

Unit Goals:

Students will be able to:

- Read, write, compose, and improvise with sixteenth notes
- Read, write, compose, and play with pentatonic melodies
- Perform rhythmic ostinati on body percussion
- Perform rhythmic ostinati on unpitched percussion instruments

Lesson Learning Targets:

Students will be able to:

- read solfege patterns with re
- Create rhythmic patterns with sixteenth notes.

Assessment Data

Assessment data examined:

- Formal individual singing assessments (ongoing)
- Informal rhythm reading assessment (ongoing)
- Formal rhythm writing assessment (Late February)

Student Prior Knowledge:

- Solfege: drm sl
- Rhythms: ta, titi, ta-ah, rest, tikatika.
- Songs: Closet Key and Great Big House in New Orleans

Student Future Learning

- Rhythms: ti-tika and tika-ti
- Solfege: high do, low so
- Melodic ostinati

Lesson Delivery:

See attached plan

Differentiation:

High achieving:

- Add trickier body percussion parts
- Add unpitched percussion to their ostinato
- Perform rhythmic ostinato WHILE singing song.

Low achieving:

- Only one level of body percussion- i.e. tapping rhythm on legs

Resources:

- Powerpoints with solfege patterns
- Composition sheets and forms for all groups
- Folk Songs

- Unpitched percussion instruments

Assessment of Student Learning:

- Informal assessment- monitoring group work
- Formal assessment- group sharing at the end of class period.
- Formal assessment- matching pitch singing assessment

Daily Lesson Plan- 3rd Grade
Lesson: 3.39

- Identify and discriminate between sounds produced by various instruments and the human voice.
- Identify and or respond to simple music forms (e.g., AB, ABA).
- Identify elements of music using developmentally appropriate vocabulary.
- Sing a varied repertoire with accurate rhythm and pitch individually and with others.
- Follow and respond to the cues of a conductor.
- Use the head voice to produce a light, clear sound while maintaining appropriate posture.
- Play a variety of classroom instruments with proper technique.
- Improvise and compose simple rhythmic and melodic phrases.
- Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
- Read, write and perform in treble clef extended pentatonic melodies in G, F, and C.

SWBAT: We can read solfege patterns with re. We can create our own rhythms with sixteenth notes.

	CSP	Time	Activity	Procedures	Materials
		4	Warm up/Brain Dance	Teacher-led body and voice warm up	
A		4	Greetings	Sing greetings on s-m-r-d, do several individual assessments.	
		4	Solfege practice	Sing song on solfege, echo patterns, read patterns, read pattern to Great big house. Have S. identify song.	solfege to GBH
F#		7	Great Big House	Sing song, review words for 2nd and 3rd verse. Put rhythm in feet while singing. S. create a few rhythms on the board with food cards for a B section to song. "Pie, pie, I love pie, here's a new meal for you to try:" Then as a group create a body percussion pattern. Explain group work:	food rhythm cards and beat composition strips for each group.
		10	Small group work	Have groups of 3-4 students create 8 beat rhythmic patterns with food cards. Must end with a quarter note. Once everyone in the group can read it together, add body percussion. Extension: if there is an advanced group, add unpitched percussion.	Groups separated on board. Body percussion options on board.
		5	Sharing	Perform song and poem/rhythm sections in a rondo with each group getting a chance to perform.	
			If extra time	begin to teach dance w/ GBH	