\*Name: Janice Okimoto

\*Grade Level: Second Grade and up

\*State Core Music Standards (draft):

Concept: Practicing ostinatos or practicing half note

**Cr 3.1: Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Cr 3.2: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.

**Pr 4.1 Perform**

Select varied musical works to present based on interest, knowledge, technical skill and context.

**Cn 11: Connecting**

Relate musical ideas and works with varied context to deepen understanding.

\*Prerequisites. Students are able to:

-Read and clap quarter rest, ta, ta-ti and taa in 4/4 meter

\*Objectives/Outcomes:

At the end of the lesson, the students are able to:

1. Sing “Haru Ga Kita” accurately.
2. Sing and perform drum ostinato of “Haru Ga Kita” with body movements in Japanese style
3. Transfer body movements to drums.
4. Create either rhythm poem or haiku about spring.
5. Discuss strategies to improve performance.

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
|  | Lesson 1: Introduce Song  Lesson 2: Practice half note in ostinato  Lesson 3:  Creating poems  Lesson 4:  Practice performance | 1. Perform song for students. Ask “What language am I singing in?” “How many times do I sing “kita?” 2. Write out hiragana and point out main words. 3. Instruct students to echo sing while performing movements. 4. Perform together as a class. 5. Mystery song. Clap rhythm of song and ask students to guess. 6. Practice song as a class. 7. Explain that in Japanese drumming, musicians have to learn “[kuchi shōga](https://en.wikipedia.org/wiki/Kuchi_sh%C5%8Dga)” or music words that tells them how to play the rhythm. 8. Tell students, “Surprise!” They already know the ostinato pattern. It was the movements they did in the song. 9. Add in “kuchi shoga” words: “Don” for half note, “Ka” for side of the drum quarter rest and “Do” for quarter note. 10. Teacher versus students. Practice saying ostinato pattern against “Haru ga kita” lyrics. 11. Transfer to drums. 12. Split class in half. Jan ken po to pick which side is doing what. Perform. Switch.   Option 1: Create a Haiku   1. Show students examples of Haiku poems 2. Explain formula of five-seven-five syllables. Model an example. 3. Brainstorm with a circle map describing words about spring or give students cards with syllable combinations. 4. Split students into groups to create a haiku about spring with movements. 5. Share with class. Use “I…” statements.   Option 2: Rhythm Poem   1. Brainstorm words about spring. 2. Model an example 3. Split class into groups to create poem with movements. 4. Share with class. Use “I…” statements. 5. Give students group practice time. 6. As a class run through “Haru ga kita” with ostinato interspersed with student created poems. 7. Use “I…” statements to discuss what students noticed, what they valued and how to improve their performance. | Blank paper  Pencils  Boards  Cards with spring words.  Blank Rhythm poem worksheet |

Teacher’s reflection/talk:

