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3rd/4th Rhythm Practice Lesson

**Objectives:**

* Students will be able to aurally identify and subsequently write down 4 beat rhythm patterns(rhythmic dictation) utilizing half notes, quarter notes, quarter rests, and eighth note pairs in 4/4 time.
* Students will compose a 4 beat rhythm ostinato in 4/4 time.
* Students will be able to perform, via clapping and counting, 4 beat rhythms composed by their peers.

**Standards:**

* **MU:Cr1.1.3b –** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
* **MU:CR2.1.3b –** Use iconic standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
* **MU:Pr4.2.3b –** When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

**Materials of Instruction:**

* Personal white-boards
* Expo markers
* Dry Erasers

**Lesson Sequence:**

1. Entry/Transition
   1. Students follow standard procedure and enter room quietly and find their assigned polka dots on the floor to sit.
   2. White boards, markers, and erasers are already sitting in the middle of each group, and students are instructed to grab one of each item, and hold their marker high up in the air once they are ready to get started. (Teacher waits to see all students with marker raised to move into the first activity)
2. Activity #1
   1. Teacher to students: “This first activity is similar to last classes game, steal the bacon. The difference is, instead of finding a rhythm on a strip of paper on the ground, you are going to write down the rhythm for yourself on your white board. We’ll start easy so you can get the hang of it, and then add some things in as we go.”
   2. Teacher claps and speaks 4 beat patterns in 4/4 time, repeating as necessary, and students then record the rhythm as they hear it. When finished, they are instructed to hold up the board above their head so the teacher can check everyone’s work.
      1. 4 quarter notes
      2. Quarter note, quarter note, eighth note pair, quarter note
      3. Quarter, eighths, quarter eighths
   3. Teacher: “Alright now listen close to this next one, I’m going to throw something new in, but I think you all can pick it up pretty easy so let’s try it out.”
      1. Quarter, quarter rest, quarter, quarter
   4. Teacher: “What’s the new thing?” Students: “Quarter rest” (hopefully) Teacher: “Yeah that’s it! Now let me give you a demo of how to draw a quarter rest because it is actually pretty easy.”
      1. Demonstrate a quarter rest on the board, write a z, then where your marker ends on the bottom of the z, use that as the starting place and write a letter c underneath.
      2. Students do 2 or 3 attempts on their boards and show the teacher so the teacher can quickly make sure they all look at least semi-correct.
   5. Another rhythmic dictation: quarter, quarter rest, quarter, quarter rest
   6. Repeat process c. for adding in half notes, then dictate rhythms as follows:
      1. Half, quarter note, quarter note
      2. Quarter note, quarter note, half note
      3. Quarter note, half note, quarter note
      4. Eighths, quarter rest, half
3. Transition
   1. Teacher: “Alrighty gang, nice job, now we’re going to take this a little different direction, but keep your white boards because you’ll still need them.”
4. Activity #2
   1. Students compose a 4 beat rhythm in 4/4 time using only quarter note, quarter rest, half note, and eighth note pair.
   2. Students peer assess in shoulder partners to make sure that everyone’s composition is exactly 4 beats long.
5. Transition
   1. Teacher: “Nice job! Now keep those on your boards, set down your marker and eraser, and stand up. Front three groups, come up to the white board and hang out for a second. Next, back three groups, I need you to make a circle in the middle of the room facing outward. Now, my front groups come find a partner on the inside circle, and stand facing them. If anyone doesn’t have a partner, raise your hand. \*Get students to rearrange with their hands up to make sure everyone has a partner. Teacher can participate if there is an odd number of students.\*
6. Activity #3
   1. First, inside partner holds up their boards, and the outside partner claps the rhythm and speaks the counts.
   2. Switch roles.
   3. Students trade whiteboards.
   4. Students turn in and touch their right shoulders together.
   5. Circles walk, rotating counter-clockwise (inside) and clockwise (outside), high fiving each person to count up to the teacher designated number of moving spaces.
   6. Repeat process of performing rhythms, switching boards, and rotating a few times to let students practice with multiple different composed rhythms.
7. Transition
   1. Teacher: “In order to finish up here, I need every group to figure out in 30 seconds, who is the oldest in your group. That person collect your group’s whiteboards and bring them up to the front. Then, my two volunteers will collect erasers and markers as you quietly make your way to line order.”
   2. Students inevitably start chatting, so use an echo clap or two in order to get their attention, and stop talking in order to exit the classroom.

**Closure/Summative Assessment:**

* Teacher will observe students’ rhythmic dictations and check for correctness.
* Students will peer assess each other’s composed rhythm ostinatos to check for the correct amount of beats.
* Teacher will observe student discourse during inside outside circle, check for correct rhythmic performances, and coach as necessary.