

## I. OBJECTIVES

- A. SWBAT maintain Macrobeat, microbeat, divisions, and elongations in duple meter without teacher assistance.
- B. Upon hearing the Teacher give a “ready-go” SWBAT chant a duple rhythm rondo using Macrobeat, microbeat, divisions, and elongations with syllables without teacher assistance.
- C. Upon hearing a “ready-sing” SWBAT sing a major duple song in tune and with healthy singing voice without Teacher assistance.

## II. STANDARDS

- 9.1.3.A.** Know and use the elements and principles of each art form to create works in the arts and humanities: Pitch, Rhythm, Duration, Form, Composition
- 9.2.3.A.** Explain the historical, cultural and social context of an individual work in the arts: State Songs
- 9.2.3.H.** Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts: Pennsylvania State Song

## III. MATERIALS

Rhythm Cards, Rhythm Composition Sheet

## IV. PROCEDURES

A. *Pennsylvania State Song*

- |  | Mode/<br>Meter | Learning<br>Style |   |
|--|----------------|-------------------|---|
| 1. T sings song, SS maintain MB                              | M/D            | Li                |   |
| 2. T asks SS what State the Song was about                   |                |                   | 1 |
| 3. T discusses facts about PA                                |                |                   | 5 |
| 4. T sings short phrases, SS echo                            |                |                   | M |
| 5. T sings long phrases, SS echo                             |                |                   | I |
| 6. T sings song, SS maintain MB, T gives ready-sing, SS sing |                |                   | N |

## B. Rhythm Rondo

- |  |   |    |   |
|--|---|----|---|
| 1. T chants duple patterns w/ syllables, SS echo   | D | Li | U |
| 2. T chants different patterns, SS chant same pattern in response creating rhythm rondo                                    |   |    | T |
| 3. T writes 4 patterns on board, T chants with syllables and points to each beat, SS echo with syllables                   |   |    | E |
| 4. T asks SS if they have a four beat pattern to share. T gives a ready chant and SS share their pattern, Other SS keep MB |   |    | S |
| 5. SS to share patterns and T writes patterns on board   |   |    |   |
| 6. T gives a ready-chant and all SS chant the rhythms on board   |   |    |   |
| 7. T will chant 1 rhythm after SS chant rhythms on board creating rhythm rondo   |   |    |   |

## C. Composition

- |   |   |           |   |
|---|---|-----------|---|
| 1. T puts SS into groups of 5-6 SS  | D | Li, Inter | 1 |
| 2. SS organize 8 rhythm cards into an order they choose, SS Chant their pattern for the T |   | Lo        | 5 |
| 3. T has SS notate their rhythm pattern on staff paper                                    |   |           | M |
| 4. SS show T completed work, SS decide what State To compose their song about             |   |           | I |
|   |   |           | N |
|   |   |           | U |
|   |   |           | T |
|   |   |           | E |
|   |   |           | S |

## V. ASSESSMENT

- A. Visual
- B. Aural

## VI. EXTENSION

Students use a search engine to look up five fun facts about Pennsylvania to record in a journal.