





A Note from the Founder



As a teacher you have the power to exponentially transform our world for good, and I know that every day you are doing just that. Thank you. [You are seen, you are valued, and you are loved!](#)

When you feel tired, discouraged, and overwhelmed, please know that [you are NOT alone!](#) We are working hard to lighten your load by providing you with exceptional resources that make [teaching the arts fun & easy](#) for you and your students.

I partner with phenomenally talented [arts educators and teaching artists](#) to create video curriculum resource kits which you can integrate into your classroom with ease. If our mission resonates with you and you'd like to join our content creation team, [fill out this form](#) so we can chat.

It's my honor and privilege to serve and support you in any way I can. Please feel free to contact me any time with your questions, suggestions, and celebrations. [Together, we can turn our world upside down!](#)

Joanna Puello

Instagram [@joannapuello](#)
Facebook [@joannapuello](#)
LinkedIn [@joannapuello](#)
Email joannapuello@worldupsidedown.org



Curated Marketplace

We partner with arts educators and teaching artists to create really awesome video curriculum resource kits which make teaching the arts fun and easy for both teachers and students.

Does “curated” sound snobby? Well, we could have an open marketplace where anyone could create, sell, and share anything they wanted. And that would be cool, but it’s not really what we’re all about. We don’t partner with just anyone because we are not just creating lesson plans or teaching resources.

Mission

We believe that arts education is one of the most powerful mediums we can use to transform lives, to raise up a generation of young people who have a strong understanding of their true identity and the courage to live lives of integrity. We use our courses to give students a hope and a future so that they can change the world for good.



JOIN OUR COMMUNITY

We're building a vibrant community of educators who understand the transformative power of arts education. Most of our members teach the arts, some integrate the arts into core classes or in an after school program/club, and others are teaching artists. If you connect with us, we promise to inspire and encourage you mentally, emotionally, spiritually, and physically. You'll also get first dibs on cool opportunities like virtual competitions with prizes like a free interview session with the teaching artist. Yep, we're cool like that. So what are you waiting for? Welcome to the tribe!

Instagram [@wudhub](#)

Facebook [@wudhub](#)

[Website](#)

[Blog](#)

YouTube [@worldupsideownhub](#)

[Facebook Teaching Artists Group](#)

PARTICIPATE IN A FOCUS GROUP

We run different teacher focus groups throughout the year so that we can get real-time feedback on our resources so we can adapt as needed and create ideal tools for you! Teachers who participate receive free resources and/or compensation as a thank you for their assistance. Join our closed Facebook group to participate, and stay tuned on social for focus group opportunities!

[Facebook Teaching Artists Group](#)

FREE RESOURCES

You can request all of our resource kits for **FREE** through [DonorsChoose](#). 100% of our teachers' projects have been fully funded, so once your project has been submitted and approved by DonorsChoose, we give you immediate access to the resources you've requested—before you get your funds. If you've never submitted a project before, don't worry. We give you a guide that walks you through the process in 20 minutes or less! Easy peasy! Email Joanna Puello for more info!



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TERMS OF SERVICE

We've worked really hard to make teaching the arts fun & easy for you and can't wait for you to use our resources! We do ask that you respect our work and purchase additional licenses for multiple teachers. Thank you!



PBS Kids Celebrity



Steve Roslonek of SteveSongs has been writing and performing his award-winning music for kids and families for the past fifteen years. Steve blends participatory songs, clever stories and great melodies to create what the Boston Globe called "not just a musical journey but an entertaining, interactive and educational one."

In May 2008, Steve took on the exciting new role of "Mr. Steve," co-host of the PBS KIDS preschool destination that features the popular shows Curious George, Clifford the Big Red Dog, Super Why, The Cat in the Hat Knows a Lot About That and Peg + Cat. Steve performs original interactive songs that reinforce the day's curriculum theme. Steve recently released his latest CD Orangutan Van (2014) which can be heard regularly on Sirius XM Radio.

Steve wrote his first children's song back in 1997 for his brother, then a first grade teacher. Positive feedback and inspiration quickly followed, leading Steve to record his first album, Morning 'Til Night, in 1999. That same year Steve left his job as a business consultant with Accenture to pursue this adventure full time. Fifteen years and 8 albums later, Steve has performed at over 3000 shows across the country. He's won numerous prestigious awards, including 2 Parents' Choice Gold Awards, a Nappa Honor, 2 iParenting Media Awards, and 2 Children's Music Web Awards. His critically acclaimed CD is Marvelous Day (2006). Combining his two passions, music and kids, has yielded what Steve calls "the coolest job ever."

