

Easy Rhythm Lesson Plan

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Standards covered:

Third: MU: Pr4.2.3 Select, analyze, and interpret artistic work for presentation.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU: Re8.1.3 Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Fourth: MU: Pr4.2.4 Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

MU: Re8.1.4 Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Fifth: MU: Pr4.3.5 Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.

a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU: Pr6.1.5 Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation

Introduction- Relate reading music to learning to read in previous school grades. Discuss how students progressed from pictures to flashcards with common words and phrases to reading whole text. Discuss that today we are working on that using reading a progression to read music on our own in the end. We will begin with symbols, move to symbols with notes, and eventually we will just have the notes.

Activity 1- (relate to Veterans Day) use American symbols and syllable content to stand for the following notes:

Quarter note- star

Eighth notes- eagle

*Triplet- Purple heart (new note, relate to last week's lesson for Veteran's day)

Quarter rest- quarter
Half note- stripe

Discuss how what symbol represents in an American theme and relate to the syllable count of each word. Practice each one on the claves or rhythm sticks.

Percussion Play along using John Phillip Sousa's Stars and Stripes Forever with Music with Mr. DelGaudio (YouTube video). Afterward, discuss dynamics and tempo of song to create a mood of patriotism.

Activity 2- (relate to Thanksgiving) Discuss symbols used in video Elementary Groove Tracks- Thanksgiving Percussion Play along

Quarter note- pie
Eighth note- turkey
Quarter rest- plate

Students play along with the accompaniment track, speaking symbols aloud as an oral cue when to play. Point out to students that the symbols are now in the note formation as a visual cue as well. Students may play the exercises again to gain confidence in sight reading and with repetition. Discuss how the mood of these exercises is different. What made it so? Dynamics, tempo, etc.

Closing- What other symbols could we use for notes? Think of a theme you could use and what symbols would be appropriate, etc.

Extension- Ask students to create their own rhythms using symbols for a theme of their choice. This could be done on google classroom or in the traditional way!