

ADAPTED LESSON for CYCLE 1, QUARTER 1, Week 5, Upper Level

McGraw-Hill Resources: Spotlight on Music

Lesson: Section 1, Unit 1, Lesson 1 "Sing Together in Rhythm"


Objective: Identify rhythm combinations that use quarter notes, eighth notes, and quarter rests.

Featured Songs: *God Bless America*, *Sing America Sing! 50 Nifty United States*, *Star-Spangled Banner*

The choreography and the song *Just Give Me the Beat* have been deemed inappropriate. Please use this adapted lesson plan.

Introduction

Give students an overview of the lesson using this slide.



Concept Overview

Sing Together in Rhythm

Concept <ul style="list-style-type: none"> • Rhythm 	Goal <ul style="list-style-type: none"> • Identify rhythm combinations that use quarter notes, eighth notes, and quarter rests.
Skills <ul style="list-style-type: none"> • Listen • Sing • Play 	Links <ul style="list-style-type: none"> • Reading • Language Arts • Mathematics

- ♪ Invite students to tell about times when they like to sing and move to music. (parties, sports events, parades, holidays).
- ♪ Ask them to describe how they show the beat when they sing and move to music. (Students may suggest clapping to the beat, swinging arms and hands, and so forth.)
- ♪ Ask students to recall songs from their childhood that have special memories. Have them discuss why they liked a particular song and how the meaning of that song may have changed over time. What is your earliest memory of singing at an event such as a baseball game? What kinds of events do you associate with particular songs? Encourage students to respond to these questions. For example, *The Star-Spangled Banner*.

Listen to *The Star-Spangled Banner*

Tell students that they will listen to *Sing, America Sing!* As they listen, they should imagine how they would move to the music if they were listening while walking down the street.

Have students read about singing, then listen to *Sing, America, Sing!*

Student Text: Singing draws people together and can help express feelings. You can express your feelings about the United States through songs like *Sing, America, Sing!* Listen to the song and imagine how you would walk to the music.

Listen to *Sing, America, Sing!*

Describe Differences

Have students:

- ♫ Describe possible differences between moving with music and without. (If music is playing, they might find that they are moving in time to the music, probably to the beat.)
- ♫ Pat quietly to the beat with alternating hands as they listen again. (Students may sing along.)

Sing *Sing, America, Sing!*

Invite students to sing the song, feeling the beat. Have them aim for reasonable rhythmic accuracy and good breath control.

Student Text: Sing the song and feel the beat.

Music Skills—Vocal Development

Have students look at the notation in *Song Anthology* p. 401 to identify the verse and refrain of *Sing, America, Sing!* Then have them sing the verse as a solo (or small group) and the refrain as a group.

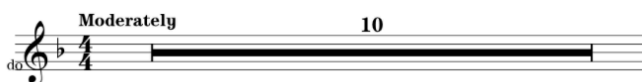
Have students learn or review the unit theme song *God Bless America*.

God Bless America

Words and Music by Irving Berlin

God Bless America

START



Identify Beat, Rhythm, Meter

Invite students to read about beat and rhythm in the student text. Discuss the concept of a steady beat and beats that are felt rather than heard. Then ask students to review the note values on the slide.

Student Text: The silent pulse in most music is the beat. Music is usually built on a steady beat. You can feel the beat inside yourself or move to the beat as you listen to music. Combinations of long and short sounds and silences is rhythm. You can hear catchy rhythmic combinations in many types of music.

Read the symbols in the chart below. They show the note values used in many rhythms.

Sounds	Silences
○ whole note, 4 beats	≡ whole rest, 4 beats
♪ half note, 2 beats	≡ half rest, 2 beats
♪ quarter note, 1 beat	♪ quarter rest, 1 beat
♪ eighth note, ½ beat	♪ eighth rest, ½ beat

Have students:

- ♫ Review meter.
- ♫ Identify the symbol for the meter signature in *Sing, America Sing!* and tell what it means using terms such as beats and measure. (top 4 means four beats in a measure, bottom 4 means a quarter note gets one beat)
- ♫ Tell if they were singing the beat or the rhythm when they sang *Sing, America Sing!* (rhythm)

Student Text: Explain the meter signature in *Sing, America Sing!*

Invite students to create rhythm patterns using the note values they have just reviewed.

Student Text: Show that you know the values of the sounds and silences in the chart. Create rhythm patterns in meter. Make sure you have exactly the right number of beats in each measure.

Inclusion for students having difficulty identifying the beat, provide a steady drum beat. Students who are orthopedically impaired may not be able to indicate the beat by patting, clapping, or tapping. Any movement, such as head nodding or eye blinking, is acceptable evidence of identification.

