

Integrated subject areas:

- Mathematics
- Social Emotional Learning
- Music

Grade(s): 4-6**Lesson length:** 45 minutes**Instructional objectives:**

- Students will learn basic rhythmic values.
- Students will display an understanding of basic rhythmic notation.
- Students will recognize and understand relationships between note values.

“I can” statements

- I can identify different note values.
- I can explain how note values relate to fractions.
- I can perform in front of my peers.

Chicago Reading Initiative Integration

- Comprehension
- Word Knowledge
- Fluency

Rhythm Chant

DESCRIPTION

In this lesson students will learn basic rhythmic values. Students will demonstrate an understanding of basic rhythmic notation by performing rhythm chants, individually and in groups. Students will then create their own rhythm chants and draw connections between rhythmic values and English vocabulary.

Students will learn to recognize and understand relationships between note values and mathematical ratios.

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Music Activity Partnership

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Materials








- Copies of the following handouts:
 - Rhythm Chart
 - Create your own Rhythm Chant
 - Math Worksheet
- Hand percussion or other instruments.

Supplemental Resources:


- For information about rhythm in music see http://en.wikipedia.org/wiki/Meter_%28music%29



PROCEDURE





1. Introduce the note names, symbols, values, and syllables.





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	One =  Two = 	1/2 beat	Say: "Ti - ti" OR "Ap - ple"
Sixteenth note	One =  Two = 	1/4 beat	Say: "Ti - bi ti - bi" OR "Wa - ter - mel - on"





2. Draw the following diagram on the chalkboard and introduce it by performing the chant for the class. Repeat and have the class join you. Start slow enough so the sixteenth notes are even and accurate.

$\frac{4}{4}$  Ta (hold) (hold) (hold)

$\frac{4}{4}$  Ta (hold)  ta (hold)

$\frac{4}{4}$  Ta Plum  ta plum  ta plum  ta plum

$\frac{4}{4}$  Ti - ti Ap - ple  ti - ti ap - ple  ti - ti ap - ple  ti - ti ap - ple

$\frac{4}{4}$  Ti - bi ti - bi Wa - ter - mel - on  ti - bi ti - bi wa - ter - mel - on  ti - bi ti - bi wa - ter - mel - on  ti - bi ti - bi wa - ter - mel - on

3. Divide the class into two groups and perform the chant as a round. The first group should begin the chant starting with the whole note; the second group should begin when the first group gets to the third line (quarter notes).

- Once the class is comfortable clapping the chant, change the syllables as shown below.

4/4 Foot - ball

4/4 Pass pass pass pass

4/4 Tack - le tack - le tack - le tack - le

4/4 In - ter - cep - tion in - ter - cep - tion in - ter - cep - tion in - ter - cep - tion

- Have students create their own rhythm chant. The subject should be stated in half notes. It can be one word with two syllables or a one-syllable word that is repeated. Every other word must relate to the subject. “Ta” should be a one syllable word, “Ti-ti” should be a two syllable word, and “Ti-bi ti-bi” should be a four syllable word (or a combination of words that equals four syllables).

Have students perform their chants for the class.

- Relate the note values to fractions, decimals, and/or ratios. The rhythm chart explains the relationship between note values and fractions, and can be distributed along with the math worksheet.
- Distribute the math worksheet, which will reinforce students understanding of rhythm and its connections to mathematics. If the problems included on the math worksheet are too simple or too difficult, create a similar page that matches the ability of your students.

NOTES

VOCABULARY

Rhythm – a pattern of sound and silence in music.

Beat – a steady pulse that helps to define the rhythm of a piece of music.

Whole note – a note that lasts four beats.

Half note – A note that lasts two beats; there are two half notes in one whole note.

Quarter note – A note that lasts one beat; there are four quarter notes in one whole note OR two quarter notes in one half note.

Eighth note – A note that lasts one-half of a beat; there are two eighth notes in one quarter note.

Sixteenth note – A note that lasts one-quarter of a beat; there are two sixteenth notes in one eighth note.

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

MATHEMATICS

Learning Benchmark 6.A.3. Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.

Learning Benchmark 6.D.3. Apply ratios and proportions to solve practical problems.

Learning Benchmark 10.A.3a. Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data.

SOCIAL AND EMOTIONAL LEARNING

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



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