

Music

Grades K-5





Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/14/20

Directions: Parents will assist students in creating four repeating body percussion patterns.

Target Standard(s) ART.M.III.K.3, ART.M.II.K.4, ART.M.II.1.3, ART.M.II.2.1, ART.M.II.2.3, ART.M.II.3.1, ART.M.II.3.6, ART.M.III.3.3, ART.M.II.4.3, ART.M.III.4.3, ART.M.II.5.1, ART.M.I.5.7

Daily Fluency Practice

K-5 Music Fluencies:

In Grades K-5, students are expected by the end of the year to master the skills below. This is a great time to practice these skills.

1. Move to a steady beat.
2. Demonstrate singing voice.
3. Dance to a variety of styles of music.
4. Listen to a variety of styles of music.
5. Create their own music.

Resources:

Move to a steady beat.

Listen to your favorite music on YouTube, Spotify, etc. Can you tap the big beat? Can you tap the little beat?

Demonstrate singing voice.

Sing out loud and proud! Need inspiration? Head over to YouTube.com and search for a lyric video or karaoke video of your favorite song!

Dance to a variety of styles of music.

Hold a family dance party! Play your favorite music and dance along. Need inspiration? Check out www.gonoodle.com (or download the GoNoodle app) for a variety of fun movement activities, or search YouTube for “Just Dance” or “Just Dance Kids” videos to dance along with. Here’s a playlist to get you started: bit.ly/33YBK7S (link is case sensitive)

Listen to a variety of styles of music.

Search YouTube or Spotify for a type of music you’ve ever listened to before. Can you find something new that you really love?

Create your own music.

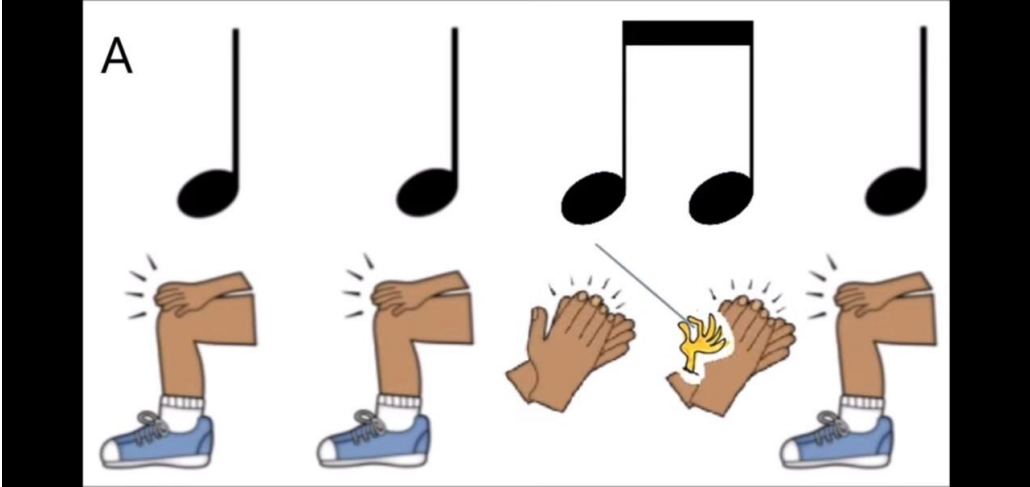
Visit bit.ly/MusicTechDay for a huge list of links to cool music technology websites!

Other Fun Music Resources

Check out these playlists of interesting music videos on YouTube! (links are case sensitive)
How It’s Made: Instruments - bit.ly/2kTw6SG

Musical Theater Performances - bit.ly/33YRK9X
 DoodleChaos LineRider - bit.ly/39ANnDz
<https://www.detroitk12.org/>

Lesson 1

Objective	Students will create four (4) body percussion patterns and perform them in an ostinato.
Guided Practice	Intro to lesson: https://youtu.be/twaVW6DZt70 Body Percussion Lesson: https://youtu.be/v-kEUFNOY8
Extended Resources	<p>Body Percussion Video: https://youtu.be/QOh1P1ZcTaU Drum Only Backing Track: https://youtu.be/85ZptB9kgaM Example Body Percussion</p>  <p>Body Percussion Music: https://youtu.be/sb-2VsE2y-U</p>
Closing	<p>Allow students to perform their body percussion patterns to the background tracking music in an ostinato.</p> <p>After students have mastered doing a four-beat pattern, challenge older students to do an eight-beat pattern or use objects around the house to make music in addition to their bodies.</p> <p>Challenge students further to use their bodies to create music to go with a song on the radio or create their own body percussion song.</p>



Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20/20

Directions:	Students will create a song based on their family and the activities they have been involved in since school has been out. Students will define verse, chorus, and bridge and write a rap with each according to grade level.
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Target Standard(s)	ART.M.II.K.4, ART.M.II.1.4, ART.M.V.1.3, ART.M.II.2.5, ART.M.III.2.1, ART.M.II.3.5, ART.M.V.3.3, ART.M.I.4.7, ART.M.II.4.5, ART.M.V.4.3, ART.M.II.5.4, ART.M.V.5.3
Project	Family Rap
Topic	Rap Composition

Materials Needed:

Rap Verse Worksheet (In packet – link included)

Rhyme Worksheet (In packet – link included)

Pencil

	Watch	Do	Extend
Day 1	Create rhyming verses	Make sure it fits pattern	Create Chorus
Day 2	Create chorus and bridge	Combine song with background track	Create student performance

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Lesson 1

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Guided Practice	Introduction: https://youtu.be/FIVOUAQJu6U Lesson K-2: https://youtu.be/DMMkWQshEck
Extended Resources	Rap Verse Worksheet Background Track- https://www.youtube.com/watch?v=v_0liadMF74 Rhyming Video https://www.youtube.com/watch?v=-lYFplZA618 Rhyme Worksheet
Closing	Once students have written a rhyming verse and chorus, please work with students to make sure that it fits into the four-beat pattern. Discuss with your child a topic for a chorus and practice one that fits with the background track, add the bridge. Allow students time to practice. Now it’s time for the performance. Find a quiet place in the house, let your child perform his/her song and give him/her a big round of applause for a job well done at the end of the performance.

Interventions	Connect with your music teacher to show what you've created!
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Lesson 1 Resources and Applications

Help your child read the word accompanying each picture. Then have them circle the one that rhymes with the first word (in red) in each row.

1.  **bed**  **bird**  **chair**  **head**

2.  **fan**  **book**  **can**  **cat**

3.  **car**  **girl**  **star**  **core**

Write a four bar rap lyric

You should have four beats per line. Say it while you clap four times.
Your rhyming word should land on beat 4.

end rhyme a

end rhyme a

end rhyme b

end rhyme b

Try it again

end rhyme a

end rhyme a

end rhyme b

end rhyme b

Brainstorm rhyming words here



K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/27/20

Directions: Using the following lessons and worksheets, prepare, plan, practice, and present a performance in your living room!

Target Standard(s) Create, Connect, Perform, Respond

Project Living Room Performance Project

Topic Creative Musicianship

Materials Needed: Worksheets (included)
Recording device

	Lesson	Do	Extend
Day 1	Prepare	Videos and Reflection Worksheet	Share
Day 2	Plan	Planning Template	Connect
Day 3	Practice	Practice	Perform
Day 4	Present	Perform/Record	Present

Daily Fluency Practice

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Step 1 - Prepare

Objective	Students will analyze, study, and draw inspiration from musicians who are performing in their homes.
Video Link	First, watch this video: youtu.be/KFGKQUM79rA Then, go to this YouTube playlist and pick a few performances to watch: bit.ly/3bDY0a2
Guided Practice	All of the videos on this playlist are "living room performances" - performances that musicians have posted on social media while they are staying at home. While you watch the performances, complete the questions on the reflection worksheet either alone or with a family member, caregiver, or friend.
Closing	Share your favorite performance with a friend, family member, caregiver, or teacher! Make sure to tell them why this performance was your favorite.
Extend	Can you find some other examples of living room concerts? Try searching for "Songs of Comfort," "Together at Home," or "Live From Home" and the names of your favorite artists.

Intervention	Remember to think critically and pay close attention as you are watching each performance - this will help you answer the reflection questions!
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Step 1 Worksheet - Reflection Questions

Answer these questions as you are watching the living room performances.

