

Sample Lesson: Grade 4, Create Domain

Project	Creating with Recorders
Standard(s)	<p>4.GM.Cr1.B - Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set</p> <p>4.GM.Cr2.A - Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition</p> <p>4.GM.Cr3.B - Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance</p>
Unpack the standard(s) to set learning targets	
What will the students know?	<p>Various rhythm values</p> <p>How to apply selected rhythms to the recorder</p> <p>How to make a short composition</p>
What will the students understand?	Students will understand how to use rhythmic values to create musically satisfying patterns.
What will the students be able to do?	Students will be able to combine rhythms into a short composition, which they can then transfer to notes that they know on the recorder.
Consider what the learning will look like	
Presenting Content How will students engage with the content?	Students will manipulate rhythm patterns based on Tennessee cities. They will then apply it to recorders.
Activities, Space, and Materials What level of choice will students have?	Rhythm cards; rhythm sticks; recorders This whole lesson is based on student choice.
Academic Feedback What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?	The small group interaction will drive student feedback. This will include performing for the class and getting feedback from other groups.
Connections	
Literacy	Rhythms associated with Tennessee cities
Reflections and Assessment	

Standards:

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4.GM.Cr.A - Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition

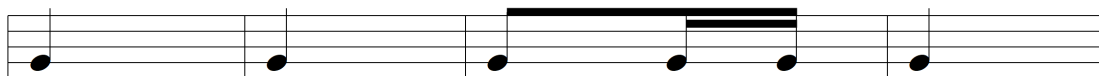
4.GM.Cr3.B - Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance

Lesson Guidance:

This creating with recorders activity is an example of how to use words as a driving force for rhythmic and melodic composition. Feel free to adapt all of this material to fit your classroom situation. You may, for instance, want to use different cities or adjust the rhythms to quarter and eighth notes rather than sixteenth notes.



Chat - ta - noo - ga Mem - phis Gat - lin - burg Jones - bor - ough



Nash - ville Mt. Jul - i - et

1. Practice saying each of these cities individually while patting the beat.
2. Place students in groups of 3 or 4. Give each group a packet filled with cards (each card should have one of the above cities with rhythm notated).
 - a. Point out that Nashville and Mt. Juliet require two full beats
3. Give groups time to create an 8-beat rhythm composition.
 - a. Instruct desired elemental form or pattern expectations
 - b. Emphasize the importance of a good ending rhythm - 4 sixteenth notes, for example, want to continue on, not end.

4. When groups finish, have them write their composition onto a piece of paper and then transfer their composition to rhythm sticks to practice while the rest of the class finishes.
5. When the class is ready, have each group perform their composition for the class. This is a great opportunity for the groups to explain why they made certain choices and even for the class to give constructive feedback. When all groups are finished, give them time to make any changes and then get recorders.

(This next portion of the project is optional and has many possible variations - make the choices that best fit your class!)

6. Each group works to assign each card a single note that they have learned on recorder. For example, if the class knows B, A, G, and E, a group might choose to play "Chattanooga" with four As the first time they have it and with 4 Gs the second time they have it.
7. When the groups have finished, have them play for the class. Once again, have the groups explain their musical choices and allow for class/teacher feedback.
8. At this point, the project can either be "finished" or expanded into a larger work.
 - a. One possibility would be for each of the groups to play their compositions as an alternating section to another song that they have been working on.
 - b. Perhaps some groups want to play their composition on other instruments (drums, rhythm sticks, etc.) Another option would be to add movement.
 - c. A third option would be for the class to pick one of the projects as the A section and then proceed from there (again, the possibilities are endless.)