## Name: Elizabeth Frasciello

Grade: 3

## Title: Great Big House on Body Percussion

Musical Focus: concepts/skills to emphasize	<u>Preparation:</u> Sitting on risers
Playing instruments DTimbre	
⊐Singing □Harmony	Sequence: (note: all L R markings are student markings; mirror
⊐Melody □Creating	them)
⊠Rhythm ⊡Movement	On Left Thigh: New Orleans (R L R)
IExpressive Qualities □Form	Ss echo
	Double that: New Orleans, New Orleans
Naterials:	Ss echo
Visual aid with rhythmic notation	Watch – put together: New Orleans Sh Sh New Orleans New Orleans
	Ss echo
	Whole thing twice – join me: Repeat patter twice using sh sh for rests
	Again without me - Ss only
	-3 g u u u u u u = -3 0 u u u
	Something new: 40 stories
	Ss echo
	I'm going to add something: 40 stories 3x Way up high!
	Ss echo
	How many times did we say 40 stories?
	How many miles and we say 40 stoness How do we end?
National Standard(s) Addressed:	With me: Ss and T whole pattern
Singing, alone & with others, a varied	
repertoire of music Performing on instruments, alone & with	Assis Twill de completing different
others, a varied repertoire of music	Again – I will do something different Ss 40 stories – T New Orleans
Improvising melodies, variations and	
accompaniments	This half join me on New Orleans - half N.O. half 40 stories
Composing & arranging music within specific quidelines	Switch sides
<ul> <li>Reading and notating music</li> </ul>	
☑ Listening to, analyzing, and describing music	One more thing: Big (high) House (low) Big House
Evaluating music & music performances	Ss echo
Understanding relationships between music,	
the other arts, & disciplines outside the arts J Understanding music in relation to history	3 Circles: N.O., 40 stories, and Big House
and culture	
Assessment:	
] Written 🗵 Informal	
Individual 🗵 Performance	L
⊠ Group 🛛 Other:	