1. What are some things that you noticed about the performances that you watched?
2. What kinds of songs did the artists choose to perform?
3. What instruments did you see?
4. Why do you think these artists chose to share their songs?
5. If you were to perform a song, what kind of song would you want to perform?
6. Which performance was your favorite? Why was that performance your favorite?

Step 2 - Plan

Objective	Students will plan their own "living room performance."
Lesson Premise	Now that you've seen some examples, it's time to plan your performance! Can you create a performance to share with your friends, family, and teachers?
Guided Practice	With a family member, caregiver, or friend, plan your performance using the included worksheet.
Closing	Look over your plan - what are some things that will be challenging while you are practicing for your performance? What are some things that will be easy for you?
Extend	Can you include something that you learned about in music class, band, or choir in your performance?
Intervention	Need help? E-mail your music teacher!

Step 2 Worksheet - Performance Planning Template

Use these questions to help you make decisions to plan your performance.

What type of song will you perform?	<input type="checkbox"/> Cover song (recommended) - I'm going to pick a song to learn and perform. <input type="checkbox"/> Parody - I'm going to pick a song and change most of the words for my performance. <input type="checkbox"/> Original song - I am going to write a new song to perform.
What is the title of your song?	
Will you sing or rap in your song?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What instruments or musical tools will you use?	<input type="checkbox"/> Instruments Which instruments will you use? _____ <input type="checkbox"/> Pre-made backing track from YouTube (i.e. bit.ly/2MqZxFs) <input type="checkbox"/> Karaoke track from YouTube <input type="checkbox"/> Digital Audio Workstation (i.e. BandLab , Garage Band) <input type="checkbox"/> Body percussion beat <input type="checkbox"/> Found sounds or improvised instruments <input type="checkbox"/> None of these - I'm going to sing or rap a capella - with no instruments.
Who will perform with you?	<input type="checkbox"/> I'm going to perform by myself. <input type="checkbox"/> Someone's going to perform with me. Who will perform with you? _____
Will you add anything else special to your performance?	
What will you need help with?	



K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/4/20 to 5/8/20

Directions: Using the following lessons and worksheets, prepare, plan, practice, and present a performance in your living room!

Target Standard(s) Create, Connect, Perform, Respond

Project Living Room Performance Project

Topic Creative Musicianship

Materials Needed: Worksheets (included)
Recording device
L-5 Lesson from the week of 4/27/20

	Lesson	Do	Extend
Day 1	Prepare	Videos and Reflection Worksheet	Share
Day 2	Plan	Planning Template	Connect
Day 3	Practice	Practice	Perform
Day 4	Present	Perform/Record	Present

Daily Fluency Practice

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Step 3 - Practice

Objective	Students will prepare and practice their performance.
Lesson Premise	Now that you've planned your performance, it's time to practice, practice, practice!
Guided Practice	<p>Practice your song so that you are able to perform it without any mistakes or pauses.</p> <p>If you need the lyrics (words) to your song, try searching for "[name of your song] lyrics" on Google.</p> <p>If you need chords "[name of your song] chords" on Google.</p> <p>If you need guitar tabs "[name of your song] tab" on Google.</p> <p>If you need sheet music "[name of your song] [name of your instrument] sheet music" on Google.</p> <p>If you're performing a cover or parody, make sure to listen to the original recording of your song!</p>
Closing	You may not feel like your performance is ready after only one day of practicing - that's okay! Practice your performance until you feel ready to present it. Remember, it's better to practice in small time increments, rather than one long session. If you're getting frustrated or stuck, take a break and come back to it later.
Extend	Can you perform your song for a family member, caregiver, friend, or pet?
Intervention	Stuck? Need help? Reach out to your music teacher!

