

Music lessons

Grade 4 - Lesson 22 (February Week 3)

Save paper and ink! Just read the PDF and don't print it.
All the instructions are given in the module on
www.musicplayonline.com.

Concepts: articulation, beat, form, genre, listening and responding, play along, rhythm, solfa, theory, timbre of voices

Objectives:

- I can read and play rhythms and melodies
- I can create movement to music

Songs/Activities:

- #57 "Country Kiddie Boogie"-line dance
- #58 "Let's Catch a Rooster" - chase game (adapted to board game), play beat/rhythm game - read rhythms, melody, compose a B section
- Play recorder melodies on the virtual xylophone (review 1-13, learn 14-15-16)

Teaching Procedure

Activity #1: Learn the steps to "Country Kiddie Boogie"

Watch the video to learn the steps to the line dance.



Activity #2: Do the line dance for “Country Kiddie” to the Counts

Practice the steps with the counts.



Activity #3: Do the line dance “Country Kiddie Boogie” with the music

Try the dance with the music!



Activity #4: Watch how the kids play the game “Let’s Catch a Rooster”

Watch to see how the kids play the game.

Think of ways to adapt the game for Zoom or in-person.



Activity #5: Sing the song, “Let’s Catch a Rooster”

Depending on the musical experiences your students have had, this may be a reading song.

If it is readable for your students, pause the video and have students read the rhythms and the solfa or note names.



Activity #6: Review beat and rhythm by drumming and clicking the song

The teacher should copy the beat and rhythm cards given in supporting resources.

Students should find something to drum with:
sticks, 2 pencils, 2 spoons

Review the definition of beat with your students.
"The beat is the steady pulse of the music that you can feel, move or play to."

Tell them when you hold up the beat card, they should click the steady beat on their sticks.

Review the definition of rhythm with your students.
In a song with words, rhythm is the way the words go.

Tell them when you hold up the rhythm card, they should drum the rhythm.

Sing the song. When you hold up the beat card, they should click the steady beat on their sticks.
When you hold up the rhythm card, they should drum the rhythm.

This is the beat/rhythm switch game.

When students are successful, divide the class into two groups.

Group 1 plays the beat on a drum.

Group 2 drums the rhythm with sticks.

Do both parts at the same time.

This helps students to understand the difference between beat and rhythm.

There is a digital version of this in the interactive rhythm activities for this song.



Activity #7: Review note values

Review the following note values with your students.

Name the note and tell how long it is held for.

quarter note = 1 beat

pair of 8th notes = 1 beat

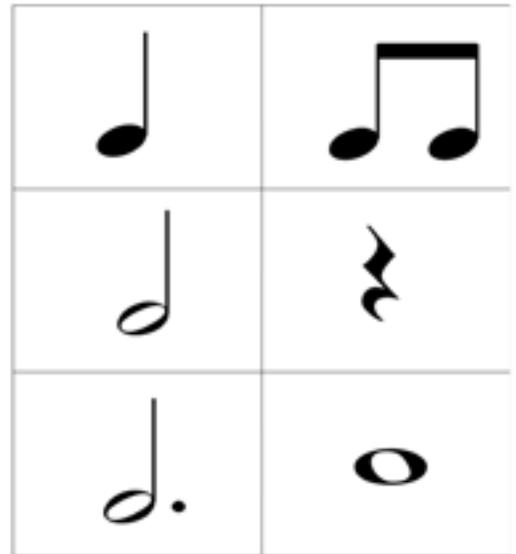
half note = 2 beats

quarter rest = 1 beat (in the game, you'll miss a turn)

dotted half note = 3 beats

whole note = 4 beats

These note values are the ones that are used on rhythm dice from Themes & Variations.



Activity #8: Optional: Use these additional note values in the game

pair of 16th notes + 8th = 1 beat

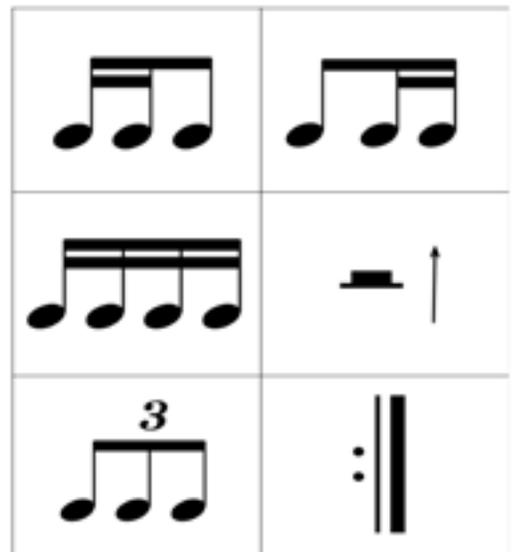
8th note + pair of 16th notes = 1 beat

four 16th notes = 1 beat

half rest = 2 beats (miss 2 turns)

8th note triplet = 1 beat

repeat = get another turn



Activity #9: Play the game “steeplechase” version

In-person: If possible, take the students outside and have a race between 2 students to a designated finish line.

Zoom: Play a race game with rhythm dice or note value cards. (cards will be in supporting resources) Choose two racers. I have 2 spiders, so those are my racers.

Place the rubber chicken at the end of the route.

Racer 1 starts. Sing 4 beats of the song. Roll the rhythm dice or choose a card with a note value.

Racer 1 moves the number of spaces = value of the note or notes. Racer 2 has a turn. Sing 4 beats of the song. Continue until one racer wins.



Activity #10: Teach or practice the rhythms in the song with the interactive rhythm activities.

If students are just learning the rhythms in the song, do activities 1,2,3 and 6.

If your students are good at reading these rhythms, do activities 6, 9, and in a week or two, 10.

Launch Interactive

Activity #11: Optional: Use the song as the theme, and create a B section

Optional: Use the song as the theme, and create a B section

With class input, create a rhythm composition.

Try a variety of ways of performing it:

- clap the top line, and pat the 2nd line
- pat line 2 and clap line 1
- play on instruments

Launch Interactive

Refine and revise the composition until you are happy with it.

Decide on a form for your composition.

For example:

A - sing the song. B - perform the rhythm composition.

A - sing the song

You could accompany the song with this ostinato on barred instruments: F C' C F

Have students discuss the performance.

I wondered...

I noticed...

Discuss how you might perform it if you were to perform it a second time.

Activity #12: Review Recorder Melodies 1-13 on the virtual xylophone

Review Recorder Melodies 1-13 on the virtual xylophone

In the upper left corner it says "Choose Song"

Select the songs to practice.

Launch Interactive

Choose new songs to learn. (14-15-16)

If allowed to play the songs on the recorder, play on the recorder instead of the virtual xylophone.

Teacher's Notes: