

Angela Kelton, Elementary Music

4th Grade – The Entertainer

| FOCUS: Concept and Skills Emphasized <small>bold/highlighted – key focus</small> | LEARNING OBJECTIVES & ESSENTIAL QUESTIONS | TERMS/VOCABULARY | INTERDISCIPLINARY CONNECTIONS |
|---|---|--|---|
| <input type="checkbox"/> Choreography/ Movement <input type="checkbox"/> Composing <input type="checkbox"/> Connections <input type="checkbox"/> Expression <input type="checkbox"/> Form <input type="checkbox"/> Harmony <input checked="" type="checkbox"/> History <input type="checkbox"/> Improvising <input checked="" type="checkbox"/> Instruments <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Literacy <input type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input checked="" type="checkbox"/> Rhythm <input type="checkbox"/> Singing <input type="checkbox"/> Steady Beat <input type="checkbox"/> Tone Color/ Timbre <input checked="" type="checkbox"/> Vocabulary | <p>Students will be able to perform rhythms that include quarter notes, eighth notes, and sixteenth notes.</p> <p>“I can” statement:</p> <ul style="list-style-type: none"> “I can perform rhythms that include quarter notes, eighth notes, and sixteenth notes.” <p>Essential Question: “How is music communicated?”</p> | <p>Scott Joplin Ragtime piano quarter note/ta pairs of eighth notes/titi sixteenth notes/tikatika eighth & sixteenth note combos (ti-tika, tika-ti)</p> | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Language Arts (syllables of rhythm words) <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual Arts <input type="checkbox"/> PE <input type="checkbox"/> Technology |
| MATERIALS | TECHNOLOGY INTEGRATION | CLASSROOM STRATEGIES | ASSESSMENT |
| <p>Songs: <i>The Entertainer (traditional and play-along tracks)</i></p> <p>Instruments: tubano drums</p> <p>Books:</p> <p>Videos:</p> <p>Web Content:</p> <p>Other: mystery song worksheet, clipboards, pencils</p> | <input checked="" type="checkbox"/> iPod/Stereo <input checked="" type="checkbox"/> Projector Presentation <input type="checkbox"/> Smart Board <input type="checkbox"/> Document Camera <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Whole Group Activity/Ensemble <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Partner Work <input type="checkbox"/> Centers <input type="checkbox"/> Reading/Writing Activity <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Kagan (Timed Pair Share) <input checked="" type="checkbox"/> Other: individual/solo work | <input checked="" type="checkbox"/> Performance <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Oral Response <input type="checkbox"/> Rubric <input type="checkbox"/> Test <input checked="" type="checkbox"/> Written Work <input type="checkbox"/> Other: |
| STANDARDS (MO Music GLE's) <small>bold/highlighted – key focus</small> | | | |
| <input type="checkbox"/> Product Performance – Singing <input type="checkbox"/> Match pitch in an extended range (octave) <input type="checkbox"/> Demonstrate dynamics (p, f, crescendo, decrescendo/diminuendo) and tempi (fast, slow, ritardando) <input type="checkbox"/> Interpret expressive markings (accent, fermata) <input type="checkbox"/> Perform a varied repertoire of songs <input type="checkbox"/> Perform ostinato, rounds, canons, and partner songs <input type="checkbox"/> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor <input checked="" type="checkbox"/> Product Performing – Playing <input type="checkbox"/> Read and perform at least three (3) pitches on a melodic instrument <input checked="" type="checkbox"/> Read and perform rhythmic patterns (whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, eighth note/rest, sixteenth notes) <input type="checkbox"/> Interpret expressive markings (accent, fermata) <input type="checkbox"/> Demonstrate dynamics (p, f, crescendo, decrescendo/diminuendo) and tempi (fast, slow, ritardando) <input checked="" type="checkbox"/> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <input checked="" type="checkbox"/> Echo short rhythmic patterns and melodic patterns on classroom instruments <input checked="" type="checkbox"/> Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor <input type="checkbox"/> Improvise short rhythmic and melodic ostinato accompaniments <input type="checkbox"/> Create a rhythmic and/or melodic ostinato and soundscapes <input checked="" type="checkbox"/> Elements of Music <input checked="" type="checkbox"/> Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, sixteenth notes <input type="checkbox"/> Identify standard pitch notation in the treble clef <input type="checkbox"/> Identify standard symbols (p for piano, f for forte, mp for mezzo forte, mf for mezzo forte, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, fast, slow, ritardando, accent, fermata, ties, slurs) <input type="checkbox"/> Notate rhythmic patterns and dynamics presented by the teacher (whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs, p for piano, f for forte, cresc for crescendo, decres for decrescendo, dim for diminuendo) | | <input checked="" type="checkbox"/> Artistic Perceptions <input checked="" type="checkbox"/> Identify and analyze basic forms and composition techniques (AB, ABA, coda, rondo, canon, ostinati, verse/refrain, partner songs, repeat sign, first and second endings, blues) <input type="checkbox"/> Distinguish between vocal ensemble groupings and orchestral instruments <input type="checkbox"/> Identify instruments as representative of various cultures <input type="checkbox"/> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence) <input type="checkbox"/> Use prerequisite music terms to describe their personal responses to a musical example (function/style) <input type="checkbox"/> Interdisciplinary Connections <input type="checkbox"/> Compare and contrast meanings of terms used in the arts such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition) <input type="checkbox"/> Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music <input type="checkbox"/> Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations) <input checked="" type="checkbox"/> Historical and Cultural Contexts <input checked="" type="checkbox"/> Identify characteristics of teacher-selected genres or styles (work songs, cowboy songs, square dances, spirituals, ragtime, blues) <input checked="" type="checkbox"/> Identify music representing diverse cultures including Missouri (including music of Scott Joplin) and American heritage <input checked="" type="checkbox"/> Describe how elements of music are used in teacher-selected examples (work songs, cowboy songs, square dances, spirituals, ragtime, blues) <input checked="" type="checkbox"/> Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage <input checked="" type="checkbox"/> Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events (work songs, cowboy songs, square dances, spirituals, ragtime, blues) <input type="checkbox"/> Discuss and demonstrate appropriate listening behavior for various types of performances <input type="checkbox"/> Identify available music-related careers in a given setting in the community <input type="checkbox"/> Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theater, etc. | |

