



Tuesday 10/04/2022

Week 2

Performing Arts

PAGr5Lp5 Musical Movements

Arts Standards & Common Core Connections

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.

EQ.1 How do musicians generate creative ideas?

EQ.4.2 How does understanding the structure and context of musical works inform performance?

EU.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

EU.4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

The learners will...

- identify the instruments used by their timbre.
- analyze the structure of the rhythms - quarter and eighth notes.
- choose a melodic pattern.
- create and perform alone or with others.

Vocabulary

- melody - linear succession of sounds (pitches) and silences moving through time
- tremolo - a wavering effect in a musical tone, produced either by rapid reiteration of a note or by rapid repeated slight variation in the pitch of a note

Essential Question

Questioning

Reflecting

Observations

Self-Assessment

Lesson / Instruction / Narrative

Expectations

Good Morning, Fifth Graders! Let's begin with our Art greeting! (See Slide) During art class our art attitude matters, Ms. Doyle and I have three expectations of you:

1. Always do your best.
2. Respect others
3. Take care of materials

After discussing the expectations and kinesphere, modeling, and checking for understanding, explain the consequences for not following the expectations - a warning and a time-out. Discuss the Artists' Habits, Performing Arts, vocabulary, and I Can statements. Teach ready position with instruments.

Context / Purpose

In Performing Arts, we will create a musical pattern called a melody. Today, we will use a little bit of movement to help us learn the melody. Review walking to the beat.

Warm-up

Let's learn the movements. Follow along with the Google Slides presentation. Use the movement warm-up to learn the rhythmic speech and melodic pattern for the performance. Encourage all to keep the rhythm.



Next, have students review the tips for playing the Orff instruments properly. Continue the warm-up with ascending and descending tremolos. Have students improvise their own melody by practicing skips and steps. Group students by instrument types for peer share.

Rehearsal/Performance

Let's practice the melody. Using the Google Slides presentation, teach the students to how to create a melodic pattern on their instruments. Allow student pairs 8-10 minutes to create and rehearse their part of the performance. Creative expression is encouraged. Allow enough time to for solos, duos and groups to perform their pattern.

That was terrific! Now, please return to your bubble. Let's prepare to clean-up by following our clean-up procedure. (See Slide) Have students follow the outlined procedure.

Student Self-assessment / Reflection

What did you notice about our instruments? How do performing artists make creative decisions?

Praise, Polish, Ponder

Extensions to Group Work once sharing has happened.

- Praise - What was successful?
- Polish - What can be improved?
- Ponder - What questions do you have now?

End with ASL Goodbye, **"Thank you! See you next time!"**

Formative Assessments

Direct Observation

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

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Praise, Polish, Ponder

A **Praise** statement on what is successful.

A **Polish** statement on what can be improved.

A **Ponder** statement on a question that was raised.

Instructional Strategies

- s** Monitor Progress
- s** Work Together
- s** Expectations
- s** Check for Understanding
- s** Get Moving - Physical Activity

Materials / Resources / Technology

AC Expectations / Google Slides

Percussion instruments: xylophones, glockenspiels, metallophones

Differentiation / Modifications

ELL and/or special needs students may be buddied with another student to assist or given the option to draw their ideas or express them in their own language.

Physically challenged students can always be accommodated (e.g., the students can move to form a group by grouping around the student in a wheelchair, or participate with modifications made to the movement -using only upper body).