I. OBJECTIVES
 A. SWBAT maintain Macrobeat, microbeat, divisions, and elongations in duple meter without teacher assistance.
 B. SWBAT chant a duple rhythm rondo using Macrobeat, microbeat, divisions, and elongations with syllables without teacher assistance.
 C. SWBAT sing a major duple song in tune and with healthy singing voice
 D. SWBAT to sing Do-Re-Mi song and syllables in tune and with healthy singing voice.
 E. SWBAT to compose 8 bar melody using Do-Re-Mi in duple meter.

II. STANDARDS
 9.1.5.A. Know and use the elements and principles of each art form to create works in the arts and humanities: Pitch, Form, Composition
 9.1.5.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts: Sing, Read and Notate Music
 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 Notation Sheet, Song Notation Sheet

	Mode/ Meter	Learning Style
IV. PROCEDURES		
A. *Pennsylvania State Song*	M/D	Li
1. T sings song, gives ready-sing SS sing song		
2. T reviews song, SS sing song, T defines words		
3. T sings short and long phrases of new section, SS echo		
4. SS sing new section, T gives ready-sing, SS sing whole song		
B. Rhythm Rondo	D	Li
1. T chants duple patterns, SS echo		
2. T chants same patter, SS change pattern creating Rondo		
C. Rhythm Composition	D	Li, Inter, Lo
1. T asks SS to go to groups		
2. S groups finish composing and prepare to perform rhythms		
3. S groups perform rhythms for class		
D. *Hot Cross Buns*	M/D	Li, K
1. T sings song, SS echo phrases with hands signs		
2. T sings songs w/ patterns, SS echo patterns with hands signs		
3. T sings patterns and points to notes on board, SS echo		
4. T gives a ready-sing and SS sing patterns on board		
E. Tonal Composition	M	Li, Inter, Lo
1. T sends SS to groups		
2. SS take the rhythm in the first measure and use colors to color code the rhythm for Do, Re, or Mi		
3. If time permits S groups will perform first measure		

V. ASSESSMENT
 A. Visual
 B. Aural
 C. Group Student Performances

VI. EXTENSION
 Students will use google maps to investigate their state. Students take notes to use as lyric ideas.