\*Name: Chet-Yeng Loong

\*Grade Level: Grade 1

\*State Core Music Standards (draft):

For example:

~~Cr. 2.1~~

**Pr 4.2: Performing: Analyze**

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

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

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

~~Pr. 6.1~~

~~Pr - 4.2 (A,B) / 5.1 / 6.1 (B)~~

~~Re - 7.2~~)

\*Prerequisites:

Steady beat

Ta/ti-ti

Alphabet (at the very least, up to G)

\*Objectives/Outcomes:

Students will be able to:

1. Successfully speak Strawberry shortcake and play game.
2. Demonstrate a steady pulse.
3. Speak and clap chant with ta and ti-ti.

1. Pre-prepare quarter rest

2. Detection of error in rhythm

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Day 1, Pre-prepare | Strawberry Shortcake | 1. Students sit in a circle, knee to knee. Put hands on knees.
2. Place right hand on top of the peer’s left.
3. Pass the beat by moving right hand to peer’s right hand.
4. Speak the chant:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Straw- ber-ry short- cakeCream on the topWe will find a new friend When we stop\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*1. Teach the chant phrase by phrase.
2. After the kids stop, tell the ask the students to chant from A to G, and then from G to A with steady beats.
3. The kid who missed the beat will have to restart the chant.
4. In music, there is no H, from G, we will go back to A.
5. Redo the chant.
 |  |
| Day 2Prepare |  | 1. Review the game.
2. Review Ta ti-ti
3. Show the students words on SMARTboard.
4. Ask students whether the rhythmic notations are correct
5. Ask each student to come up to the board and place the correct rhythm under the right beat.
6. Play the game again.
 | SMARTboard file. |

Assessment:

**Chart 8 - Discuss**

|  |
| --- |
| **Rubric for assessing rhythmic reading performance** |
| **Exceeds Target = 4** | **Meets Target = 3** | **Approaching Target = 2** | **Well Below Target = 1** |
| Student performed accurately with steady beat throughout the exercise. | Student performed 1 -3 mistakes throughout the exercise. | Student performed with 4-5 mistakes, and/or did not keep the beat throughout the whole exercise. | Student performed with 6 or more mistakes and/or no steady beat throughout the exercise. |

Teacher’s reflection/talk:

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