Steve's signature songs are educational and entertaining, silly, but always seriously good music. According to Steve, "The experiment from the beginning was making music that both kids and parents would enjoy, so that it could really be a full family experience."

Steve's band rocks with accomplished musicians including Anand Nayak on guitars and mandolin; Matt Steckler on clarinet, flute, and sax; David "Stack" Stackhouse on vocal percussion and bass; and the ever popular Sensational Sillies, Steve's talented young backup singers.

Steve finds inspiration from a lot of places, including classic TV programs he enjoyed as a kid. One of his favorites was Schoolhouse Rock, which tricked children into learning about conjunctions, adverbs, or interjections with its funky songs and animations. Steve observes, "I believe it's very difficult, if not impossible, to educate without entertaining. If they're not engaged, they're not going to learn it." Steve incorporates learning with clever lyrics and catchy melodies in sciencey songs about Gravity and the Water Cycle; in silly songs about Opposites; or thoughtful songs about Heroes and Kindness. "With every song," Steve says, "I try to add value to a child's life."

Steve and his family currently reside in Connecticut. His 8 CDs and DVD are available from Rounder Records and PBS.



Video Curriculum Kit

Teaching Artist Bio

The instructor shares career highlights with students.

Present

Each video includes a component of the instructor presenting an idea or concept to the students in order to set the stage for them to practice their understanding, perform their skills, and master the application of them.

Practice

The instructor breaks down the choreography of the song into segments so students can practice it and gain mastery.

Perform

The instructor models the performance of the song for the students by singing it from beginning to end. The soundtrack matches this video so students can use either to learn the song and practice their performance.

Minute on Music

The instructor discusses the music theory component related to the song and relates abstract concepts to concrete experiences.

Resource Kit

The Resource Kit includes a plethora of in-class and online learning activities and tools which you can edit and adapt to meet your students' needs.

Videos

- ✓ SteveSongs Bio
- ✓ Brush, Brush, Brush Perform
- ✓ Brush, Brush, Brush Song Game
- ✓ Brush, Brush, Brush Practice
- ✓ Brush, Brush, Brush Song Game
- ✓ Brush, Brush, Brush Perform
- ✓ Brush, Brush, Brush Song Game
- ✓ Audience Engagement
- ✓ Call and Response
- ✓ Audiation



Flexible Curriculum Concept

No one knows your students better than you do. We do our best to create an ideal tool kit so that you can pick and choose which tools you want to use. Then when, where, and how you integrate them is totally up to you. Do what works best for you and your students; and if you ever get stuck, please reach out!

Online or In-Class

We give you tools that work well in both face-to-face and virtual environments with Learning Activities which you can edit and customize to meet your students' needs.

Learning Objectives

The lesson plan gives you a list of objectives which align with national standards.

Teaching Strategy

We use a simple teaching strategy which guides both the video content and the learning activities.

Present > The instructor presents a learning concept to the students.

Practice > Students practice their understanding of the concept or the skill being taught.

Perform > Students demonstrate what they have learned.

Differentiation

Our Learning Activities allow you to provide differentiated instruction for your students.



FLEXIBLE
CURRICULUM...
WHAT DOES
THAT MEAN?



Teacher Tip: You can pick and choose from the learning activities we provide in order to choose the options that work best for you and your students.



Call & Response

Objective

Students will

- Identify and describe call and response.
- Perform a call and response song.
- Identify ABA structure to song composition.

Lesson at a Glance

| | |
|-----------------|--------|
| Artist Bio | 1 min |
| Present | 5 min |
| Minute on Music | 5 min |
| Perform | 10 min |
| Activities | 20 min |

Standards

Grades 3-5 | MU:Pr5.1 | MU:Pr6.1

CCSS | L 1.1-5.1, 2.3-5.3, 1.5-5.5, 1.6-5.6 | SL 1.1-5.5, 1.3-5.3, 1.5-5.5, 1.6-5.6

The Learning Session

Step 1: Artist Bio

Use the Artist Bio video to introduce the teaching artist.

