\*Name: \_\_Kevin Morita\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10**

\*Grade Level: Grade 1

\*State Core Music Standards (draft):

~~Cr. 2.1~~

**Pr 4.2: Performing: Analyze**

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

**Pr 7.1: Responding: Select**

Choose music appropriate for a specific purpose or context.

~~Re. 7.2~~

\*Prerequisites:

- Ta and Titi

- Demonstrate a steady beat

- Same and Different

- Form

\*Objectives/Outcomes (no more than five):

Students are able to:

- clap ta and titi, quarter rests (Z)

- Identifying the form of the song: ABCD

- To perform the dance

- Sing and do motions of Bow Wow Wow

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| 4-6 Minutes | Pre-Prepare | 1. Have students come into space and make a circle while the activity is being introduced. 2. Ask students to tap a steady beat and sing through the activity 3. Walk students through the motions without words   - Students partner up within the circle  - “Bow wow wow” stomp three times with alternating feet  - “Whose dog art thou?” make a “bad dog” gesture with the right hand  - “Little Tommy Tucker’s dog” hold hands with partner and switch places  - “Bow wow wow” stomp three times with alternating feet then jump and turn 180 degrees  (\*) “Art thou” = old English for “are you”   1. Teacher sings song while students go through movements without singing  * Repeat 2-3 times  1. Teach the song to the students one line at a time 2. Sing in larger segments (two lines) then sing through (all four lines) 3. Put the movements and song together, everyone dances, everyone sings. 4. Play through 3-4 times | Bow Wow Wow SMARTBoard Visual |
| 1 Minute | Transition | 1. Have students walk back quietly to their seats |  |
| 2-4 Minutes | Label Z | 1. Display SMARTBoard Visual 2. Proceed to sing the song with students while using the diagram 3. Instruct students to say “no dog” when they see the dog house in the diagram (beat 4 of lines 1,2, and 4) 4. Ask students to sing the first phrase on “ta” and “ti-ti” 5. Upon arriving at the dog house, explain “there is no dog because he is sleeping” Label the space as Z 6. When students see Z explain that they must be silent and place the beat on their shoulders 7. Sing through the rest of the song with “ta,” “ti-ti” and incorporate the rest (Z)  * When a dog house is reached, ask students what they must do  1. Sing through the whole song on “ta,” “ti-ti” and rest (Z) 2. Sing whole song back on words without the teacher | SMARTboard |

Assessment:

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

Teacher’s reflection/talk:

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