

Integrated subject areas:

- Music

Grade(s): 4-6

Lesson length: 40 minutes

Instructional objectives:

- Students will respond quickly to stimuli.
- Students will review rhythmic values.
- Students will differentiate instrument families within the percussion family.

“I can” statements

- I can use syllables from words to find rhythms
- I can repeat rhythms after hearing it clapped
- I can read and perform varied combinations of rhythms.

Chicago Reading Initiative Integration

- Word Knowledge
- Fluency

Rapid Response

DESCRIPTION

In this lesson, students will play a game that requires them to respond to a series of visual stimuli: students will respond in rhythm by saying the names of a series of common objects.

After reviewing basic rhythmic notation, students will play the same game, however instead of responding by saying the names of each object, they will respond by performing simple rhythms.

After students have mastered the game, it can be used as a quick warm-up for other activities.



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Materials

- A variety of easily identifiable objects (Keys, Calculator, Pencil, Lotion, Eraser)
- A selection of Percussion Instruments

PROCEDURE

1. Select four everyday objects, for example, pencil, keys, calculator, and lotion; make sure that you have at least one object that has 1 syllable, 2 syllables and 4 syllables. If you have an object that has 3 syllables, wait to use it until later in the game. Arrange the objects in a row on top of a desk or table so that the students can clearly see them.
2. Keeping a steady beat, point to one object at a time (from your right to your left) and have the students say the name of each object creating a four beat rhythm. Repeat the **Phrase** several times until the class can do it without any problems. *Make sure to pick a tempo that is comfortably slow, especially since the activity will become more complex below.*
3. After the class has a good grasp on the first example, start changing the order of the objects by pointing to them. Do this while they are speaking, so that no beats are lost. For example, if your order is:

Pencil keys calculator lotion

Change it to:




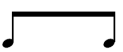


Keys pencil calculator lotion

Try as many different combinations as need to really grasp the process.

4. When the students are ready, add a fifth object into the rotation with a three syllable name like an eraser or highlighter (or another object with a three syllable name) this will be performed at a **triplet**.

Note: when rotating between five objects, you will only use four at a time. One object is always “on hold” and you just substitute it in and out as you like.

5. Review basic rhythmic values with the class. If necessary the rhythm chart on the following page can be put on the board for guidance.

Whole note		4 beats	Say: "Ta (hold) (hold) (hold)"
Half note		2 beats	Say: "Ta (hold)"
Quarter note		1 beat	Say: "Ta" OR "Plum"
Eighth note		1/2 beat	Say: "Ti - ti" OR "Ap - ple"
Triplet		1/3 beat	Say: "Tri - pol-let" OR "Blue - ber -ry"
Sixteenth note		1/4 beat	Say: "Ti - bi ti - bi" OR "Wa - ter - mel - on"

- Write the beat patterns shown below on the chalkboard or display on an overhead projector. First, have the students say the rhythms without clapping. Then, try to go from one rhythm to the next without stopping in between. The goal is to quickly respond accurately and steadily to what they are seeing.
- Describe to the students that they will play the same game, however instead of responding by saying the names of the objects, they will respond by clapping the rhythm using the syllables of each word to create a four beat pattern.
- Most students will not have any problem saying the names of the objects in rhythm. Clapping the rhythms of the four-beat patterns is exactly the same as speaking, only using a *musical* language. Explain to the students how becoming a good performer requires students to be familiar with the musical language.

NOTES

Extensions

- Once students are familiar with the activity and the objects, increase the tempo to push their "reading" skills. Also try slowing the tempo way down (sometimes a really slow tempo can prove more challenging than a fast one).
- Perform the selected rhythm as a round with 2 groups. The second group should enter on beat 3.
- Have half of the class perform the rhythm forward, and half of the class performing the rhythm backward.
- Try having the class notate a rhythm from a "sentence" that you or a student writes.
- Have the class notate a rhythm you clap out.
- Tell students each line needs to be done as a **crescendo** or **diminuendo**
- Tell them to add an **accent** to every third beat or whichever beat you choose

VOCABULARY

Accent: Place an emphasis on the beginning of a note. It is most commonly notated like this: <.

Crescendo: An Italian word that in music means gradually get louder.

Decrescendo: An Italian word that in music means gradually get softer.

Phrase: A musical sentence that in many western pieces typically made up of 4 or 8 measures. In this exercise each phrase is only 1 measure.

Triplet: When three notes are played slightly quicker so that they fit in the span that two normally fit. In this exercise, three eighth notes are played in the span of two. A triplet is notated with a three over



the notes like this:

ILLINOIS LEARNING STANDARDS

FINE ARTS

Learning Benchmark 25A. Know the language of the arts—understand organizational principles of the arts.

Learning Benchmark 26.A.1d. Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.

Learning Benchmark 26.A.2d. Read and interpret the traditional music notation of note values and letter names.

Learning Benchmark 26A.3c. Describe the processes used in composing, conducting and performing

ENGLISH LANGUAGE ARTS

Learning Benchmark 1.B.15d: Read age-appropriate material aloud with fluency and accuracy

SOCIAL/EMOTIONAL LEARNING

Learning Benchmark 2C3b. Demonstrate cooperation and teamwork to promote group effectiveness.



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