Step 2: Present > The Song

Show the **Brush, Brush, Brush Perform** song to provide a context for Minute on Music videos.

Step 3: Present > Minute on Music

Use the **Call and Response** video to introduce music concepts covered in the objectives and standards.

Step 4: Practice

Use the **Practice** video to teach lyrics, movements, and choreography for the song.

Step 5: Perform

Use the **Perform** video to show students how they will perform the song from beginning to end.

Step 6: Learning Activities

Check out the Digital Toolkit for remote and in-class instruction resources.

Teacher Tip: Teaching resources are editable so that you can adapt them as needed in order to create an optimum teaching and learning experience for you and your students.



Objective

Students will

- Understand audiation.
- Practice using audiation to improve a sense of internal pitch.
- Identify ABA structure to song compositions.

Lesson at a Glance

| | |
|-----------------|--------|
| Artist Bio | 1 min |
| Present | 5 min |
| Minute on Music | 5 min |
| Perform | 10 min |
| Activities | 20 min |

Standards

Grades 3-5 | MU:Pr5.1 | MU:Pr6.1

CCSS | L 1.1-5.1, 2.3-5.3, 1.5-5.5, 1.6-5.6 | SL 1.1-5.5, 1.3-5.3, 1.5-5.5, 1.6-5.6

The Learning Session

Step 1: Artist Bio

Use the Artist Bio video to introduce the teaching artist.

Step 2: Present > The Song

Show the **Brush, Brush, Brush Perform** song to provide a context for Minute on Music videos.

Step 3: Present > Minute on Music

Use the **Audiation** video to introduce music concepts covered in the objectives and standards.

Step 4: Practice

Use the **Practice** video to teach lyrics, movements, and choreography for the song.

Step 5: Perform

Use the **Perform** video to show students how they will perform the song from beginning to end.

Step 6: Learning Activities

Check out the Digital Toolkit for remote and in-class instruction resources.

Teacher Tip: Teaching resources are editable so that you can adapt them as needed in order to create an optimum teaching and learning experience for you and your students.



Audience Engagement

Objective

Students will

- Explore techniques performers use to engage the audience.
- Implement techniques such as playing a game and asking a question to engage the audience.
- Identify ABA structure to song composition.

Lesson at a Glance

| | |
|-----------------|--------|
| Artist Bio | 1 min |
| Present | 5 min |
| Minute on Music | 5 min |
| Perform | 10 min |
| Activities | 20 min |

Standards

Grades 3-5 | MU:Pr5.1 | MU:Pr6.1

CCSS | L 1.1-5.1, 2.3-5.3, 1.5-5.5, 1.6-5.6 | SL 1.1-5.5, 1.3-5.3, 1.5-5.5, 1.6-5.6

The Learning Session

Step 1: Artist Bio

Use the Artist Bio video to introduce the teaching artist.

Step 2: Present > The Song

Show the **Brush, Brush, Brush Game** song to provide a context for Minute on Music videos.

Step 3: Present > Minute on Music

Use the **Audience Engagement** video to introduce music concepts covered in the objectives and standards.

Step 4: Practice

Use the **Practice** video to teach lyrics, movements, and choreography for the song.

Step 5: Perform

Use the **Perform** video to show students how they will perform the song from beginning to end.

Step 6: Learning Activities

Check out the Digital Toolkit for remote and in-class instruction resources.

Teacher Tip: Teaching resources are editable so that you can adapt them as needed in order to create an optimum teaching and learning experience for you and your students.



Digital Tool Kit

Editable Google Slides

[Brush, Brush, Brush Unit Editable Google Slides](#)

Click link > Log into Google > File > Make a copy

Google Form Self-Grading Quizzes

[Call and Response Self-Grading Quiz](#)

[Audiation Self-Grading Quiz](#)

[Audience Engagement Self-Grading Quiz](#)

Click link > Log into Google > File > Make a copy

Kahoot

[Brush, Brush, Brush Kahoot Game](#)

SeeSaw

[Brush, Brush, Brush Song Game Teacher Link](#)

[Brush, Brush, Brush Practice Teacher Link](#)

[Brush, Brush, Brush Perform Teacher Link](#)

[Brush, Brush, Brush Song Game Student Link](#)

[Brush, Brush, Brush Practice Student Link](#)

[Brush, Brush, Brush Perform Student Link](#)

FlipGrid

[Brush, Brush, Brush Song Game Teacher Link](#)

[Brush, Brush, Brush Practice Teacher Link](#)

[Brush, Brush, Brush Perform Teacher Link](#)

[Brush, Brush, Brush Song Game Student Link](#)

[Brush, Brush, Brush Practice Student Link](#)

[Brush, Brush, Brush Perform Student Link](#)

Soundtrack

Download the soundtrack from the website.



