\*Name: Daniel Ho

\*Grade Level: 1

Concept: Practice do (key of F)

\*State Core Music Standards (draft):

* Pr 4.1: Performing: Present Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
* Pr 4.2: Performing: Analyze

Analyze the structure and context of varied musical works and their implications for performances.

* Pr 5.1: With limited guidance, apply personal, teacher, and peer feedback to refine performances.
* 11.0: Connecting: Connect #11

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

\*Prerequisites:

Be able to sing solfege (So),(Mi), and (Do).

Be able to keep a body percussion ostinato while singing.

\*Objectives/Outcomes

Students will be able to……

1. Sing and dance to Sorida.
2. Speak and perform an ostinato on body percussion and instruments in compound meter.
3. Identify and sing the solfege (So), (Mi), and (Do).
4. Discuss the culture of the piece of music and how to perform with expression.

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1 |  | (Dance and Song)   * Students will sing and dance the song by partnering up. * Have each student face their partner. Have your students make two circles, one facing out and one facing in. * Have the student raise both hands up and touch finger tips. When they sing So Ri Da both hands will fall to the side together making a circle while maintaining contact with the finger tips. On the word Da students should meet at the bottom of the circle with their own hands with a clap. When Ri Da is sang have students tap each other’s hands but hitting the back side of the hand on the word Ri and the front side the hand on Da. * Repeat on all the A sections (when the words So ri da is sang.) * When B section comes in (Da Da Da) comes up students will tap their partner’s hand to rhythm of the DA at the same time. When Ri Da is sang students will flip their hands and hit the back side of their hands on Ri and Da on the front side of their hands. * When the whole song is sang once students on the outside or inside circle will take one step to the right to change partners. |  |
| Day 2 |  | (BX Part)   * Have the students sing SORIDA while swaying from side to side in compound meter. * Have the students sway and copy you as you tap the BX part on your leg while swaying. * Have the students continue that Ostinato and sin * Split the class in half and have the left side go and play on an instrument while the right side of the class sing and do the dance. * Have each side switch jobs so everyone can have a chance to experience an instrument. |  |
| Day 3 |  | (Drum Part)   * Have the students Sway and sing SORIDA while you say and tap the drum part on your hand. * Have them now tap and say the drum part while you sing Sorida * Make sure the students are saying the Chant and tapping the drum part on their hand like a drum. * Split the Class in half. Hand out hand drums or Congo to the left half of the class while the right half of the class sings Sorida. * Have them switch jobs so everyone has a turn. * Now take a few students from each side and put them on the bass xylophones. Now Combine the BX part, Drum part, voice and dance together. |  |

Assessment

**Solfege and Hand Signs**

|  |  |  |  |
| --- | --- | --- | --- |
| **ME = 4** | **MP = 3** | **DP = 2** | **WB = 1** |
| * Precise pitches * Consistently demonstrates accurate hand signs * 0-1 error |  Began or correct starting pitch   2-3 errors   Good tempo   Distracted by other performers   Able to catch-up with the group |  Did not start on correct pitch   4-5 errors   Inconsistent tempo   Distracted by other performs   Unable to catch-up with the group |  Did not use head voice   No tonal center   No tempo established   Distracted by other performers   Hesitates or stops 1 or more times during the performance |

**Multipart Rhythmic Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **ME = 4** | **MP = 3** | **DP = 2** | **WB = 1** |
| * Accurate rhythm * Appropriate and consistent tempo * 0-1 error * Not distracted by other performers |  2-3 errors   Good tempo   Distracted by other performers   Able to catch-up with the group |  4-5 errors   Inconsistent tempo   Distracted by other performers   Unable to catch-up with the group |  No tonal center   No tempo established   Distracted by other performers   Hesitates or stops 1 or more times during the performance |

Teacher’s reflection/talk: