

Lesson #5 : The Beat Goes On

Standards:

- **COMMON ANCHOR #1: (Creating) - Generate and conceptualize artistic ideas and work.**
 - Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. **MU:Cr1.1.3b**
- **COMMON ANCHOR #4: (Performance) Analyze the structure and context of varied musical works and their implications for performance**
 - When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. **MU:Pr4.2.3b**
- **COMMON ANCHOR #5: (Performing) - Evaluate and refine personal and ensemble performances, individually or in collaboration with others**
 - Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. **MU:Pr5.1.3b**

Objectives:

- **The students will be able to:** respectfully use percussion instruments
- **The students will be able to:** recognize that a steady beat is necessary to feel and count rhythms
- **The students will be able to:** identify and apply learned rhythms to performance material
- **The students will be able to:** describe how meters count beats and play rhythms by organizing them

Resources:

- Hair Up Rhythm Play Along:
https://www.youtube.com/watch?v=l1Ks0aHqH1E&list=PL2cT12KkPHIF0PSaS-5a0EY3af_OUN-QU
- Angry Birds Rhythm Play Along
<https://www.youtube.com/watch?v=jkjhF0TRxE4>
- Poison Rhythm Game
<https://mrskingrocks.blogspot.com/2019/08/poison-rhythms.html>
- Musicnotes.com (Sheet Music)

Materials:

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| <ul style="list-style-type: none"> ● Percussion instruments ● Whiteboard to instruct and demonstrate ● Speakers ● Projector ● White Board ● White Board Marker ● Sit spots | <ul style="list-style-type: none"> ● Hand stamp/Smelly Stamps ● Solfege Poster ● “I Got the Music In Me” - Kerry Bieneman ● “Turn the Beat Around/ We Got the Beat”-Kerry Bienemen ● “You are the Music in Me”- Kerry Bienemen |
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Time Frame: 60 minutes

Procedure:

Section	Details	Minutes
Warm Up:	Physical warm-up <ol style="list-style-type: none"> 1. Lion face, lemon face 2. Lion Body, Lemon Body 3. Tongue twister dance <ol style="list-style-type: none"> a. Topeka Bodega, Unique New York, Toy Boat, Red Leather, Yellow Leather, Chicka chicka chicka boom 	3

	<p>Solfege/Vocal warmup</p> <ol style="list-style-type: none"> 1. Call and response <ol style="list-style-type: none"> a. Do, Re, Me, Fa, So, Do 2. ABCs (scale) 3. Lip Trills - Name spelling 	
Review:	<p>Poison Rhythm</p> <ul style="list-style-type: none"> ● Teacher presents a "poison" rhythm to class and writes in on the board ● Teacher then claps different rhythms in call and response format ● IF the teacher claps the poison rhythm, students DO NOT clap <ul style="list-style-type: none"> ○ If they clap they're out - simon says ish 	5
Lesson:	<p>Meter - 5-7</p> <ul style="list-style-type: none"> ● Teacher will introduce 4/4 by writing on the board <ul style="list-style-type: none"> ○ 4 beats per measure OR 4 quarter notes per measure ● Teacher will present the subdivision tree <ul style="list-style-type: none"> ○ Breaking down that quarter notes go into whole notes, and so on and so forth ● Who has the beat? Who has the rhythm? <ul style="list-style-type: none"> ○ Half the room plays the beat, half the room plays the rhythm ○ Then have students walk to the beat in <p>PASS OUT INSTRUMENTS!! -</p> <ol style="list-style-type: none"> 1. Rules of instruments (Tie into the MUSIC CHANT) <ol style="list-style-type: none"> a. Don't throw it b. Don't drop it c. Don't hit your neighbor d. Break it, you buy it 2. We'll be using these in the show!! <p>Play-Along Rhythms (See Below)</p> <ul style="list-style-type: none"> ● Teacher will play from the options above ● Students will play along the video using their assigned instruments ● Extra challenge: <ul style="list-style-type: none"> ○ Speed up the video to test their focus 	re20
Activity:	<p>Students will learn their rhythm pattern for Turn The Beat Around</p> <ul style="list-style-type: none"> ● m.49-56 <p>Instruction:</p> <ol style="list-style-type: none"> 1. Call and response x 3-4 of students rhythm 2. Teacher writes the "mystery rhythm" <ol style="list-style-type: none"> a. It's the same rhythm as what we've just played 3. Ask students if someone can guess how the presented rhythm is played 4. Allow students to share out if they want 5. Present it as being a part of "Turn the Beat Around" 	10
Show:	<p>Learning show material:</p> <ul style="list-style-type: none"> ● Review the Turn the Beat Around Chorus (movement) + rhythm section ● Review I Got the Music In Me (add movement) ● Review You are the Music in Me (add movement) 	10
Closure/ Homework	<p>Putting away instruments</p> <p>Kids Bows/ Shoutouts</p>	12

	<ul style="list-style-type: none"> • If you get a shout you get a kids bow • Have until the end to get the desks cleaned <p>Homework:</p> <ul style="list-style-type: none"> • Teach it your family (brother, sister, mom, dad, grandma, grandma) • Brain break/Go Noodle Youtube video!! 	
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Assessment: (We write what worked, what did not)

RHYTHMS FOR VARIOUS INSTRUMENTS

The image shows four staves of musical notation, each representing a different instrument. All staves are in 4/4 time. The notation uses quarter notes, eighth notes, and rests to create a rhythmic pattern. The instruments are: Hand Drum, Maracas, Souder, and Tambourine.

Instrument	Measure 1	Measure 2	Measure 3	Measure 4
Hand Drum	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter
Maracas	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter
Souder	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter
Tambourine	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter	Quarter, Quarter, Quarter, Quarter