

Name: Elizabeth Frasciello

Grade: 4

Title: John Kanaka Instruments

Musical Focus: concepts/skills to emphasize

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

Materials:

- 3 Bass xylophones
- 4 Alto xylophones
- 3 soprano xylophone
- 3 sop. Metalophon/glock

Music for John Kanaka (p. 7 in *The Cat Came Back* by Mary Goetze)

Objective: Play instruments during a multipart performance (dancing and singing).

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 checked="" type="checkbox"/> Group | <input type="checkbox"/> Other: |

Preparation:

Have instruments set up on one side of the room away from Ss

Sequence:

Pat rhythm for - "holiday, holiday, we all want a holiday"
"If you recognize it, join me."

Repeat with words

Who can show me a different pattern from the same song?

Go through all the patterns with words and body percussion

Break up into groups from previous week - perform with percussion

text - "How was that? Raise your hand, tell us how your group did." -

Share, fix, repeat

"Hands on your head - position 1" - practice

"Hands in the air - position 2" - practice between 1 and 2

"Ready to play - position 3" - practice between 1, 2, and 3

Riding a motorcycle - so cool use loose hands

"All the way back to zero - hands in your lap" - practice all 4

When I see your group is ready - you can head over to your

instruments and sit in position zero - call groups one at a time

When you have mallets, do me a favor and test your instruments

T passes out mallets

Position 1! (Hands on head) Position 3 - ready to play (Cool motorcycle)

Do what I do. Echo - T mimes playing - Ss play on instrument

(practice up & down, rhythms, dynamics, etc.)

Position 2! ... 1! ZERO!

AX: find large Fries and small Coke (Big F and little C)

"What's the old man saying?" - let students teach each other

BX: large Fries, small Coke (Holiday) - large Coke, small Coke (we all...)

"Holiday, Holiday, we all want a Holiday!"

SX: Large coke, small coke (Big C and little C)

"John Kanaka..."

AG: large Coke small Coke (Big C and little C)

"Down Up Down Up"

Let me hear my "what's the old man saying?" and "Holiday" - 1, Zero!

Let me hear my "John Kanaka" and "Down Ups" - 1, Zero!

"What's the Old man saying?" & "John Kanaka" - 1, Zero!

"Holiday" and "Down Ups" - 1, Zero!

All parts together! - no singing

What's a good position to be in when we are not playing? (3)

Play again - T sings

ASSESS: Informal group performance: Are Ss playing correct notes and rhythms and waiting when they do not play?

Extension:

One player from each group goes to risers to act as the choir.

Play through with instrumentalists and choir

Singers go back to instruments - One person from each group goes up to dance, another person goes to be in the choir

Someone remind me how the dance goes please. Hook elbows, clap, pats, clap clap hit. Next partner.

Full performance - Choir, instrumentalists, and dancers

Rotate and repeat **Assess:** Individual informal perf: Can instrumentalists hold their parts while the rest of the students are dancing and singing?