

Name: Jake Ezzo

Date: 10/6/2011

Grade: Middle School I 5th

Title: 'Goats in music'

<p><b>A. Musical Focus:</b> (concepts/skills to emphasize)</p> <p><b>Playing Instruments</b>            Timbre  <b>Singing</b>                            Harmony  <b>Melody</b>                            Creating  <b>Rhythm</b>                            Movement  Expressive Qualities            Form</p>	<p><b>Preparation:</b> (link to prior knowledge or "jump start")</p> <ol style="list-style-type: none"> <li>1. Enter and Greet the Class.</li> <li>2. Introduce guest (otherwise it'll take up time)</li> <li>3. Funga Alafia (2-3 minutes)</li> <li>4. Ask about Bodhran from last class (retention).</li> </ol>
<p><b>B. Materials:</b></p> <ul style="list-style-type: none"> <li>- Djembefola hat</li> <li>-Djembe (2x) Tsing-tsing</li> <li>- Talking Drum,</li> <li>- Kettle Drumx3</li> <li>-</li> </ul>	<p><b>Process + Personalization:</b> (teaching sequence + participation)</p> <ol style="list-style-type: none"> <li>1. When we finish Funga Alafia, begin discussion about the role animals play in music. Specifically, the goat! (5 minutes)  -What role do animals play in music making? (Birds make music for example).  -Cows, goats, fish, lizards, even sharks!</li> <li>2. Talk about the role goats play in African Society- clothing, meat, cheese, and especially the instruments. Also include the process of making a drum. (10 minutes)</li> <li>3. After showcasing the drums, pass out the instruments to everyone. Give Max the quietest instrument, and Jenny the Talking Drum. Catherine and Zach get two goat skins kettle drums. Justin gets djembe. <b>POSITION ONE!!</b>  If anyone plays when we are supposed to be in position one, we have to take the instruments for that round. Clapping isn't fun when we drum!  Djembe Drum- Construction!  Talking Drum- How do you think the pitch changes?  Kettle Drum- How are the two heads different from each other? (one is high, one is lower). How head size affects sound.</li> <li>4. Do basic call and responses while getting gradually more advanced. (10 minutes) *Also try to do the rhythm Jenny did!*  (1)(o)o (2)(o)o (3)o (o) 4</li> <li>5. Have students come up with rhythm and have us repeat them.  *DO NOT GO TO THIS STEP IF YOU HAVEN'T ESTABLISHED STEADY BEAT*</li> <li>6. After we work on the skills, begin to get a two part rhythm going which is the accompaniment for Tu, Tu, Gbovi (a song to be taught next week). Add the 3<sup>rd</sup> part over them. (10 minutes MAX)</li> <li>7. Eventually go into the polyrhythmic section of the song. (5 minutes)</li> </ol>
<p><b>C. National Standards Addressed:-</b></p> <ol style="list-style-type: none"> <li>1. Singing, alone +with others, a varied repertoire of music</li> <li>2. Performing on instruments, along +with others, a varied rep. of music</li> <li>3. Improvising melodies, variations, and accompaniments.</li> <li>4. Composing +arranging music within guidelines</li> <li>5. Reading and notating music</li> <li>6. Listening to, analyzing, and describing music</li> <li>7. Evaluating music + music performances</li> <li>8. Understanding relationships between music, the other arts, + disciplines outside the arts</li> <li>9. Understanding music in relation to history and culture.</li> </ol>	<p><b>Perform:</b></p> <ol style="list-style-type: none"> <li>1) Perform the Polyrhythmic sections of the song in its entirety. (2 minutes) –This will take more than one class probably.</li> </ol>
<p><b>D. Objectives: Learners will...</b></p> <ol style="list-style-type: none"> <li>1. <b>Be able to do (behavioral):</b> students will be able to maintain a steady beat with an accuracy rate of 100%. Students will be able to play the rhythms with a success rate of 100%</li> <li>2. <b>Understand (cognitive):</b></li> <li>3. <b>Encounter (experiential):</b> students will play West-African percussion in a polyrhythmic style!</li> <li>4. <b>Change/add value (critical):</b> students will realize the connection between music and culture. As a result, students will have a change perspective of this relationship.</li> </ol>	
<p><b>E. Focusing Question/Objective:</b> As a result of the lesson.... students will be able to keep a steady beat and also will explore elementary practices of polyrhythmics.</p>	

<p><b>F. Assessment:</b></p> <p>A. Written</p> <p>B. Informal</p> <p><b>C. Individual- Everyone will individually model.</b></p> <p><b>D. Group- everyone is playing</b></p> <p><b>E. Performance- Everyone</b></p> <p>F. Other</p>	<p><b>2) HAVE STUDENTS <u>WALK!!!!</u> OUT OF THE CLASSROOM.</b></p> <p>3)Wish them a good day.</p> <p><b><u>Accomodations:</u></b></p> <p>-Go over Drum Circle Etiquette at the beginning of the class: Position 1, Instrument care,</p> <p>-*SOME KIDS DON'T LIKE RAWHIDE!!!*</p> <p>-Max is very hands on. Multisensory is good for him.</p> <p>-*Zach- Great enthusiasm, but make sure he stays focused. 'eyes on me'</p> <p>'I still think we need to give you a little think time'- for Max.</p> <p>-*Max- allow him to get up and talk to Cari if necessary. He is on the spectrum and does need to let steam off sometimes. Try to keep him engaged though.</p>
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-Musical focus versus nonmusical focus-

-Individualize think time between call and response.