|  |  |  |
| --- | --- | --- |
| **Teacher: Badovinac**  **Wk 6, 9/21/20** | **4th & 5th gr.** Choose an item. | Choose an item.  **Subject: Rhythm, Body Percussion** |
| **Lesson Title: Rhythm,**  **Body Percussion** |
| **Focus Area**: *concept/skills emphasized*  Singing  Listening  Tone  Moving   Rhythm  Reading  Writing  Harmony  Melody  Dictation  Form  Pitch  Expression Accuracy  Composition  Style  Technology | **Georgia Standards of Excellence:**  **Creating:**  Choose an item.  Choose an item.  Choose an item.  **Performing:**  ESGM5.PR.2c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.  ESGM4.PR.2b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts  Choose an item.  **Responding:**  ESGM5.RE.3b. Perform choreographed and non-choreographed movements  ESGM4.RE.3b. Perform choreographed and non-choreographed movements.  Choose an item.  **Connecting:**  ESGM5.CN.2a. Perform and respond to music from various historical periods and cultures.  ESGM4.CN.2a. Perform and respond to music from various historical periods and cultures.  Choose an item. | |
| **Materials:**  **Quaver, ppt,**  **Vocabulary: Meter, 2/4, ¾, 4/4**  **Quarter notes and rests,**  **Eighth notes,**  **Ostinato**  **Body Percussion** |
| **Essential Question: I can perform body percussion to music.**  **I can create body percussion to a song.**      **Learning Objectives:**   * **Read rhythms using Quarter notes, half notes, dotted half notes, eighth notes and rests.** * **Identify meter and state what it means.** * **Perform body percussion to music.** * **Create body percussion to music.** | | |
| **Procedure**:  SW play tic tac toe to review rhythms – Quaver  TW discuss Ostinato  SW watch video of group body perc piece  SW learn hand jive to We go together and perform it   * SW create a body percussion to go with chorus: Let’s Go To the Hop(16 + 8 counts) or Turn the beat around * SW perform it on Flip Grid | | **Justification/Differentiation:**  Teacher will help indiv.  St. |
| **Assessment:  Bloom’s Taxonomy Key - I: Remembering, II: Understanding, III: Applying, IV: Analyzing, V: Evaluating, VI: Creating**  SW remember meter, quarter notes and rests, eighth notes and rests, half notes and rests.  SW understand what meter sign tells performers  SW apply information to rhythm game  SW perform body percussion to music.  SW create body percussion for chorus of Let’s Go To The Hop , use Flipgrid to video body percussion of song | | |
| **Supplement/Enrichment:**  Make body percussion movements to a song and perform it on Flipgrid | | |