment and participation is the ultimate goal. It is "OK" if young learners are not ready for successful participation and assessment in all activities and concept areas. With time, patience, and experience, they will be ready at another time.