**LESSON PLAN ASSIGNMENT**

Becca Morse

**Lesson Title:** Rhythm and Note Values

**Objectives:** (UEN website, Core Curriculum, Music, Choir I, Objective 2a.)

* + Students will demonstrate technical performance skills
  + Students will perform rhythms accurately (attacks, releases)
  + Students will understand the differences in note shapes and note values.

**Assessments:**

* Students will demonstrate knowledge of technical performance skills by passing off a sight rhythm test. They will clap the rhythms given and be able to include moments of rests.
* Students will demonstrate visual recognition of note shapes and values by completing an assignment that assesses such values
* . Knowledge of content can also be measured by viewing student's in- class responses to the lesson being taught.

**With Multicultural, Special Needs, Gifted and Talented, and ELL students in Mind:**

Music is a new language for everyone. The place where multicultural students may struggle is in the instruction process. They may not understand what is being spoken when instructions on rhythms and note values are being taught. The lesson can best be suited for all students by providing as many examples as possible, and keeping verbal instruction to a minimum. Showing how to clap rhythms and then showing numbers that coordinate to the note values after the visual demonstration will assist ethnically diverse students in understanding more effectively. This process should work equally well for ELL or ESL students.

As for Students with disabilities; lesson plans can be altered to match their individual IEP conditions. Gifted and Talented students that will understand the concepts quickly can be pushed and accelerated by helping show examples in front of the class, or even writing out the next line of rhythms to be clapped.

**Connection Ideas to Multicultural Education**

In attempts to make this lesson more diverse for culturally diverse students, rhythms may be clapped that are commonly used in music found in the same cultures the students are from.

**Instructional Strategies:**

* Drawing notes on the board and showing the difference in note values and note shapes.
* Clapping rhythms assists students to feel the beat, not just see the beat.
* Physical interaction, allowing the students to not just hear the beat, but clap the rhythms on their own as well.

**Learning Activities:**

1. Teacher will clap rhythm, students will echo clapping pattern as a class.

2. Partner Sharing: students will buddy up and take turns clapping rhythms and then echoing their partners.

3. Students will determine numerical values of notes and notate them on paper.

4. Students will each individually pass off a rhythm clapping assessment with the teacher.

**Sequence of Events: (Previous lesson, time signatures)**

1. Notes drawn on board, note values discussed.

2. Note values combined to form a rhythm sequence.

3. Using previous lesson concepts (time signatures) students complete Learning

Activity 1

4. Students will complete Learning Activity 2.

5. Students will review and ask questions, teacher will explain Learning Activity 3.

6. Students will each independently complete Learning Activity 3.

7. Students will continue to review rhythms with each other (Learning Activity 2, Partner Sharing) while teacher meets with students meet with teacher individually and complete Learning Activity 4.