Describe Rhythm

Have students:

- ♫ Sing *Sing, America Sing!* and tap their heels on Beat 1 of each measure.
- ♫ Sing the song again, patting their thighs lightly on Beats 1 and 3.
- ♫ Describe the rhythm they used in the tap/pat pattern. (The tap was on Beat 1 and could be shown as a quarter note and 3 quarter rests. The pat was done on Beats 1 and 3 and could be shown as quarter note, quarter rest, quarter note, quarter rest.)

Student text: Sing the song *Sing, America Sing!* again. Tap your heels on Beat 1. Then pat on Beats 1 and 3. How would you notate the rhythms you tapped and patted?

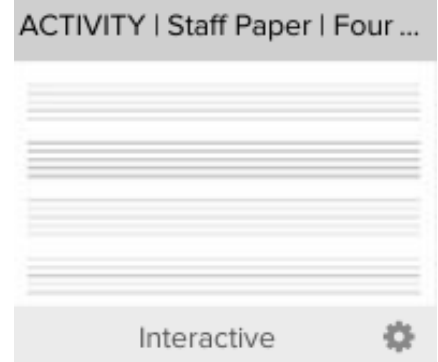
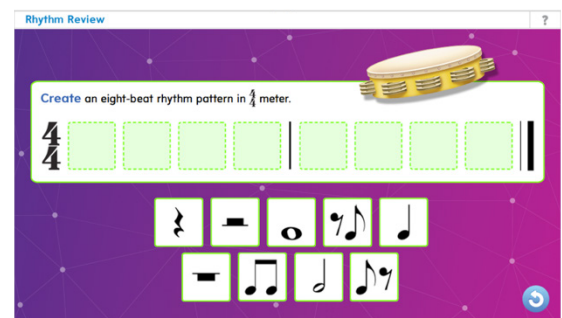
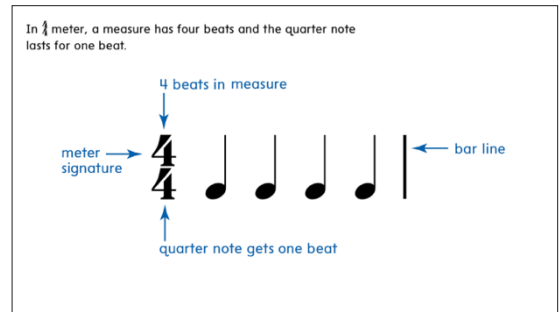
Music Skills—Compose

Compose Have students compose and notate a four-measure rhythm in using the note values and rests in the chart of sounds and silences. Students should include at least one whole note or half note and one whole rest or half rest in their rhythms. Notation could be done on the board or on staff paper. Have students play the pattern on an instrument that can sustain pitch, such as a keyboard.

Links—Mathematics

Note Values Guide students to examine relationships between the concepts of music and math. In music, some rhythms are described in the same way as fractions show how to divide a whole into parts. The idea of eighths, quarters, halves, and wholes is similar in math.

Some students may benefit from applying the mathematical relationship ($\times 2$) to the relationship between note values. Call their attention to the chart. Discuss with them that a quarter note has a value of 1 beat. Building on that mathematical amount, they can follow the chart and see that $1 \times 2 = 2$ (half note or rest) and $2 \times 2 = 4$ (whole note or rest). Then challenge students to show the relationship between a quarter note and an eighth note. (quarter note to eighth note: $1 \div 2 = 1/2$; eighth note to quarter note: $1/2 \times 2 = 1$)



Student text: Look at the chart of sounds and silences again. What are some ways that music and math overlap? Explain to your teacher or partner how the concept of eighths, quarters, halves, and wholes is shared by music and math.

Read Rhythm Patterns

Have students look at the rhythm patterns and practice each. (These are the same as those they echoed.) Encourage them to identify the rhythm symbols in each pattern. Then guide them to interpret the symbol for and show how that corresponds with their performance of four beats in each pattern.

Student text: Practice each pattern. How does your performance show the meaning of the meter signature?

Music Skills—Read

For more work with rhythms, have students use Resource Master 1-4, p. 5. The answer key is on p. 197

Progress Checkpoint

Informal Assessment: As you clap the rhythm patterns in random order, have students signal the number of the rhythm pattern on the slide.

Optional Reteaching: Have students echo and identify a pattern that you clap. Clap the pattern as often as needed. Check for accuracy of performance and use of note value names.

Wrap-Up

Invite the students to in some way show the rhythm of the last song today

Listen to *Fifty Nifty United States*

Read Rhythm Patterns

Read each rhythm pattern.

1. Quarter, quarter, quarter, quarter

2. Quarter, eighth, eighth, quarter

3. Quarter, quarter, eighth, eighth

4. Quarter, quarter, quarter, eighth

5. Quarter, quarter, quarter, quarter

6. Quarter, quarter, quarter, quarter

7. Quarter, quarter, quarter, quarter

8. Quarter, quarter, quarter, quarter