In-Class Activities

Practice Activities

Minute on Music > Audience Engagement

After watching the video, select a student to be the soloist and the class to be the audience. Students can review the steps and use the sample script to practice leading the game and engaging their audience.

TOOLS

Leading the Game Steps & Script

Learn the Lyrics

Students chant or sing the lyrics to the beat of the song.

Slides

Learn the Beat

Play the performance video and invite students to play the **Clap to the Beat Game** by clapping to the rhythm of the melody. Students who clap when they shouldn't are "out" and can make ticking sounds (or other) with their voices to distract the other students from clapping to the rhythm. Their goal is to distract the players who are still "in" but not to be so loud that the players cannot concentrate at all.

Performance Video

Teams / Players

- Option 1: Divide students into 2 teams. The team that has the most players "in" at the end of the song wins the round.
- Option 2: Divide students into multiple teams of 4 students. If one member of the team claps offbeat, the whole team is "out".

Points

Play multiple rounds using points to incentivize lively and mature participation. Every time a team loses a member, the other team gets a point. Students who are "out" and make too much noise with their ticking sounds can either cause their team to lose points or give points to the opposing team.



Leading the Game Steps & Script

7 Steps to Leading the Game

Step 1: ask a question

Step 2: tell the audience what is going to happen

Step 3: soloist teaches the first line

Step 4: chorus and audience repeat

Step 5: sing the whole chorus

Step 6: explain the game

Step 7: play the game

A Sample Script

Hello, does anybody here like to play games?

(Raise your hand and wait for the audience to say “yes” or raise a hand.)

Great, then we have the perfect song for you!

This next song is not just a song. It’s also a game, and we’d like to play it with you.

First, we have to teach you the song so get your hands and voices ready, and repeat after me.

Wake up in the morning and I brush, brush, brush (audience repeats)

Comb my hair and eat my mush (audience repeats)

Blow a kiss and I’m on my way (audience repeats)

I get to go to school today (audience repeats)

Alright, let’s put the whole thing together now. (Sing the whole song again with the audience.)

Now we’re ready for the game. Here’s how it works. We’re going to take out some of the words. First, we’re going to take out the words brush, brush, brush.

(Sing the song with the audience taking out the words.)

This time we won’t sing “brush, brush, brush”, and we also won’t sing “mush, mush, mush”.

(Continue taking out words as you go until you have no words left.)



Putting on a Show

Perform Activities

If you want to use this song for a live performance, here are some tips that will make the performance a success.

Audition for Solo Parts

The Nearpod lesson provides students with a plethora of ways to learn the lyrics and perform the song. In addition to those resources, provide students with the soundtrack so they can practicing singing without following Steve's lead. Solo part suggestions include:

- Up to 4 Solo Parts:
 - lead "the call" for A
 - lead "the response" for A
 - lead "the call" for B
 - lead "the response" for B

Rounds & Song Game

If you decide to do the game, you can also have students lead the game.

Remember that you can do multiple rounds, so if you have a number of advanced students, you can double up on the solo parts and also use different soloists for each round of the song.

TOOLS

Soundtrack

Perform Video



Brush, Brush with Steve Songs

A

Wake up in the morning and I brush, brush, brush
Comb my hair and eat my mush
Blow a kiss and I'm on my way
I get to go to school today

A

Wake up in the morning and I brush, brush, brush
Comb my hair and eat my mush
Blow a kiss and I'm on my way
I get to go to school today

B

And I know, know, know
When I go, go, go
That I am going to play
And also learn about dinosaurs
Numbers letters and more
And I am glad to say
That I get to go to school...