LESSON OUTLINE

**Note: This lesson takes three 30-minute classes to complete.*

The Entertainer Lesson 1

- **Mystery Song – *The Entertainer***
 - Display PowerPoint file.
 - Students spread out across floor.
 - Pass out listening worksheet, clipboards, and pencils.
 - Explain directions.
 - Students will listen to mystery song.
 - First time through music, students will jot down ideas about what they hear.
 - When listening to the music for a second time, students will draw a picture to represent what they hear. (What does the music make you think of?)
 - Students return to their normal seats.
 - Explain Kagan strategy – Timed Pair Share.
 - Students turn to their shoulder partner.
 - Student A shares what they wrote & drew (30 sec).
 - Student B shares what they wrote & drew (30 sec).
 - Introduce information about Scott Joplin.
 - Introduce information about ragtime.
 - Introduce information about The Entertainer.
- **Extension:** Switch to Entertainer Rhythms PowerPoint and begin working on play-along rhythms.

The Entertainer Lesson 2

- ***The Entertainer***
 - Display PowerPoint file.
 - Review basic info about Ragtime and Scott Joplin.
 - Introduce Entertainer Rhythms and practice with rhythm syllables.
 - Introduce Ragtime words and match to rhythms.
 - Practice Entertainer Rhythm Patterns (all clapping) and perform with music (using play-along track).
 - Add in multiple levels of body percussion & perform again.
- **Extension:** Have students attempt play-along without teacher help.

The Entertainer Lesson 3

- ***The Entertainer***
 - Display PowerPoint file.
 - Review Entertainer Rhythms with Ragtime words.
 - Practice Entertainer Rhythm Patterns with multiple levels of body percussion & perform.
 - Go over expectations for drums, and then pass out drums & stools.
 - Transfer rhythms to drums and practice.
 - Quarter notes – tap side of drum
 - Eighth notes – bass
 - Sixteenth notes & eighth/sixteenth combos – tone
 - When ready, perform with the music.
- **Extension:** Have students attempt play-along without teacher help.