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| **Teacher: Badovinac**  **Wk 4, Sept 8** | **K-1st Lesson Plan** | Choose an item.  **Subject: Beat, steady beat,** |
| **Lesson Title: Rhythm** |
| **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:**  ESGM1.PR.2b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments  ESGMK.PR.2b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments  Choose an item.  **Responding:**  ESGMK.RE.3a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn)  ESGM1.RE.3a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn)  Choose an item.  **Connecting:**  Choose an item.  Choose an item.  Choose an item. | |
| **Materials:**  **Vocabulary: Rhythm, steady beat, strong and weak beats** |
| **Essential Question: What is the steady beat?**    **Learning Objectives:**   * **I Can clap the steady beat.** * **I Can move to the steady beat** | | |
| **Procedure**:  Review espectations: Mute mic, camera on, raise hand to talk, stay engaged  Review:   * TW have st. vocalize * TW reteach Hello song and class sings song   TW discuss different voices and reads Big Pig  TW ask: did I read the two characters with the same voice?  How were the voices different? Why do you think I did that?   * TW discuss steady beat and have st. keep the beat on their body to a   song.  TW have st. listen to Johnnie Mr. Brown keeping the beat and listening  For movement words.  TW have st. sing and act out the movements of the song.  TW have students sing Shortening Bread  TW introduce ta and ti-ti  TW have st.sing Shortening Bread, clapping while singing  Shortening Bread.  TW use Quaver for “the four voice types”  TW have students discuss the four ways to use your voice  TW have students sing the Voice song.  TW have st. play the 4 voice game.  TW have st. sing Candy Man, if time. | | **Justification/Differentiation:**  Teacher works 1:1 with st. who need extra help |
| **Assessment:  Bloom’s Taxonomy Key - I: Remembering, II: Understanding, III: Applying, IV: Analyzing, V: Evaluating, VI: Creating**  ST. will move and sing to the Steady Beat, | | |
| **Supplement/Enrichment:**  St. will discuss sounds as having a beat or not having a beat. | | |