

Teacher	Moreno	School	Sayre
Grade Level(s)	4th Grade	Lesson Duration	1- 50 Minute Class
Subject(s)	Physical Education	Art Form(s)	Music
(Math, Science, Social Studies, Language Arts, Other)		(Dance, Visual Arts, Music, Drama/Theatre, Media Arts)	

LESSON TITLE: This can be a working title that can evolve & change during your process.
Rhythm and Note Identification Practice with Instruments

OBJECTIVE & LESSON GOALS: Describe a general overview of you lesson and outline specific lesson goals.	
Main Objective:	Lesson Goals: Students will...
<ul style="list-style-type: none"> ➤ After reviewing proper instruments use and form (breathe support-recorder and stick striking-xylophone), the 4th grade students in the general music class will be able to repeat simple rhythmic lines on their instruments provided by the teacher on the G note with few mistakes. ➤ After reviewing improvised rhythmic lines on an instrument, the 4th grade students in the general music class will be able to create simple rhythmic lines on their instruments for their peers to analyze and perform with few mistakes. ➤ After learning how to play the G and A note on the instruments, the 4th grade students in the general music class will be able to demonstrate knowledge of their positions on their instruments by labeling them on their exit slips with few mistakes. 	<ul style="list-style-type: none"> ➤ The students will be able to repeat simple rhythmic lines provided by the teacher on their instruments on both the G and the A note. ➤ The students will be able to create simple rhythmic lines on their instruments for their peers to analyze. ➤ The students will be able to demonstrate knowledge of their instrument positions by labeling them on their exit slips.

EDUCATION & FINE ARTS STANDARDS: What standards will you address in BOTH the content area and the arts? Resources- Dance , Visual Arts , Music , Drama/Theatre , Media Arts , Reading , Math , Science , Social Studies	
Content Standards:	Fine Arts Standards:
<ul style="list-style-type: none"> ➤ PE:19.A.1a: Demonstrate control when performing fundamental locomotor (stick striking on xylophone and fingerings on the recorder), non-locomotor, and manipulative skills (piano hand position). (Objective #3) ➤ PE:20.B.1a: Describe immediate effects of physical activity on the body (proper breath support on the recorder). (Objective #1) 	<ul style="list-style-type: none"> ➤ MU:Cr2.1.4a: Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. (Objective #2) ➤ MU:Cr2.1.4b: Use standard and notation to document rhythmic, melodic, and/or simple harmonic musical ideas (Improvisation). (Objective #1) ➤ MU:Pr4.1.4c: When analyzing selected music (Student Improvisation and Teacher Improvisation), read and perform using standard notation. (Objective #1 and #2) ➤ MU:Pr4.1.4b: Demonstrate understanding of the structure and the elements of music (Note Identification, Rhythm Standard Notation, and Position (Instruments) Identification on the exit slip). (Objective #3)

INQUIRY QUESTIONS: What questions do you want to explore with your students?

- Recorder (For students that do not need modifications):
 - 1. Does the position of the fingers matter on the recorder? Why?
 - 2. Does the amount of air you put through the recorder matter? Why?
 - 3. What happens when you put too much air through the recorder? Too little?
- Xylophone (For students that need modifications):
 - 4. Does your hand position matter on the mallet matter? Why?
 - 5. What happens when you place your hand closer to the end of the stick?
- Keyboard (For the advanced students):
 - 6. Does your hand position matter on the keyboard matter? Why?
 - 7. What happens when you try to play different notes with the same finger?

KEY VOCABULARY & CONCEPTS: What new terminology and concepts will students learn?

- They will learn how to properly use the instruments in regards to form and air support/stream (recorder).

INSPIRATION / RESOURCES: Is there an art piece, theme, project, book or person that has inspired this lesson?

I was inspired by all of my music education mentors when creating this lesson. All of them emphasized the importance of the physical demands that need to be applied when playing an instrument. All of my mentors referred to the physical aspect when referring to a band setting (students 10-18 years old). However, when creating this lesson I wanted to gradually introduce the students to the importance of the physical demands in music before they were exposed to all of the music demands (physical, cognitive, emotional, etc..) at once the following year (5th ideal beginning band involvement age).

