














## Music Program Grades 4/5 CLASS 1






TUESDAY, AUGUST 21 2018

5 mins	Welcome and Warm Up	Follow the leader: Offer 4-beat phrases using clapping, snapping, tapping. The class repeats after the leader. Both teachers take turns being leaders. Rhythms should start very simple (all quarter notes) and get more complicated as the group gets more comfortable.
5 mins	Introduce Concept: Graphic Rhythmic Notation	Introduce the <a href="#">first line of a 4x4 table</a> . This will be a graphic representation of rhythmic values. See example. Students will clap for each quarter note they see. Students will hold their hands apart for each blank box they see. After they have mastered this concept, they will do repeat the exercise, saying “ta” as they clap.
10 mins	Activity 1: Moving to steady beat	Students are in their seats and the teacher puts on a recording of “Signed, Sealed, Delivered” Students are asked to show the steady beat by silently tapping their hands on their knees. Once the class agrees and is able to do this, teacher can ask students to do another activity (tap the beat on their head, open and close their fists to the beat, etc.). Teacher may wish to change to “Say Something” with different tempo, and see how they do. If students are able to do this, teacher can invite students to walk around the room to the steady beat. When teacher says “change”, students have to change direction, but must continue to walk to steady beat. Additional songs “Cha-Cha Slide” and “How Far I’ll Go”.
10 mins	Activity 2: Name Game, Steady beat	Teacher shows how to keep the steady beat by alternating tapping their laps and clapping. Then she walks around to each student, shakes hands with them and sings: “What is your name?” on s/m/s/m. Students respond in similar fashion while shaking hands: “My name is Erica” s/m-m/s-s/m (adjusting for rhythm). <b>While this is happening, class continues silently keeping steady beat on their laps. Goal is to maintain steady beat throughout, no breaks or extra beats!</b> After the student responds, teacher moves to next student. May want to divide this activity into two groups, depending on class size and there should be room to walk within each row of chairs. Students who do not wish to sing alone can simply shake hands quietly.
5 mins	Cool Down/Review	Students are back in their seats. Teacher puts <a href="#">4x2 matrix</a> on the board with several examples, asks students to perform these as a group.
5 mins	Line-Up/Ticket Out	Follow the leader: Repeat the exercise from the warm up, but this time, do it one-on-one. When a student is successful, the student can line up. To speed this along, both teachers can be leaders, starting at opposite sides of the room.

EXAMPLE of a 4x4 Matrix with quarter notes and quarter rests

EXAMPLE of a 4x2 Matrix

## Summer Music Program Grades 4/5 CLASS 2

WEDNESDAY, AUGUST 22







5 mins	Welcome and Warm Up	Students walk in and see <a href="#">4x4 matrix</a> on the board. Students are asked to study the matrix and practice it to themselves silently. Students are asked to perform it as a group. Teacher asks for volunteer to perform it as a solo. Create new 4x4 matrix pattern and repeat.
5 mins	Introduce Concept: Graphic Rhythmic Notation, adding 8 <sup>th</sup> notes and quarter rest	Show 4X4 matrix and introduce 8 <sup>th</sup> notes, 'ti-ti'. Ask students: "How do you think we should clap this one?" Allow students to try to answer. Then, offer answer and try several different combinations using ♩, ♪ and ♫. A blank box indicates a quarter rest. "What do we do for a blank box (or a quarter rest)?"
10 mins	Activity 1: Moving to steady beat, introducing micro vs macro beats	Start with review of yesterday's game. Students are in their seats and the teacher puts on a recording of "Say Something" Students are asked to show the steady beat by silently tapping their hands on their knees. Ask students if they can find the beat that is twice as fast/slow as the one the class has agreed upon. Once they are successful with this, ask them to change at varying intervals. Perhaps 8 counts of "quarter notes" and then 8 counts of "eighth notes" to start; then become more unpredictable. If they are successful at this, then allow them to try it while they are moving around the room. Teacher can use additional songs.
10 mins	Activity 2: Guess the rhythm game	GUESS THE RHYTHM GAME: <ol style="list-style-type: none"> <li>1. Use the provided multiple-choice slides with the graphic notation of rhythms (4 beats, quarter notes, quarter rests and eighth notes only).</li> <li>2. Arrange students in evenly divided teams, seated cross-legged facing the whiteboard. The first person of each team should have a colored cloth or other item.</li> <li>3. Teacher claps or says one of the displayed rhythms.</li> <li>4. The first team with their colored item in the air gets the first attempt at guessing which rhythm was clapped or said. If correct, the second student in the line must then correctly clap or say the same rhythm. If incorrect, the other teams may raise their items again for a chance at the attempt. First correct label and execution of the rhythm gains a point for the team.</li> <li>5. The front student in each team rotates to the back of the line and we begin again.</li> </ol>







