

# **6-Week Pacing Guide: Regional Music Curriculum**

## **Week 1: Heritage and Soundscapes**

- Introduce course goals and classroom norms.
- Build a heritage map of Guyana and student communities.
- Soundwalk journal: note music tied to daily routines.
- Local musician spotlight kickoff: listen, read, or view a short profile.
- Exit ticket prompt on lifestyle and music.

## **Week 2: Instruments and Cultural Roles**

- Use Instrument Explorer to research 4-6 instruments.
- Focus on materials, technique, and social role.
- Connect one instrument to a local Guyanese musician or band.
- Discuss how climate events can shape when/where instruments are used.
- Small-group share-out with one key insight.

## **Week 3: Rhythm Patterns and Performance**

- Explore Rhythm Patterns tab and compare two patterns.
- Discuss how rhythms fit ceremonies or festivals.
- Compare a local musician track to another genre using rhythm onsets.
- Capture one comparative lesson across Guyana's diverse ethnic groups.
- Practice a short call-and-response sequence.

## **Week 4: Sociology Lens**

- Mini-interviews or surveys about music in the community.
- Analyze lifestyle, behavior, and identity connections.
- Add one local musician quote or story to project drafts.
- Add a climate resilience link (music and environmental change).
- Complete the Climate Resilience Worksheet (discussion + short creative response).
- Draft 1-2 slides or poster ideas for project.

## **Week 5: Project Development**

- Work time for presentations or performance plans.
- Peer feedback using rubric criteria.
- Check that each project includes a local musician connection.
- Teacher conference check-ins.

## **Week 6: Showcase and Reflection**

- Student presentations or performances.
- Reflection on migration, identity, and community values.
- Spotlight local musician connections during the showcase.
- Include one comparative takeaway across Guyana's diverse ethnic groups in reflections.
- Final exit ticket and self-evaluation.