

Information Block

Name: Chelsea Lagalo

20 students per classroom

Grade 7

2 students with IEP

School:

National Standards

- 4. Composing and arranging music within specified guidelines.
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.

Michigan Benchmarks and Content Standards

CS2: All students will apply skills and knowledge to create in the arts

- 4. Compose short pieces with specified guidelines.

CS5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

- 1. Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

Objectives

- 1. Students will create a rhythmic composition and perform it with a 90% accuracy
- 2. Students will create a dance to perform with the composition and write about how it helped with their composition.

Assessment

1. Watch and listen to students performance of their compositions. Grade according to participation.
2. Students will write in a music journal and will be graded according to checklist.

Connections

National Standards- Students are creating rhythmic compositions.

Students are using dance in conjunction with rhythm.

Michigan benchmarks-

Cs 2-4 Students are creating rhythmic compositions.

Cs 5-1 Students are using dance with their compositions then writing in a music journal about it.

Context

Lesson 4 of a 6 lesson unit

Students meet twice a week

Entire unit will last 3 weeks

Differentiation

Students with disabilities may choose to clap or dance depending on which they can do but do not have to perform with class. Students with a behavioral disability must do all of the required assignments.

Applications to Life

Music, dance, and writing can all be used together. By the end of this unit students will have learned about African culture.

Resources

Prior teacher education.

Technology

No technology used for this lesson.

Procedures

1. Greet class (1 min.)
2. Play Simon says game with rhythms students have been practicing and learning about in previous classes. (4 min.)
3. Introduce the agenda for the day. (5 min.)
 - a. Today we are going to create our own rhythmic compositions and dances.
Use the rhythms we have been studying in class and some that you make up on your own. Create a dance that goes with your rhythmic composition.
At the end of the class your group will perform your composition and dance for the class.
 - b. You will get into groups of your choosing. You have to have 4 people in your group.
4. Have students get into groups of 4. (2 min.)
5. Let students start to create their composition and dance. Watch to make sure all groups are being appropriate and working. (17 min.)

6. Have all students sit and start performances. Use a random drawing of popsicle stick names to perform. (11 min.)
7. Now have all students get their journals and write about what they did and how music and dance help each other. (10 min.)
8. While they are leaving class tell them to have a good day and say next week we are studying African culture.