

CARLIE HOWELL LESSON MENU

MATH AND MUSIC: Patterning

Grade 1-3 (45 min - 60 min)

Students will explore the world of patterns using musical sounds they made with their voices, body percussion, and small instruments. They will begin by inserting sounds into simple patterns provided, and then build their own patterns and document them using graphic notation.

SCIENCE AND MUSIC: Materials

Grade 1-3 (45 min - 60 min)

Students will use sound to learn about the quality of wood, metal, plastic and glass. They will begin by using their voices to exploring elements of materials such as texture, weight and surface finish. Next they will explore instruments made of those materials and use sound to help them determine what the instruments are made out of.

SCIENCE AND MUSIC: Renewable Energy

Grade 1-3 (45 min - 60 min)

Students will use sound and song to learn about wind, water and solar power. First, they will learn a hand-clapping game that will form the underlying pattern for the rest of the soundscape. Next, they will substitute wind, water and sun into the pattern, and finally replace the words with instruments whose sounds represent the different forms of energy.

LIFESKILLS AND MUSIC: Telling Time

Grade 2-3 (45 min - 60 min)

Students will learn to tell time using movement and sound to First, using a life-size clock pictured on the floor, students will practice the places of the numbers on the clock using movement. Next they will use sound to “play” different times. Finally, time permitting, they will work on brainstorming ideas about what time of day they perform certain regular tasks, and creating a short song about them.

MATH AND MUSIC: Multiplication Tables

Grade 3-5 (45 min - 75 min)

Students will practice the times tables up to 4, 6, or 9 depending on the students prior understanding of times table. They will begin by playing a simple movement game to help them understand groupings and how multiplication works. Next, together as a class we will experience rhythmic groupings in music, and express them in terms of multiplication. Finally, in small groups, students will solve a multiplication problem using instruments to express their answer in the form of a rhythm.

LANGUAGE AND MUSIC: Dialogue, Punctuation and Quotations

Grade 3-5 (45 min - 60 min)

Students will learn how to use quotation marks to denote spoken parts by characters in their writing. They will begin by using movement to explore the use of quotations, and the meaning of different punctuation marks such as exclamation and question marks. Next, they will listen to examples of musical “call and response” dialogues, and be inspired to write their own short dialogues between characters, using proper punctuation and quotations. Finally they will choose a musical accompaniment over which to present their dialogues.

SOCIAL STUDIES AND MUSIC: Mapping

Grade 4-6 (45 min - 75 min)

Students will use their voices to explore map features such as direction, borders, land and water, elevation and scale. They will first use their classroom environment to inspire and practice different ways of creating sound using the voice. Next they will use these interesting vocal sounds to create a code for different map features, and finally work together in groups to sing a map.

SOCIAL STUDIES AND MUSIC: The Arctic

Grade 3-6 (45 min - 60 min)

Students will use their voices to explore the landscape of the Arctic. They will experience a piece of music called "Inuit Games" by Canadian composer Patrick T Carrabre, performed by Inuit Throat Singers together with the Toronto Symphony Orchestra. Next, they will play a fun game similar to throat singing to build their vocal skills, and finally they will create a vocal soundscape inspired by the Arctic landscape.

LANGUAGE, MEDIA STUDIES AND MUSIC: Erasure Poetry with Soundtracks

Grade 6-10 (60 min - 75 min)

Students will be asked to consider how music affects our emotions, and how we are affected by music in the world around us. They will begin by listening to musical examples, and thinking about what context they might hear it in, such as in a commercial, at a party, or in a yoga class. Next they will create short poems from pieces of text using the technique of "erasure poetry" or "found poetry." Finally, they will decide which piece of music best suits their poem, and present it over top of that soundtrack.

LANGUAGE AND MUSIC: Call and Response Dialogues

Grade 7-10 (60 - 75 min)

Students will use music to inspire the creation of dialogues between characters in their writing. They will begin by listening to the piece "Rejuvenation" by Canadian composer Vincent Ho, performed by the Toronto Symphony Orchestra. Next they will be introduced to the text which inspired this piece, and use it to inspire their own character dialogues. Finally, they will choose a "soundtrack" from a selection of recorded music to be the background for the presentation of their dialogues.

SCIENCE AND MUSIC: Environmental Blues

Grade 8-10 (60 - 75 min)

Students will learn about the cause and effect of environmental challenges, and brainstorm solutions using the blues to present their ideas. First they will learn a bit about the history of the blues, and using simple instruments and their voices learn to understand the musical form. Next, they will brainstorm about environmental challenges, and put their ideas into the structural form of the blues. Finally, they will present their ideas using instruments and voices.

MATH AND MUSIC: Pythagorean Rhythms

Grade 9 - 10 (60 min - 75 min)

Students will practice the rule $A^2 + B^2 = C^2$, using rhythm to interpret the equation. First, students will practice the language of body percussion, experimenting with different sounds and patterns. Next, as a class, we will look at an example and see how we might see right angled triangles in the world around us, and how we can express their measurements through sound. Finally, in small groups, students will explore the school environment, and create short rhythmic pieces to express the right angled triangles they find.

LANGUAGE AND MUSIC: DeCoding English

Grade 9-12 (60 min - 75 min)

Students will study english language through song lyrics of Canadian popular songwriters. They will first be asked to observe and map out the form of the song, rhyming scheme, and other linguistic patterns to help them break down the song into sections and to talk about it. Next, they will be asked to break down the meaning as best they can using their understanding of english. Finally, they will use the pattern they found in the song to create their own lyric.