

Summer Music Program Grades 4/5 CLASS 2

WEDNESDAY, AUGUST 22

5 mins	Welcome and Warm Up	<p>Students walk in and see 4x4 matrix 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.</p> <p>Create new 4x4 matrix pattern and repeat.</p>
5 mins	Introduce Concept: Graphic Rhythmic Notation, adding 8 th notes and quarter rest	<p>Show 4X4 matrix and introduce 8th 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)?"</p>
10 mins	Activity 1: Moving to steady beat, introducing micro vs macro beats	<p>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.</p>
10 mins	Activity 2: Guess the rhythm game	<p>GUESS THE RHYTHM GAME:</p> <ol style="list-style-type: none"> 1. Use the provided multiple-choice slides with the graphic notation of rhythms (4 beats, quarter notes, quarter rests and eighth notes only). 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. 3. Teacher claps or says one of the displayed rhythms. 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. 5. The front student in each team rotates to the back of the line and we begin again.

