\*Name: Mae Masuda-Kop

\*Grade Level: 4

This lesson can be done for 2nd grade, but I do it in 4th grade because of the focus on Hawaiian culture and history in 4th grade Social Studies. My students also have only 4 lessons a quarter so technically they are receiving only half a year of music classes.

\*State Core Music Standards (draft):

For example: Cr1.1, Cr 2.1, Cr. 3.1., 3.2, copy and paste the standard(s) here:

**Cr 2.1: Creating: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Pr 4.1: Performing: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Pr 5.1: Performing: Rehearse, Evaluate, and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Pr 6.1: Performing: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**11.0: Connecting: Connect #11**

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

Enduring Understanding: Understanding connections to varied societal, cultural, and historical contexts and daily life enhances musicians’ creating, performing, and responding.

\*Prerequisites:

Students learned in 3rd grade how to read and clap 4 measure rhythms with eighth notes, quarter notes and rests, half notes and rests, and whole notes and rests.

\*Objectives/Outcomes (no more than five) – for example, artistic skills/knowledge/contextual learning:

1. Students will be able to explain the concept of ostinato (repeated pattern)

2. Students will be able to play an ostinato to accompany the song “Piapa” with correct rhythm and to a steady beat

3. Students will explain why music is important in their lives and elaborate that music helps us to remember and learn things

4. Students will perform a chant about the Hawaiian alphabet “Piapa”.

\*Procedures:

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| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1  Lesson 1  7 min.  Lesson 2  15 min.  Day 2  Lesson 3  (15 min.) | Discussion  Listen and move  Sing and move  Sing and move  Read rhythms  Create rhythms  Evaluate  Play the ipu/sing & move | Question on board – Why is music important in our lives?  In pairs, have students discuss why music is important in our lives? After 2 minutes, have students share out.  Play “Piapa” as students walk in. Introduce pattern – quarter quarter eighth eighth quarter. Introduce concept – ostinato. Have students practice clapping the pattern with the music. Invite students to think of different ways to show the pattern. Have them share.  Have students stand and repeat the vowels with motions, “Give me an A!”. “Give me an E!”. etc.  Explain to students that in Hawaiian, the vowels are pronounced differently. Have Ss echo the Hawaiian vowels with the motions.  Play charades. Show the motions and sing each line of song. Have students guess what the object is. Show pictures of each object. Introduce okina and kahako, and explain how it changes the meaning of the word.  After each line, add the body percussion – patsch clap patsch-clap clap.  Say each vowel and show students that you are only adding the 2nd half of the rhythm pattern (patsch-clap clap).  Introduce the consonants. Explain that there are 8 consonants and the okina is considered one of them. Explain “hana hou” and “ua pau”.  Sing song with all the motions with recording.  Introduce ipu, Hawaiian implement, concept of chant, show ipu heke. Say that next time, everyone will have a chance to play the instrument.    Review the motions and sing through “Piapa”  Show the ipu, how to hold and play it.  Have a student clap the rhythm – quarter quarter eighth eighth quarter – using Edwin Gordon rhythm syllables (du du dude du). Give examples of 4 beat rhythm patterns and have class clap and say with those rhythm syllables.  Have students make pairs. One student will make a 4 beat rhythm with cards that have quarter notes, eighth notes, and quarter rests. Recommend that there only be one rest and that you don’t end with eighth notes. The other student gets an ipu and plays the pattern. First, practice. S that is listening, gives feedback to help the ipu player. Then, play all together 4 times with T playing the drum. S that is listening gives a score using the rubrics:  RUBRICS for playing the rhythm ostinato:  Student plays rhythm correctly 4 times with a steady beat  4 – 4 times correctly  3 – 3 times correctly  2 – 2 times correctly  1 – 1 time correctly or none  Switch parts and the other person plays the ipu. Repeat steps.  Show the rhythm pattern on the board – quarter quarter eighth eighth quarter. Use the words – Play the ipu now. Have students share the ipus in pairs. Ipu players play the ostinato while the other half of the class does the motions and sings the song. Switch.  Have students do a self assessment of their ipu playing and hold the number on their chest.  RUBRICS for playing the rhythm ostinato  I played the rhythm on the ipu correctly and to a steady beat.  4 - all the time  3 - most of the time  2 - sometimes  1 - none of the time  Extension for the students – Play the F and C7 chords on the ukulele to accompany the song. | Smartboard  Ipus for half the class  Rhythm cards – eighth notes, quarter notes, and quarter rests.  Drum |

Assessment

Assess students playing the rhythmic ostinato on the ipu using the rubrics:

4=Student played the ipu and performed the rhythmic ostinato accurately throughout the song.

3=Student played the ipu and performed the rhythmic ostinato with 80%-99% accuracy (1-3 mistakes)

2=Student played the ipu and performed the rhythmic ostinato with 60%-79% accuracy (4-6 mistakes)

1=Student played the ipu and performed the rhythmic ostinato with 40%-59% accuracy (7-10 mistakes)

0=Student couldn’t play the ipu or clap/pat the rhythmic ostinato accurately throughout the song.

Teacher’s reflection/talk:

I’m glad that I focused on this lesson for “Piapa”. Our students don’t have a Hawaiian Studies teacher, so I teach them as much as I can about Hawaiian culture and songs in the first semester of 4th grade (8 classes). I realized as I was writing out this lesson on the template, that my students only receive 4 classes (180 minutes) a quarter. When I calculated, it turns out that every year the students receive the equivalent of ½ a year of music instruction. The implication is that they may be a year or two behind in their music learning because of this. I teach “Piapa” every year to the 4th graders. Working on this lesson to present to other teachers allowed me to refine and develop my lesson even more.