## Summer Music Program Grades 4/5 CLASS 2

		<ul style="list-style-type: none"> <li>Any team who 'helps' its line leaders cannot score a point for that card.</li> </ul> <p>Groups can be divided into 4 and Interns can lead each group.</p>
5 mins	Cool Down/ Line-Up/	Put a <a href="#">4x4 matrix</a> on the board. See if students can perform it accurately. Ask for volunteers to come up and make a change to a single square. Then, perform it again.
5 mins	Ticket Out	Show students four 4-beat patterns using ♪/♪♪/and ♫, and ask students to perform one of the patterns. If they are successful, they can line up.

















## Summer Music Program Grades 4/5 CLASS 2

## WARM UP Matrixes

















			
			

MATRIXES WITH EIGHTH NOTES and RESTS

4x4 MATRIX













Summer Music Program Grades 4/5 CLASS 2


## Summer Music Program Grades 4/5 CLASS 3







THURSDAY, AUGUST 23

5 mins	Welcome and Warm Up: Review of graphic rhythm notations and rhythm syllables	Students walk in and see a 4x4 matrix on the board. Students are sit on the chairs and asked to study the rhythms to themselves silently. Students are asked to perform them as a group. Please make sure they use the rhythm syllables, 'ta'and 'ti-ti'.
10 mins	Introduce Concept: Scale, Solfege	Teacher draws an eight-step staircase and then asks how many steps are. And then teacher writes the solfege syllables on each step and explains what solfege is. Teacher also demonstrates how to do the hand signs for each note.
10 mins	Activity 1: Solfege Curwin Hand Signs	Once students understand the concept, show <a href="#">Do Re Mi Song</a> and ask students to sing the song with hand signs. If they are comfortable singing the song, ask them how many beats are in a measure and if they can identify the strong beats.
15 mins	Activity 2: Solfege with a simple rhythm ♪, ♪ and 🎵	4X4 matrix on the board. Ask volunteers to assign a solfege on each note. Perform this with hand signs as a group a couple of times and then ask a couple of volunteers to perform.
5 mins	Cool Down/Review Line-Up/Ticket Out	Hand signs on the board. Ask students to name a couple of them. Interns may help to move the lines quickly. When they perform correctly, they can line up at the door.

4x4 matrix

4x3 matrix






		
		

