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| **Teacher: Badovinac**  **Wk 7, Sept 22** | **K-1st Lesson Plan** | Choose an item.  **Subject: Beat, steady beat, ta ti-ti rest** |
| **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, ta, ti-ti, rest** |
| **Essential Question: What is the steady beat?**    **Learning Objectives:**   * **I Can clap the steady beat.** * **I Can move to the steady beat** * **I Can clap ta, ti-ti, rest** | | |
| **Procedure**:  Review espectations: Mute mic, camera on, raise hand to talk, stay engaged  Review:   * TW have st. vocalize to animal sounds and lines * TW sing Hello song and class sings song   TW have a few st. sing the lead part  SW will pat steady beat to Whoops, Pardon Me!  SW will respond to Whoops, Pardon Me! Glissando  SW sing Duck song and play Quack, Quack, Quack on the sticks  SW change song to another Farm animal and sound.  SW sing the new song.  SW play Ta’s and Ti’s with sticks t  SW echo tap Ta’s and Ti’s, and make-up their own rhythms  SW say the poem, play the words on the sticks, look at the rhythm,  analyze the poem and tell if the lines are the same or different.  SW tap the rhythms to the poem.  SW sing Old MacDonald  SW sing Shortening Bread and tap the Ti-Ti Ta  SW act out Going on a Bear Hunt  SW watch 10 minutes of Beat or Duration - Quaver  If Time:  SW say Bingo word and clap the syllables  TW review the way the song is clapped for each missing letter  SW sing the song and clap Bingo | | **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 remember ta’s and ti’s, Understand how to play them, Find them in the poem. Look at two lines and tell if they are same or different, tap ta’s and ti’s, create rhythms with ta’s and ti’s | | |
| **Supplement/Enrichment:**  If Time: SW move to Going On a Bear Hunt – and figure out the rhythm of the title | | |