



CONTEMPO KIDS IS A CURRICULUM FOR YOUNG CREATORS

VALUES:

The exercises, activities, assignments, and are centered around these values:

- We exist in a space which is safe for creation and openness
- Independence and inclusivity are dual forces with which we interact
- Thoughtful execution of intention is more important than correctness

From these overarching values, the curriculum is designed to foster a strong sense of community and culture within each class. The outline is strong, but does not constrain.

SCOPE AND SEQUENCE:

- **Communication/Storytelling.** How we communicate. Students develop a vocabulary with which to describe music. Exploration of body percussion. Creation of two different stories, told using body percussion.
- **Time.** Perceptions of time in various environments. Discussion of the manipulation of time and relativity. Rhythm of spoken dialogue, employing Orff methodology. Beats and loops to explore sound/silence and motion/stasis
- **Pitch/Tone.** Exploration of human response to pitch. Tonal and atonal. Melodic shape of speech. Themes and motives. Record a melody using only voice over beats/loops
- **Texture/Context.** How does the background and foreground affect a piece? Explore active vs passive listening. Discuss perceptions of different harmonies, tonal centers, dynamic level. Create a background for a given foreground.
- **Notation.** Understand basic traditional notation. Copy a short score by hand to physically experience notation. Explore nontraditional notation (graphic scores, TAB, Nashville number system, Chinese notation, etc) in the context of written language and the audience for whom it was written. Notate an original melody
- **Voice/Timbre.** Deep observation of instrumentation, voice/unvoiced sounds, space, environment, techniques, number, and all variations.
- **The Piece.** Focus on creation and intention. Begin pulling elements of the past six weeks together to create. Students take on an individual and collaborative approach to actual creation.
- **Meaning.** Discover emotion in contrasting emotion. Understand the more complex human elements of music. Why can some music be funny, even if there are no words?
- **Perspective.** What would the inverse of the piece be? What would a series look like? How could it be the same, but entirely different?
- **Performance.** Put together the piece in order to be replicated and performed. Consider the possibilities for performance. What should be dictated and what should be left open? Final performance will culminate class, and can be in or out of class.

Although the perspective of this curriculum is not traditionally focused, supplemental materials for music fundamentals are threaded through each week.

Each week includes an assignment for which students will create, and class time is dedicated to workshopping each assignment together.

Visiting guest performers and composers will work with students through the curriculum to assist students in achieving their desired intention through different sounds and tools.

Technology is inherently woven into creation, but hands are also often put to paper.