## Summer Music Program Grades 4/5 CLASS 4

FRIDAY, AUGUST 24, 2018

5 mins	Welcome and Warm Up: Variation on name game	Teacher starts the steady beat alternating tapping laps and clapping. Then she walks around to each student, shakes hands with them (or use hand signs) and sings: "Hello _____. What's your favorite cereal?" or something similar on s/m/s/m. ( <i>Options include: What's your favorite subject? What's your favorite color? What's your favorite sport? What's your favorite food?</i> ) Students respond in similar fashion: "I like Froot Loops." s/m-m/s-s/m (adjusting for rhythm). <b>While this is happening, class is silently keeping steady beat on their laps. Goal is to maintain steady beat throughout, no breaks or extra beats!</b> After the student responds, teacher goes to next student. May want to divide this activity into two groups, depending on class size.
5 mins	Review the Curwin hand signs	'Twinkle square boxes' on the board and students are in a seated position. Review the solfege by using the hand signs. Sing the song with the hand signs and ask if they recognize the song. Repeat!
10 mins	Introduce: Boomwhackers	Once students understand the concept, teacher introduces Boomwhackers to the students and explains the rules and how to play them. <u>Rules for Boomwhackers</u> . After reviewing the rules, teacher and interns pass Boomwhackers out randomly. Students must stop playing on ' <b>Boom Rest</b> ' and ready to play on ' <b>Boom Ready</b> '. Ask students to play a simple 4 beat rhythm one note at a time. Show today's matrixes and ask students to practice. Ask any volunteers to play the rhythms.. To master today's activities, ask students to stand and to re-arrange themselves into the ascending order and play the matrixes as a group.
15 mins	Activity 1: Boomwhackers C, D, E, F, G, A	Students in a seated position, teacher shows ' <b>Twinkle square boxes</b> ' on the board and ask students to identify the each note. Once they are comfortable with this concept, teachers and interns pass Boomwhackers out randomly and have them to play and sing it on Solfege. At the end of this activity, talk about composers and introduce Mozart.
5 mins	Cool Down/Review/Line- up/Ticket Out	It's the last day of the week 1. They can go return boomwhackers and line up, when they answer these successfully. 1) what's the hand signs for "so so mi so"? 2) What's the hand sign for Sol? For Fa? 3) Which note is higher?

<http://elementarymusicresources.blogspot.ca/>

Boomwhackers:     

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Can you name this song?

**A Section**

Do	Do	So	So	La	La	So	~
Fa	Fa	Mi	Mi	Re	Re	Do	~

**B Section**





So	So	Fa	Fa	Mi	Mi	Re	~
So	So	Fa	Fa	Mi	Mi	Re	~

**A Section**

Do	Do	So	So	La	La	So	~
Fa	Fa	Mi	Mi	Re	Re	Do	~

## Summer Music Program Grades 4/5 CLASS 5

MONDAY AUGUST 27 2018

5 mins	Welcome and Warm Up: Feel the beat	Play a variety of songs and ask the students to move in a way that represents the mood of the piece. They can walk, jog, skip, sway, stand still, use their arms, etc. Can they identify the beat? Move or walk in quarter note/8 <sup>th</sup> note rhythm. They must STOP movement when the music STOPS. <a href="#">SWAN LAKE</a> , <a href="#">RIDE OF THE VALKYRIES</a> , <a href="#">SABRE DANCE</a> , <a href="#">CARMEN</a> , <a href="#">THE ELEPHANT</a> , <a href="#">MOONLIGHT SONATA</a> , <a href="#">FLIGHT OF THE BUMBLEBEE</a> , <a href="#">BOLERO</a>
5 mins	Review: Solfege, Hand signs	Teacher draws an eight-step staircase and writes the solfege syllables on each step. Review the hand signs and solfege syllables. Once they are comfortable with this concept move to the next activity.
15 mins	Introduce concept: Staff, G-clef, Scale	Teacher draws a staff and explain what it is. Add G-clef and CM scale. Ask volunteers to come up to draw these items. Put the Twinkle square boxes on the board and ask students to transfer the boxes to the staff.
10 mins	Activity 1: Boomwhackers	Before pass out the boomwhackers, review the rules. Put "Twinkle on staff" on the board and ask students to sing on solfege and play the boomwhackers.
5 mins	Cool Down/Review	Divide students in 2 groups (C, E, G/D,F, A) and then ask each group to play a simple 4x4 rhythm with boomwhackers
5 mins	Line-Up/Ticket Out	It's the first day of week 2. They can go line up, when they answer these successfully. 1) what's the hand sign for Re? and for So? 2) What's the name of  ?  ?  ?  ? 3) What was the name of composer that wrote 'Twinkle Twinkle'?