ARTS INTEGRATION: How is your chosen art discipline informing the understanding of your academic content and vice-versa?

- My chosen art discipline is music and it's informing the understanding of the physical education academic content by reinforcing the importance of the following:
 - By demonstrating control when performing fundamental locomotor skills such as stick striking on the xylophone and correct fingerings on the recorder similar to tossing a ball in a physical education environment. As well as demonstrating non-locomotor and manipulative skills such as applying correct piano hand positions which is similar to executing exercise techniques correctly.
 - By describing the immediate effect of physical activity on the body equivalent to proper breath support on the recorder.

CULTURAL / COMMUNITY CONNECTION: Describe how the lesson might connect to a specific cultural or community topic or tradition.

This lesson doesn't connect to a specific culture or community topic/tradition currently considering it is an introductory year of the music elements for the students. However, further down the road this lesson can help lead into teaching the students more complex rhythms (ex. Latin, African, Middle Eastern, etc...) to dictate aurally and perform.

LESSON ACTIVITY: Provide a bullet point summary of your lesson plan and steps.

Visual: Rhythm tips, teacher hand signals, and instrument to note handout.
Aural: Instruction, rhythm dictation, and timer.
Kinesthetic: playing the instrument.

"BrainChecks" will be used to check for understanding and to accommodate for the students.

- Activity #1 (Instrument Form Review):
 - Students will be assigned an instrument to grab from the shelves. Only 2 students have been permanently assigned to piano the rest of the class alternates between the xylophones and the recorders.
 - Once the students have obtained their instruments and return to their seats they will be reminded of instrument procedures and appropriate hand positions (xylophones and piano) and air stream (recorder).

1 minute of free playing is provided to allow the students get the random playing during the lesson out of their system. *

- Activity #2 (4 Note Rhythmic Line Musical Simon Says On G)
 - TEACHER-LED:
 - The students will be presented with a 4 beat rhythmic line provided by the teacher. Teacher will only be using quarter notes, quarter rests, and eighth notes. The line will be played 2 times.
 - Partner- Larger Group:
 - Students will then think about what the rhythmic line is and share their thoughts with a partner. After about 15 seconds the students will indicate what the rhythmic line was, in the meantime, the teacher is writing the answers she receives from the students on the board. If they have correct, then whole class will play the rhythmic line together on a G.
- Activity #3:
 - Students have previously learned to play rhythmic lines on 1 note (G). They will be introduced to the following note (A) on their instruments in preparation for variation in improvised melodic lines later in the unit.
- Activity #4 (4 Note Rhythmic Line Musical Simon Says On A)
 - STUDENT-LED IMPROVISATION:
 - Student volunteers (SV) will be presenting the class with an improvised 4 beat rhythmic line 2 times (student will only be using quarter notes, quarter rests, and eighth notes).
 - Individual- Larger Group:
 - The rest of the students will then think about what the rhythm of the line is. After a few seconds the students will indicate what the rhythmic line was while the teacher writes the students responses on the board and apply any corrections with the help of the class when needed. After doing so, the teacher will have the SV confirm or correct if what was written on the board was what they improvised. Once the SV confirms it's correct the students will play the line on the A.

MATERIALS NEEDED: List the supplies.

- Student needs:
 - Notebooks, Folders, Pencils, and Instruments
- Teacher needs:
 - Drum sticks, Expo Markers, Popsicle Sticks (Random Student Selection), Recorder, and Board

DOCUMENTATION: How do you plan to document student learning during and at the end of the lesson?

Process: Students will demonstrate...

Evidence: Artifacts, photographs, video, audio, etc.

➤ ...

➤ ...



ASSESSMENT: How do you plan to assess student learning during and at the end of the lesson?

Formative:

- Students are assessed aurally throughout the lesson individually and in small groups (when possible). I will include “Brain Checks” in which students will close their eyes and show me a thumb up for understanding of the lesson and thumbs down if they need the lesson re-explained in order to better understand the material.
- Student will also be assessed formally by having the students write out and fill in their answers on an exit slip before they leave the class.

Summative:

- Students will complete a bell ringer at the beginning of class that sums up what they have already learned in the previous units (note identification and rhythm).