A

Wake up in the morning and I brush, brush, brush
Comb my hair and eat my mush
Blow a kiss and I'm on my way
I get to go to school today
I get to go to school today
I get to go to school today



National Standards

#MU:Pr5.1 General Music/Performing

Process Component: Rehearse, Evaluate and Refine

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Grade 3 | MU:Pr5.1.3

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
- b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Grade 4 | MU:Pr5.1.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Grade 5 | MU:Pr5.1.5

- a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
 - b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
-

#MU:Pr6.1 General Music/Performing

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Grade 3 | MU:Pr6.1.3

- a. Perform music with expression and technical accuracy.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Grade 4 | MU:Pr6.1.4

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Grade 5 | MU:Pr6.1.5

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.



Common Core Standards

CCSS.W.3.1 - W.5.1 | Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.W.3.8 - W.5.8 | Writing

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.SL.3.1 - 5.1 | Speaking & Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.SL.3.6 - 5.6 | Speaking & Listening

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS.L.3.1 - 5.1 | Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.L.3.2 - 5.2 | Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.L.3.3 - 5.3 | Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.L.3.5 - 5.5 | Language

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Google Slides

Here's the link to learn [How to Copy and Save a Google Slides Presentation](#). If you're completely new to Google Drive and Google Docs, check out [Google's Training](#).

Google Forms Self-Grading Quiz

Teachers can use Google Forms to create self-grading quizzes for their students. When the quizzes are created using multiple choice answers, you can enter the correct answers, and the form will self-grade. If you're new to Google Forms, check out the [Google Educator's training videos](#).

>>Links to the quizzes are on the Google Slides. Read the comments to theses slides because you have to copy the form and save it to your drive, then hyperlink the text in order to deliver directly to the student.<<

Flipgrid

Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. You can use the Flipgrid activities as a part of the course curriculum or as stand alone activities. It allows your students to respond to a learning activity with a video (similar to SeeSaw). If you're new to Flipgrid, check out the [Getting Started with FlipGrid Playlist](#).

SeeSaw

SeeSaw is a web-based platform and app which allows students to create their very own digital portfolio. Teachers can create assignments or activities, and students can complete them using tools like drawing, video, audio, and text. This [SeeSaw Tutorial](#) shows you how to use the activity library workflow, create an activity, keep your activities organized. You'll also see what the student's experience looks like so you can adjust and adapt as needed. Check out the description of the video to access video segments with ease.

Here's the link for more [SeeSaw training](#).

To access the SeeSaw activity we've created for this unit, click on the SeeSaw activity link, heart the activity, assign it to your class, and edit as needed. We encourage you to leave recorded instructions for your activity so that you can customize the activity for your students.



Kahoot

Kahoot is a free web-based application which only takes minutes to create a learning game or trivia quiz on any topic, in any language. You can host a live game with questions on a big screen or share a game with remote players. Players join a kahoot with a PIN provided by the host and answer questions on their device. Here's the link to the [Kahoot Tutorial Playlist](#) (there are LOTS of videos here). From that playlist, here are some specific videos we'd recommend to get started.

[How to Play a Game of Kahoot](#)

[How to Duplicate and Edit a Kahoot](#)

Students can log in or play as a guest. We recommend you turn on these features to play the game:

- Friendly name generator
- Randomize order of questions
- Randomize order of answers
- Automatically move through questions
- Rejoin after every game

Online Video Performance

If you're not a video editor, the easiest way is for you to simulate an online performance is to assign students sections of the song, students record a video of their section, upload their video as "unlisted" to YouTube, and send you the link. Then you can create an unlisted YouTube playlist putting all their videos in the right order, and share that link to the playlist with anyone you'd like. Here's the link to learn [How to Upload an Unlisted Video to YouTube](#).

If you are a video editor, students can share their videos with you, and you can use video editing software like iMovie to create the performance video.



YOU make the difference.

Survey

Has anyone told you that YOU make the difference? Well, you do. We want to hear your voice and your opinions about the tools we're creating so that we can be sure that we're customizing these tools to meet your needs. THANK YOU for telling us how we can help you best. [Click here for the survey link.](#)

Support

If you need any assistance with our resources, you can reach out any time, 24/7. While my business hours vary quite a bit, don't worry. You can literally text or call any time (week day or weekend) because my phone goes on lock down when my work day is over. I'm always happy to hear from you and help you in any way I can!

| | |
|---------|--|
| Contact | Joanna Puello |
| Email | joannapuello@worldupside-down.org |
| Mobile | 407-401-1568 |