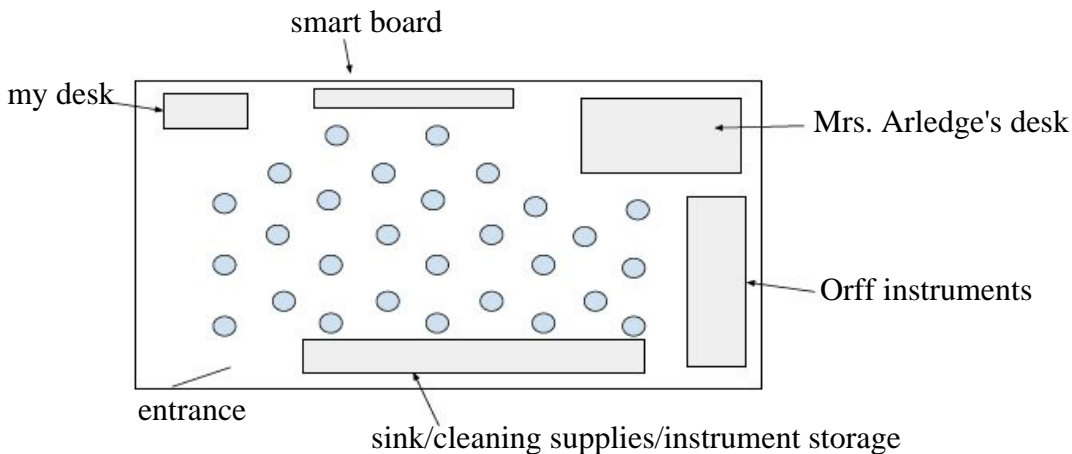


Unit Title	Hailstork: Three Dunbar Hymns	Time Required	30 min
Lesson Plan Title:	Rhythms/Extra Beat, Take a Seat	Grade:	5th
Teacher:	Dora Lukacevic	# of Students per group	27
Classroom Set-Up/Materials:			
 <p>The diagram illustrates a classroom layout. At the top center is a 'smart board'. Below it, there are two rows of desks. The left row is labeled 'my desk' and the right row is labeled 'Mrs. Arledge's desk'. In the center of the room, there are 27 blue circles representing students, arranged in a grid. At the bottom center is a 'sink/cleaning supplies/instrument storage' area. On the right side, there is a vertical rectangular area labeled 'Orff instruments'. An 'entrance' is indicated at the bottom left corner.</p>			
Key Musical Learning Goals			
<ul style="list-style-type: none"> <li>-Read rhythmic notation</li> <li>-Echo rhythms</li> <li>-Successfully clap rhythms as a class</li> </ul>			
National Music Standards			
<p>MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances</p> <p>MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>			
MUSICAL GOALS			
Knowledge/Skills			
<p>This lesson is geared towards having students understand rhythmic notation and be able to perform what is presented to them. Students in this class have previously done numerous rhythmic activities. This lesson is drawing from these previous activities while applying rhythmic notation and working together more as a class.</p>			
Social, Cultural, Historical Understandings			

This school district is in a middle to upper-middle class community. The students are fairly well-behaved. The 5th grade classes tend to be pretty chatty and low-energy.

Artistic Expression (creative individual choices by means of interpretation, exploration/research, improvisation)

This is the first time I am doing more of a lecture-style class with 5th grade. We previously did rhythm games that were more aural-based. In this lesson, we are going over actual note names and rhythmic notation for the first time. This lesson should be a review for some students who already understand notation. At the end of the lecture portion of class, I am having individual students perform the rhythmic pattern of their choosing and having other students guess which one they did. This way, more students are likely to pay attention and listen to the participants.

*Extra Beat, Take a Seat* is a rhythm game that tests how well the class can work together. It also serves as a review of the powerpoint. I think this is a great activity because there is no isolated winner, yet it is still competitive and motivating. If the class can successfully clap the rhythms the correct amount of times all the way to the end, then the entire class wins.

#### Assessment used

formative	informal	

#### Learning Tasks: (sequence of lesson plan)

Time	Materials	Activity	Accommodations (504/IEP)
15 min	powerpoint, rhythm sticks (possibly)	<b>I. Note value tree powerpoint/rhythm practice</b> <ol style="list-style-type: none"> <li>Present to students the note value tree. <ul style="list-style-type: none"> <li>ask students if they know what certain notes are called</li> </ul> </li> <li>Show and demonstrate the difference between whole, half, quarter, and eighth notes. <ul style="list-style-type: none"> <li>demonstrate motion for holding whole and half notes/quarter rest</li> </ul> </li> <li>Slides 10-19: practice these rhythms with students. <ul style="list-style-type: none"> <li>after a few demos, have student volunteers try them alone</li> </ul> </li> </ol>	N/A

15 min		<p>4. Slide 20: clap one of the presented rhythms, have the class guess which one you did.</p> <ul style="list-style-type: none"> <li>- then have students clap them while other students guess</li> </ul> <p><b>II. Extra Beat, Take a Seat</b></p> <ol style="list-style-type: none"> <li>1. Have students seated in a circle (unless there are more than 23 students).</li> <li>2. Have your starting rhythm written on the board (quarter, quarter, half/ pat, pat, clap/ down, down, up)</li> <li>3. Have the whole class clap the rhythm (w/ rhythm sticks?) over and over again so everyone is on the same page.</li> <li>4. Instruct students that they are supposed to successfully clap the rhythm three times as a class in order to move on. <ul style="list-style-type: none"> <li>- if anyone claps it more than 3 times, then they are 'out'.</li> <li>- Students cannot count out loud (except for the practice round)</li> </ul> </li> <li>5. After the class does the rhythm three times successfully, then they must do it 5 times, then 7 times, 9, 11 etc. (adding two each time)</li> <li>6. Once the class reaches 11 (?), introduce a new rhythm (quarter, quarter, eighth, eighth, quarter)</li> <li>7.</li> </ol>	
Teacher Notes/Reflective Praxis:		Next Steps:	

This lesson will take place on 11/11/20