


ADAPTED LESSON for CYCLE 1, QUARTER 1, Week 7, 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:** *Reach*, *Words of Wisdom*The song *Cambia del sol* and *Sankta* have been deemed inappropriate. Please use this adapted lesson plan.**Introduction**

Give students an overview of the lesson using this slide.



Concept Overview

Latin Rhythms

<p>Concept</p> <ul style="list-style-type: none"> Rhythm 	<p>Goal</p> <ul style="list-style-type: none"> Read and perform rhythm patterns using quarter and eighth notes and quarter rests.
<p>Skills</p> <ul style="list-style-type: none"> Sing Read Play 	<p>Links</p> <ul style="list-style-type: none"> Cultures Dance Theater

Point out to students that certain rhythms may be associated with a particular style of music. Invite them to listen to *Reach*, choosing their own way to feel the beat.

Student text: Listen to this song and feel the beat.

Sing *Reach*

Read the introductory paragraph with students. Then ask them to sing "Reach" and decide which rhythms remind them of a particular style, such as pop, contemporary Latin American music, and so on. Draw Conclusions.

Student Text: People have come to the United States from Spain, Central and South America, and other Spanish-speaking areas. Some American hit tunes have come from Hispanic musicians. *Reach* is an example of this.

Sing reach and invite the students to learn more about Gloria Estefan.

Student Text: Gloria Estefan is one of the composers of *Reach*.

Optional: Diane Warren (b. 1956) composed *Reach* with Gloria Estefan. Warren has written over 75 Top Ten songs, and her



iSONG | Reach

Interactive

tunes have been featured in over 50 motion pictures. Her publishing company, Realsongs, is the most successful female-owned and operated business in the music industry. Warren received her first guitar at the age of 10 and was writing songs by the time she was a teenager, but it wasn't until she was in her late twenties that she had her first Top Ten hit, *Solitaire*, recorded by Laura Branigan. She particularly loves writing ballads.

Read—Rests

Invite students to walk to the beat, moving freely as they listen to *Reach*. As they move, they should be aware of times when they are moving during the rests in the melody. Students may sing whatever they remember. (Use the mixer of the interactive song to play the vocals only so the silences can be noticed more clearly.)

Have students respond verbally to this musical example by answering the question about what rests they find in the song.

Student Text: Listen to the rhythms in *Reach*. What rests do you hear?

Then have students look at the notation on Song Anthology p. 206 to find the rests, name them, and tell their duration. (sixteenth rest, eighth rest, quarter rest, half rest, whole rest)

Call attention to the sixteenth rest.

Student Text: Find the rests in the notation of *Reach*. What are the names of the rests? How long does each last?

Have students clap or clap-slide these patterns as you point to them in random order.

Student Text: Read these rhythm patterns.

Divide the class into two groups. Have one group sing “Reach” while the other group reads and claps the rhythm patterns as you point to the patterns on the slide. Switch parts.

Extension for Gifted & Talented: Compose several two-measure and four-measure rhythm patterns using whole note, half note, quarter note, eighth note, and sixteenth note as well as whole rest, half rest, quarter rest, eighth rest, and sixteenth rest. Make two rhythms for each pair of students, labeling each pair of rhythms Rhythm I and Rhythm II. Divide the students into pairs. Have the first member play Rhythm I while his or her partner listens. Have the partner play what he or she hears. Then switch roles and repeat, using Rhythm II.

Describe—Tempo

Listen to *Words of Wisdom*, tap, clap the beat on their legs. After they listen again to *Reach* and *Words of Wisdom* have them respond verbally by answering the question about the tempo difference. (*Words of Wisdom* is faster.)

Tell students “The speed of the beat is the tempo. A song’s tempo might be slow or fast or even change speeds.” Describe the difference in tempo between *Words of Wisdom* and *Reach*.

Music Skills—Improvise

Have students improvise phrases with Latin percussion instruments to accompany *Words of Wisdom*. Show the slide with rhythm patterns and encourage students to use these elements. Tell students “Improvise with Latin percussion instruments. Use these rhythms as you practice improvising 8-beat phrases.”

Have them read and clap the rhythm patterns, repeating each pattern several times. You may wish them to combine two patterns. Have students practice until they are secure, then play each pattern on instruments. Give them feedback as needed to ensure that they play with accurate rhythm.



ACTIVITY | Read Rhythms

Read Rhythms
Read and clap these rhythm patterns.
Clapable for half and whole notes.

Interactive

Tell students "Often rhythms that sound complicated are really layers of simple combinations of notes and rests. A combination of quarter notes, eighth notes, and quarter rests can work together to create a Latin flavor. Clap or pat one of the patterns with *Words of Wisdom*."

Wrap-Up

Have students:

- ♪ Form four groups and perform one pattern in each group by using body percussion or playing instruments.
- ♪ Add one part at a time, maintaining accurate rhythm.
- ♪ Name the note values that they read and performed in this lesson. (eighth, quarter, half, and whole notes and rests)
- ♪ Divide into two groups. One group will sing *Reach* and the other will perform the clapping.