

## Lesson Plan: Elementary

Aim: Students will be able to identify pulse, echo/chant/audiate rhythm patterns and create their own rhythm patterns (improvisation.)

Motivation: The most important element in music is pulse and rhythm. Guiding students to identify pulse, echo/chant/audiate rhythms in a musical context and creating their own rhythms will help develop the most fundamental part of creating music.

New York City Blue Print Strains:

- I. Music Making
- II. Making Connection
- IV. Community and Cultural Resources

National Standards:

**Standard 1: Singing alone and with others, a varied repertoire of music**

**Standard 3: Improvising melodies, variations, and accompaniments**

Activity One: Miss White

Meter-Duple

Tonality-None

Materials-None

Procedure:

1. Chant miss white
2. **Ask Students to echo your rhythm patterns using the neutral syllable "bah" after you chant the song with them again. Guide all students to echo rhythm pattern if two hands are used to cue them to chant and only one student to chant if only one hand is used**
3. Chant Miss White
4. **Chant Rhythm pattern using neutral syllable "bah" for group and individual students**
5. Repeat step three and four
6. Introduce the word "improvisation" and discuss the meaning of the word with the students
7. Ask students to audiate their own rhythms patterns after your chant "Miss White" with them again. Guide all students to create their own rhythms.
8. Repeat Step 3
9. Chant rhythm pattern using neutral syllable "bah" and guide students to audiate their improvised rhythms.
10. Ask students to share their improvised patterns as a group after you chant the song with them again.
11. Repeat step 3
12. Chant rhythm pattern using neutral syllable "bah" and guide students to share their improvised pattern as a group.
13. Direct students to share their improvised rhythm pattern if the one handed cue is used after you chant the song with them again. Also, direct students to echo the pattern chanted by you if two hands are used for a cue.
14. Repeat Step 3.
15. Chant rhythm pattern using neutral syllable "bah" for group and individual students.
- 15a. Guide students to share their improvised rhythm when one-hand-cue is used.
- 16. Discuss the word "improvisation" again with the students. Point out how throughout the activity that they each created their own rhythm patterns through the use of the rhythms presented in the beginning of the activity. Guide students to discuss what it felt like to share their own improvisations**

### Assessment:

- student is able to chant rhythms correctly, chanting in time and pat macro beat
- student is able to chant some of the rhythms correctly, chants in their own tempo, and pat macro beat
- student is having difficulty with aural/oral association, chants different rhythms in their own tempo and pat unique macro beat
- student did not participate

### Activity Two: Beatboxing

Meter-Duple

Tonality-None

Materials- Sound system (optional)

-Microphone (optional)

-xlr cable (optional)

### Procedure:

1. Perform "freestyle beatbox"
2. Introduce "beat/pulse" and discuss the importance of the beat/pulse.
3. Ask students to put the beat in their lap when you begin to beatbox again.
4. Demonstrate the absence of a beat/pulse and how important the beat is to creating music
5. Demonstrate the presence of a beat/pulse and how important the beat is to creating music
6. Demonstrate the simple back-beat beat the students will be learning.
7. Introduce the three essential sounds to creating a beatbox beat (kick drum, hi-hat, snare)
8. Guide students to create a kick drum sound
9. Guide students to create a hi-hat sound
10. Guide students to create a snare sound
11. Demonstrate simple back-beat pattern and guide students to echo your pattern.
12. Repeat step 11 until students are confident in activity
13. Guide students into getting into groups of two or three and practice the simple back-beat. (one student will pat macro beat in lap while other student demonstrate their simple back-beat pattern for eight counts. After eight counts, the students will switch rolls. If in groups of three, two students will pat macro beat together while one student demonstrates their simple back-beat pattern for eight counts. After the eight counts, the student who is beatboxing will pass of the simple back-beat pattern to one of his group members.)
14. Ask students to share simple back-beat pattern in their groups

### Assessment:

- Student models simple back-beat pattern correctly, in time and pats macro beat in time
- Student models some of the simple back-beat pattern correctly, in their own tempo and pats macro beat in time
- Student is having difficulty in modeling simple back-beat pattern, in their own tempo and pats unique micro beat
- Student did not participate