Summer Music Program Grades 4/5 CLASS 5

C Major scale-color code










## Summer Music Program Grades 4/5 CLASS 6

TUESDAY, AUGUST 28 2018

5 mins	Welcome and Warm Up:	Show students a 2x4 rhythm matrix, using  ,  ,  and  ( <a href="#">see example</a> ). Ask them to try to decipher the rhythm silently to themselves, then try it as a class.
5 mins	Introduce Concept: Rhythmic value names and identifying rhythms. Half notes	Show students a 2x4 rhythm matrix. Explain to students the note names for these rhythmic values. Practice them as a class. Ask for volunteers to try them as solos.
20 mins	Activity: Composition (a simple 4x4 rhythm)	Invite each student to create a 4x4 rhythm matrix using quarter notes, eighth notes, quarter rests and half notes. Have them check each other's work, and practice on their own. Ask students to perform for their neighbors, then ask several students to perform for the class. Then, have students perform their rhythms while a song is playing. Motown and Beatles work well for this. <i>If you wish, instead of clapping, students can use percussion instruments.</i>
5 mins	Cool Down/Review	
5 mins	Line-Up/Ticket Out	Create 4 slides of 4x4 patterns and ask each student to clap and "ti/ta" one of the four beat rhythms, written using standard notation. When they are successful, they can line up.

EXAMPLE

## Summer Music Program Grades 4/5 CLASS 6

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## Summer Music Program Grades 4/5 CLASS 7

WEDNESDAY, AUGUST 29 2018

5 mins	Welcome and Warm Up:	Show students C Major scale and students practice with hand signs silently.
5 mins	Review activity	Ask students review their own composition and practice.
10 mins	Activity 1: Rhythm game in circle	Ask students to sit in a circle with their own rhythm matrix in their lap. You may divide them in 4 groups and Interns can lead other groups. Students clap their own rhythm, and then pass theirs to the next person, while receiving another one. The idea is for students to keep going til they get their own rhythm back to them. It can be fun, though at times silly, to have a song going on in the background to keep the steady beat. <a href="#">My Girl</a> is great if you need a slower tempo. <i>I Want You Back</i> is better for a more moderate tempo.
20 mins	Activity: Composition (melody)	Ask students to write down solfege on their composition, and to practice with hand signs. Teachers and interns walk around to check the students' works. Ask volunteers to perform in front the class.
5 mins	Cool Down/Review	
5 mins	Line-Up/Ticket Out	Add solfege on yesterday's slides and ask each students to perform with hand signs. When they are successful, they can line up.

## C Major Scale



## Summer Music Program Grades 4/5 CLASS 8

THURSDAY, AUGUST 30 2018

5 mins	Welcome and Warm Up:	Ask students to practice their own composition from yesterday.
5 mins	Review Concept: G-Clef, Staff, Solfege	Each student gets a blank staff paper and a pencil. Ask students to write G-clef and then C major scale on staff. Ask students to identify the pitches and invite a couple of volunteer to write the pitches of the rest of the song on the board.
15 mins	Activity 1: Write your composition on Staff	Ask them to name their compositions and then write the song on the staff paper. Students can ask teacher or interns to help them out. Once they are done, if time permits, teacher can perform their composition on the piano.
5 mins	Intro to Activity 2: The Broom Dance	Both teams are in RH1 to do this activity together. Teacher explains how this activity works.
15 mins	Activity 2: The Broom Dance	As a good end-of-summer closing activity, the Broom Dance is fun and easy—a good way to end the program. Line the class up in two equal lines facing one another. One person, the “king” or “queen”, stands at the head of the 2 lines holding a broom and facing both lines. The front person at each line then comes forward towards the “king/queen” and dances a solo dance. The “king/queen” chooses whichever dancer he/she likes best, and dances with them down the center aisle, everyone else making a tent with their hands. <b>While everyone else is in line, they can clap, do smaller dances, and enjoy watching what’s happening at the front of the line.</b> Continue til everyone has had the chance to come through the line. Try Cajun or Zydeco music for this!
5 mins	Line-Up/Ticket Out	TBA