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| **Teacher: Badovinac****Wk 8, 10/5/20**  | **4th & 5th gr.** Choose an item. | Choose an item.**Subject: Rhythm****Patterns,**  |
| **Lesson Title: Rhythm,**  **Rhythm patterns** **Rhythmic comp.** |
| **Focus Area**: *concept/skills emphasized*[x]  Singing [x]  Listening [ ]  Tone [ ]  Moving [x]  Rhythm [x]  Reading [x]  Writing [ ]  Harmony [ ]  Melody [ ]  Dictation [ ]  Form [ ]  Pitch [ ]  Expression Accuracy[x]  Composition [ ]  Style [ ]  Technology  | **Georgia Standards of Excellence:****Creating:**ESGM.4.CR.2b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests)ESGM5.CR.2a. Create rhythmic and melodic motives to enhance literature.Choose an item.**Performing:**ESGM4.PR.3a. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests)ESGM5.PR.3a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes/rests, barred eighth/sixteenth notes, half notes/rests, dotted half notes, whole notes/rests, dotted quarter notes, sycopation, triplets)Choose an item.**Responding:**ESGM5.RE.2c. Refine music performances by applying personal, peer, and teacher feedback. ESGM4.RE.2c. Refine music performances by applying personal, peer, and teacher feedback.Choose an item.**Connecting:**ESGM5.CN.1a. Discuss connections between music and the other fine arts. ESGM4.CN.1a. Discuss connections between music and the other fine arts.Choose an item. |
| **Materials:** **Kidstix by Artie Almeida****Drum sticks****Quaver, ppt,****Vocabulary: Meter 4/4** **Quarter notes and rests,** **Eighth notes,** **Ostinato** |
| **Essential Question: I can perform rhythm patterns in music.** **I can create rhythm patterns in music****Learning Objectives:*** **Read rhythms using Quarter notes, half notes, dotted half notes, eighth notes, half notes, whole**

 **notes and rests.*** **Identify meter and state what it means.**
* **Perform rhythms in music.**
* **Create rhythms in music.**
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| Procedure:TW model proper usage of drum stick, and class rules regarding drumsticksTW read and play the warm-up exercise SSW echo and play a warm-up rhythmic exercise.TW discuss J.S. Bach and his music.TW introduce Musette by Bach.SW listen to the Musette in DM and watch the notes as they are played.TW introduce the rhythmic notation that goes to the Musette. TW model the rhythms and SW echo SW speak and play the rhythmic comp. that goes with MusetteSW play the rhythms with the music. TW go to Quaver and have students create rhythmic composition.TW put the form in Assignments and students are to write the 4 measures of rhythms. | **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 learn how to use drum sticksSW apply information to playing rhythms.SW create 4 measures in 4/4 meter. |
| **Supplement/Enrichment:** Write 2 measure ostinato in 4/4 meter and play  |