



Tuesday 11/15/2022

Week 1

Performing Arts Class

**Lesson 8 - The Goat in the Rug**

**Arts Standards & Common Core Connections**

**MU:Cr1.1.4a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

**MU:Pr4.2.4b** When analyzing selected music, read and perform using iconic and/or standard notation.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

**MU:Cn11.0.4a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Goals:**

**The learners will...**

- improvise rhythms to go along with our story for today
- read and perform music using iconic and standard notation
- perform music with other and demonstrate expression, accuracy, and have an interest for the music selected
- demonstrate an understanding between music and other arts, subjects, and daily life

**PA-VA CONNECTION (PA-VA): Ms. Glenn and I will be making connections through the Artist's Habit of Understand the Art World. In Visual Arts class, the students will be learning about weaving and will create a paper weaving. In Performing Arts, students will be learning a true story about a Navajo weaver and her goat. We will use instruments to bring the story to life.**

**COMMON CORE Standard (CC): Literacy.RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

**Literacy.RI.4.5 - Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**

**Vocabulary**

**percussion** - any instrument you play by hitting, striking, or shaking

**half not** - gets two beats of the music (count as ta-two)

**sixteenth note** - gets a fourth a beat of the music (count as tika-tika)

**improvisation** - music created and performed spontaneously or "on the spot"

**Essential Question**

**Essential Questions?**

**MU:Cr1.1.4 How do musicians generate creative ideas?**

**MU:Pr4.2.4b How does understanding the structure and context of musical works inform performance?**

**MU:Pr6.1.4a When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?**

**MU:Cn11.0.4 How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**



### Lesson / Instruction / Narrative

**Title:** **The Goat in the Rug**

**Hook:** "Good Morning Amazing Artists! Today, we are going to hear a true story about a Navajo weaver and her goat. Do any of you have animals that you raise or show in 4H?" (Have a student volunteer read our opening letter)

### Opening Chant - Performing Arts

**Teacher:** What time is it?

**Students:** Performing Arts Time

**Teacher:** What time is it?

**Students:** Performing Arts Time

**Teacher:** I am an ARTIST (Sign in ASL)

**Students:** REPEAT

**Teacher:** With a focused MIND

**Students:** REPEAT

**Teacher:** And a caring HEART (Sign in ASL)

**Students:** REPEAT

**Teacher:** And responsible hands (Sign in ASL)

**Students:** REPEAT

**Everybody:** YO (end in your pose of choice that is school appropriate)

### Expectations/Context/Purpose

"Through our arts today, we are going to learn about a unique part of the Navajo culture known as weaving. November is Native American month and I was told this story I'm going to share with you today by a Native American friend. The story not only helps us as artists to Understand the Art World, but also shows us the bond between a person and their pets!"

### Introduce the Vocabulary - **percussion, half note, sixteenth note, improvisation**

"When our class letter was read at the beginning, we heard the vocabulary word, **improvisation**. We have discussed and used this word improvisation before. Does anyone remember what it means? (Wait for student responses and if anyone does not answer or answer correctly then provide them with the definition.) **Improvisation is music created and performed spontaneously or "on the spot."** All our instruments that we will be playing today come from the **percussion family**. Can anyone tell me the different ways you can play a **percussion instrument**? (Wait for student responses...) **Percussion instruments are played by hitting, striking, or shaking**. Our other two vocabulary words are note names. We will see some notes that we have discussed and played in past lessons and some fairly new notes like **half notes** and **sixteenth notes**. I will talk more about these notes as we come across them in our music today."

### Warm-up/Modeling/Improvisation

"We are going to start our lesson by warming up our bodies and voices with a silly song. Repeat after me, Donkeys are in love with carrots. Carrots aren't in love at all. Hee-haw, Hee-haw, listen to that loving call." Once the students know the words to the song, add in the movements. Ask the class if they can come up with a different two things to replace donkeys and carrots and what noise the object would make. Sing the class created song and show the students where there is a blank space on their hand-out to record their own silly song if they like.

### Demonstration/Guided Studio Time

Begin telling the story of The Goat in the Rug to the class. Start by using body percussion and movements to help with telling the story then as the story continues start adding in instruments.

Display the story along with visual cues for the music on my Google Slides. Pass out the instruments to each group and make sure they know their part. Pick a student who knows their group's part really well to lead their group. (The leaders



in each group will be identified because they will play a larger sized instrument than the other member's of their group.) Practice each individual part and the order in which they will be performed.

**Studio Time/Performance Time**

Teacher will lead the students in a performance of the story using only the musical cards/words that go with them. Each group will play their specific instrument part on their turn.

**CC: Just like in Language Arts, one must pay attention to the chronological order of a story, in Performing Arts the artist must pay attention to the pattern and order of a piece of art.**

**Student Self-assessment/Reflection**

1. Who is telling the story of The Goat in the Rug?
2. What does percussion mean?
3. How did you have the Mind of an Artists today?

**"Next/Last week with Ms. Glenn you're going to try doing some weaving of your own. Just like you had to pay attention to the patterns in our story, The Goat in the Rug, you will be creating and paying attention to a pattern in your weaving project!"**

**Closing**

**"Thank you artists for your hard work in our art studio today!" Here's your hint for the next Performing Arts lesson, "I don't know waddle (like what I'll) do without you during our holiday breaks."**

Sing together..."Na, na, na,na, na, na, na, hey, hey, hey - goodbye..."

**Formative Assessments**

**Direct Observation**

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

**Leadership**

Looking at students who show leadership - can assist Peers with their work and or show leadership in small group work.

**Visual Representations**

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

**Instructional Strategies**

- s Check for Understanding
- s Expectations
- s Modeling
- s Monitor Progress
- s Work Together

**Materials / Resources / Technology**

- Surface Pro with Google Slides Document
- Performing Arts Expectations
- Weaving Example
- Navajo Girl Puppet and Mountain Goat Puppet
- The Goat in the Rug hand-out
- Sketchbk. insert
- hand drums
- cow bells w/mallets
- animal scrapers
- shakares



alto and soprano xylophones

**Differentiation / Modifications**

**Hands-On Materials**

**Provide Hand-outs**

**Adapt Content for Student Ability**