



# CLIBURN IN THE CLASSROOM

## CURRICULUM GUIDE: LAUGH OUT LOUD!

Finding the funny in whimsical songs

	<b>Lesson 1: Laughing Scales</b>	<b>Lesson 2: Balloon Intervals</b>	<b>Lesson 3: Name That Tune!</b>	<b>Lesson 4: Funniest Instruments</b>	<b>Lesson 5: Laughter Remix</b>
<b>TEKS Objective</b>					
<b>Elicit/Warm-Up TEKS 6.A, 6.D, 6.E</b>	Class begins with typical vocal warm-ups and scale routines.	Activity opens with a visual representation of the major scale using balloons.	Students must have sufficiently passed the recorder curriculum as a prerequisite to this activity.	Generate a list of funny instruments. These are generally non-standard instruments and can be funny either because of sound or name.	Students explore the album "Laughter Sound Effects" by Sound Ideas and mimic the laughs that they hear.
<b>Foundations: Music Literacy TEKS 1.A, 1.B, 1.C, 1.D, 2.B</b>	Solfege and pitch identification are reinforced through pitched laughter, a variation of laughter yoga adapted for the music classroom.	Pitch identification, intervals, and ear training are reinforced using a multi-sensory approach. Students sing intervals corresponding to the color and number of dice.	Music reading and fluency are practiced through performance, and audience etiquette is practiced by the assigned listening teams.	This lesson expands knowledge of instrument families and music history by determining the world's funniest instruments, both past and present.	
<b>Movement based TEKS 3.C, 3.D, 3.E, 5.A, 6.D</b>	Students use movement to align with ascending and descending motion of the scale - low squats for low pitches, all the way to tiptoes for high pitches.	Students roll dice to identify intervals, and run across the room to pop balloons that match the corresponding interval.			Students move and dance to their original recording during an in-class Album Release Party.
<b>Creative Expression TEKS 3.A, 3.B, 3.D, 4.A, 4.B, 4.C</b>	Creativity is encouraged with original laughs. Laughs can be any syllable and include funny faces and/or hand motions.		Students work together for successful performance and identification of basic recorder songs.	Students are allowed to explore instruments outside of the recommended/listed ones to discover new sounds and encourage curiosity.	Students create an original mix of their own recorded laughter, then add in backbeats, percussion, and/or instrument accompaniment.
<b>Historical and Cultural Relevance, Critical Evaluation and Response TEKS 5.A, 6.A, 6.B, 6.E, 6.F</b>	Music to Explore is a classic from "The Wizard of Oz."	Music to Explore section provides a demonstration of ways even non-musicians can participate in music performance.	Selected songs are familiar children's songs, lullabies, pop tunes, and folk songs.	Students are asked to articulate why they find a certain instrument funny using known music terms, and create a report on the history, development, and performance technique of their selected instrument.	Students associate their original tune with April Fool's Day, giving their creation more relevance and use.