



# CLIBURN IN THE CLASSROOM

## CURRICULUM GUIDE: TEXAN LIKE ME!

A musical tour of the Lone Star State

	<b>Lesson 1: Rumba</b>	<b>Lesson 2: Watercolors</b>	<b>Lesson 3: The Cricket</b>	<b>Lesson 4: Ticket to Ride</b>	<b>Lesson 5: Fiddlin' Around</b>
<b>TEKS Objective</b>					
<b>Elicit/Warm-Up</b> TEKS 5.C, 6.A, 6.D, 6.E	Students learn the history of the rumba, repeat the rhythms using classroom instruments, and experience the basic steps to the dance.	Students are shown the most prominent works of Georgia O'Keeffe to aid in understanding her style, and the style of the music inspired by her art.	Independent reading time opens this activity to introduce classes to Josquin and Renaissance music in general.	Students research the major arts organizations of our state and curate their own concert experiences.	Students use the internet to research the various styles of fiddling prevalent in Texas.
<b>Foundations: Music Literacy</b> TEKS 1.A, 1.B, 1.C, 1.D, 2.A, 2.C	Rhythms are reinforced in call and response style percussion playing.		Important forms in music history such as canon, sacred/secular, madrigal, dissonance/consonance, and word painting are introduced.	Rhythms are reinforced via flashcards used as boarding passes for the train trip. They are then repeated to "power" the train.	Students compare and contrast the styles of fiddling and answer a series of reflection questions to strengthen their connection to known music concepts.
<b>Movement based</b> TEKS 3.C, 5.A, 6.D	Introduction to the rumba and perform the basic steps.	Students stand at easels to paint their own watercolors in the abstract style.	Students are shown a step-by-step Renaissance dance video and follow along. This aids in embodying the most popular musical forms of the time.	Students make a line to form a "train" and move around the room to various arts destinations.	
<b>Creative Expression</b> TEKS 3.A, 3.B, 3.C, 3.D, 3.F, 4.A, 4.B, 4.C	Ensemble skills are utilized for performance of the rhythms together as a class.	Students create visual art in response to the sounds of Dan Welcher's "Prairie Light."	Students select a familiar poem (ex. Shel Silverstein) and describe how to use painting to support a performance. Volunteers read-sing to the class.	Students design their own concert experiences based on personal preferences by making a playlist to share with the class. Students also create a bulletin board of the major arts organizations in TX.	Students create their own playlist of assigned fiddle styles based on their research and share with the class.
<b>Historical and Cultural Relevance, Critical Evaluation and Response</b> TEKS 5.A, 5.B, 5.C, 5.D, 6.B, 6.E, 6.F	Students are introduced to the history and culture of the rumba, including its origins.	Students learn about Georgia O'Keeffe, in particular her impact on art history and education, and her time in Texas.	Students understand the importance of Renaissance music in the development of western music, our understanding of harmony, and the relationship between music and text.	Through research and experience, students better understand Texas' place on the cultural map and the importance of the arts in our state.	Students will better understand the cultures from which fiddle styles developed, and their place in our current society. Students will strengthen ties to their own cultures, as well as that of our shared experience.