

Name: Elizabeth Frasciello

Grade: 1

Title: Charlie Rhythm

**Musical Focus:** concepts/skills to emphasize

- |   |  |
|---|--|
| <input type="checkbox"/> Playing instruments  | <input type="checkbox"/> Timbre              |
| <input checked="" type="checkbox"/> Singing   | <input type="checkbox"/> Harmony             |
| <input type="checkbox"/> Melody               | <input checked="" type="checkbox"/> Creating |
| <input checked="" type="checkbox"/> Rhythm    | <input type="checkbox"/> Movement            |
| <input type="checkbox"/> Expressive Qualities | <input checked="" type="checkbox"/> Form     |

**Materials:**

Visual of pictures things Charlie might catch (whale, cab, dolphin, octopus)

Bass Xylophone

Objective: Clap/speak rhythm to steady beat.

**National Standard(s) Addressed:**

- Singing, alone & with others, a varied repertoire of music
- Performing on instruments, alone & with others, a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing & arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music & music performances
- Understanding relationships between music, the other arts, & disciplines outside the arts
- Understanding music in relation to history and culture

**Assessment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Written               | <input checked="" type="checkbox"/> Informal    |
| <input checked="" type="checkbox"/> Individual | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Group                 | <input type="checkbox"/> Other:                 |

**Preparation:**

Sing through Charlie over the Ocean at riser seats

**Sequence:**

"So Charlie is sailing over the ocean and over the sea. He's been going fishing, trying catch all of these big fish! What else might he catch while at sea?"

Discuss possibilities - sing with new words

Here are some things I thought he might catch - Show ppt.

Speak back this pattern - point to 4 pictures in steady beat

Students echo - make sure they speak in tempo, give example

Continue with more rhythm word patterns

Have students come and compose their own pattern at the board

Class echoes what they show - class claps rhythm while speaking

"\_\_\_\_\_, choose a partner and find a seat on the floor"

Continue until everyone is in a group/has a partner

Hand out pictures to each pair/group - Just like we did on the board, you get to choose 4 pictures. Line them up, speak them, and clap them.

We'll have 3 minutes to do this.

Choose, Speak, Clap.

Once most Ss look prepared: "sit around the circle next to your partner, put your pictures on the circle rug in order"

I am going to play and we will sing Charlie (write A on the board)

Then a group will clap and say their rhythm

We Sing Charlie again (Write A B A C on the board while explaining directions)

End with a final Charlie over the Ocean

Perform! Teacher on Bass xylophone G - low D (do sol) pattern to beat under singing and rhythms

ASSESS: Can students speak and clap their rhythm to the steady beat from the xylophone?

**Extension:**

Students can create body percussion to their word rhythms. Each pair could lead the singing of Charlie over the Ocean before they perform.

Eventually we can notate the rhythms of the ocean words using ta's and ta-ti's.