



CLIBURN IN THE CLASSROOM

CURRICULUM GUIDE: WHAT'S THE SCORE?

A Fantasy Football-style Playoff at the Piano

	Lesson 1: Music Class Baseball	Lesson 2: Rugby Graphic Score	Lesson 3: School Anthem	Lesson 4: Musical Athletes Bulletin Board	Lesson 5: Music Class Paper Football
TEKS Objective					
Elicit/Warm-Up TEKS 6.A, 6.B, 6.D	Batter echoes the pattern (pitch) as a "practice swing" before finding the matching rhythm/pitch series at the appropriate base.	Teacher leads the students through creative options to visually represent the sounds they hear in "Rugby" by Arthur Honneger.	Class responds to a Padlet or Google Jam Board, giving teacher the opportunity to mold a class around the students' interests.	Students watch a Super Bowl ad featuring a football/oboe player in order to form a connection between sports and music.	Students identify or design a product or service for which they write and direct a 30-second Super Bowl commercial. Students also compile a setlist from ensemble music learned in class to design a halftime show.
Foundations: Music Literacy TEKS 1.B, 1.C, 1.D, 2.A, 2.B, 2.C	Students sing or clap rhythms, then find the matching pitch or rhythmic series at the base. Bases are in increasing order of difficulty, with first base being the easiest and home base the most challenging. Students are allowed to select which base they'd like to "swing" for.	Elements such as articulation, melodic contour, dynamics, instrumentation, etc. are represented in an individual and accessible way.	Students deconstruct popular songs using elements such as verse, chorus, bridge, hook, beat, bass, and lyrics. They then use that information to create a song-writing template.	Students categorize athlete-musicians by their sections in the orchestra.	Students write, perform, record, and mix an original jingle. Students also perform a halftime show on classroom instruments.
Movement based TEKS 3.A, 3.B, 3.C, 3.D, 3.E	Students run to the appropriate base/advance to the next base after a successful hit.	Students conduct all or portions of "Rugby" based on their graphic scores. Improvised movements match the visual representations.			Students play paper football to create the entire experience of the Super Bowl.
Creative Expression TEKS 3.E, 4.A, 4. B, 4.C		Students respond to the piece by creating a graphic score. Responses are spontaneous and highly individual - each graphic score is a unique visual representation of the student's experience.	Students create their own anthem using the tools mentioned above and the template created from dissecting popular songs. Students then perform their newly composed school anthem at a pep rally or school sporting event.	Students create a bulletin board to display athletes that also study(ied) instruments. They then write a short biography of each of the athlete to post along the hall. Finally, the teacher creates a word cloud based on student responses to the reflection questions.	Creative autonomy is given entirely to the students. Students write and direct their own jingles, commercials, and program and perform their own halftime show.
Historical and Cultural Relevance, Critical Evaluation and Response TEKS 5.A, 5.B, 5.C, 6.C, 6.E	Students listen to various listed selections (ex. Revueltas' "Ocho por Radio") as walk-up music to introduce them to repertoire.	Students listen and respond to Arthur Honneger "Rugby."		Students respond to the project through reflection questions designed to understand the commonalities between sports and music - discipline, practice, teamwork, athleticism, etc.	Students watch both historical and recent halftime shows and commercials to compare and contrast musical and staging styles and fashion trends.