Step 4 - Perform, Present, and Post

Objective	Students will present their performance.
Lesson Premise	Now it's time to present your work!
Guided Practice	Present your song to family members, friends, caregivers, and/or teachers. You could perform your song live in your living room, or you could record it using phone, tablet, or computer.
Closing	<p>If you choose to record your work, share it! Your family, friends, caregivers, and teachers would love to see your song!</p> <p>You do not need to post your song on social media. If you do choose to post your work, remember to be smart and safe when posting! Always ask a parent or caregiver's permission before you post, and make sure that you are posting positive, uplifting messages.</p> <p>Some hashtags to consider using - #SongsOfComfort #LiveFromHome #TogetherAtHome</p>
Extend	You can send your video to DPSCD, we'd love to see them! You can upload your performance at https://www.detroitk12.org/riseup - You may even be featured on the DPSCD website or social media!
Intervention	Need help? Reach out to your music teacher!



Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/11/20

Directions: Parents will assist students singing a song and performing a steady beat or rhythmic cover.

Target Standard(s) ART.M.I.K.1, ART.M.I.K.2, ART.M.I.K.6, ART.M.I.K.7, ART.M.I.1, ART.M.I.1.2, ART.M.I.1.7, ART.M.II.1.1, ART.M.I.2.1, ART.M.I.2.1, ART.M.II.2.1, ART.M.II.2.3, ART.M.I.3.1, ART.M.I.3.2, ART.M.I.3.6, ART.M.II.3.1, ART.M.II.3.5, ART.M.V.3.3, ART.M.I.4.2, ART.M.II.4.1, ART.M.II.4.5, ART.M.I.5.1, ART.M.I.5.2, ART.M.I.5.7, ART.M.II.5.1

Project Using Singing Voice, Cover Song

Topic:

Materials Needed: Student's favorite song. Pencils

	Watch	Do	Extend
Day 1	Identify singing voice.	Play pattern over song.	Repeat with new song.

Daily Fluency Practice

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4. Listen to a variety of styles of music.
5. Create their own music.

Resources:

Move to a steady beat.

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Demonstrate singing voice.

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Dance to a variety of styles of music.

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Lesson 1

Objective	Students will sing a song in their singing voice and create a rhythmic cover or steady beat to play on top of their song.
Guided Practice	<u>Introduction to Lesson:</u> https://youtu.be/Fq7SkVppmUY <u>Singing and Cover Music Lesson :</u> https://youtu.be/LHVxRi_7wu8
Extended Resources	<u>Ostinato Cup "Shake It Off":</u> https://youtu.be/nhttps://youtu.be/Yc6T9iY9SOU-24Yx5Jh8s <u>Starlight (K-1):</u> https://youtu.be/okeCmwikPKo <u>Bruno Mars "Count on Me" :</u> https://youtu.be/Yc6T9iY9SOU
Closing	Parents have fun with this assignment. Give students time to get comfortable with the words of their song. Also, allow students time to make up rhythm patterns for the ostinato. When they are ready allow them to put on their show. Please remember to clap for your child after his/her performance.
Interventions	Show your music teacher what you're able to do to get more feedback.



Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/18/20 to 5/22/20

Directions: Parents will discuss their family and community. Parents should stress the importance of each family member and how they contribute to your family. Do the same for members of your community.

Target Standard(s) ART.M.IV.K.2, ART.M.IV.1.2, ART.M.V.2.2, ART.M.V.3.2, ART.M.V.4.2, ART.M.V.5.2

Topic Learning about family and community with movement using American Sign Language

	Watch	Do	Extend
Day 1	Video: We Are Family	Learn about family and community with movement using American Sign Language	Write a new song by changing the words of the song "We Are Family" to fit your family/community
Day 2	Review Video: We Are Family	Perform movement with the song using American Sign Language	With parent permission and guidance, tape your family performing the movement Send it to Dr. Vitti/district office to post to our DPSCD website only

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Lesson

Objective	Students will show movement using American Sign Language while learning about family and community
Guided Practice	Introduction: https://youtu.be/3wdM1Rx0Hdl , https://youtu.be/IGC0zxcRNJQ Practice: Lesson K-5: https://youtu.be/foptl0BeXnY
Extended Resources	Parents and students will create your own extended resources: Use a blank sheet of paper and draw your family tree. When completed, hang it on the refrigerator! Kindergarten: Draw an illustration about your family/community then write one sentence about your illustration. Grades 1-5: Draw an illustration about your family/community then write 2-6 sentences about your illustration.
Closing	Facetime or Skype a family member not living with you. Share with them what you learned about your family and community and perform “We Are Family” with movement.
Interventions	If your student is having trouble with spelling words, feel free to help them by sounding out the words that they don’t know, then assist with writing the correct spelling. Have the student write the sentence(s). Help student make corrections (spelling, punctuation, staying under the lines, capitalization etc.)



Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/26/20 to 5/30/20

Directions: Parents will assist students with reading rhythm patterns. Practice the rhythms before presenting to your scholar.

Target Standard(s) ART.M.I.K.9, ART.M.I.1.9, ART.M.I.2.9, ART.M.I.3.9, ART.M.I.4.9, ART.M.I.5.9

Project N/A

Topic Reading Rhythm Patterns

	Watch	Do	Extend
Day 1	Video: Introduction to Rhythm Reading: Stage One	Play video. Have your scholar say each rhythm pattern; then clap each pattern (repeat)	Practice writing ta and ti-ti patterns as your parents clap them. K-1 continue to echo pattern
Day 2	Review Video: Introduction to Rhythm Reading: Stage One	Perform each rhythm pattern by doing the Robot Dance!	Create a dance routine with your family using ta- and ti-ti rhythms to your favorite song. Maintain a steady beat.

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Lesson

Objective	Students will demonstrate ta and ti-ti rhythms
Guided Practice	https://youtu.be/RysGINpx2YI Lesson K-5: https://youtu.be/4vZ5mlfZlgk
Extended Resources	Rhythm Reading: https://youtu.be/cHad-l5AJT0 Rhythm with Body Percussion: https://youtu.be/aXZWgOf2ISA
Closing	Practice rhythms slowly and gradually progress to a medium speed. Continue to practice until mastery.
Interventions	Create a rhythm pattern memory game. Get two sheets of paper, fold to make 4 boxes, write one 4 beat ta, ti-ti pattern in each box, use the lesson video in guided practice to write patterns, duplicate each rhythm on the second sheet, cut out boxes, shuffle all rhythms, spread rhythms out faced down, pick up one rhythm at a time, when you remember or find a matching rhythm place it to the side. When all rhythms are found, game is over. Play again!



Grades K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/26/20 to 5/30/20

Directions: Parents will assist students in learning to speak and sing hello in world languages.

Target Standard(s) ART.M.I.K.2, ART.M.V.1.2, ART.M.V.2.2, ART.M.V.3.2, ART.M.V.4.2, ART.M.V.5.2

Topic Speak and sing hello in World Languages

	Watch	Do	Extend
Day 1	Video: Hello to all the children of world	Play video. Have your scholar listen then sing along with video	Choose three hellos from the video. Greet your family and friends when you see them.
Day 2	Review Video: Hello to all the children of the world	Research all the flags in the video. Find out what country each flag represents.	Choose a country that represents a flag from the video. Research how the children live. Compare how you live to how they live in their country. Explain your differences.

Daily Fluency Practice

K-5 Music Fluencies:

In Grades K-5, students are expected by the end of the year to master the skills below. This is a great time to practice these skills.

1. Move to a steady beat.
2. Demonstrate singing voice.
3. Dance to a variety of styles of music.
4. Listen to a variety of styles of music.
5. Create their own music.

Resources:

Move to a steady beat.

Listen to your favorite music on YouTube, Spotify, etc. Can you tap the big beat? Can you tap the little beat?

Demonstrate singing voice.

Sing out loud and proud! Need inspiration? Head over to YouTube.com and search for a lyric video or karaoke video of your favorite song!

Dance to a variety of styles of music.

Hold a family dance party! Play your favorite music and dance along. Need inspiration? Check out www.gonoodle.com (or download the GoNoodle app) for a variety of fun movement activities, or search YouTube for “Just Dance” or “Just Dance Kids” videos to dance along with. Here’s a playlist to get you started: bit.ly/33YBK7S (link is case sensitive)

Listen to a variety of styles of music.

Search YouTube or Spotify for a type of music you’ve ever listened to before. Can you find something new that you really love?

Create your own music.

Visit bit.ly/MusicTechDay for a huge list of links to cool music technology websites!

Other Fun Music Resources

Check out these playlists of interesting music videos on YouTube! (links are case sensitive)

How It’s Made: Instruments - bit.ly/2kTw6SG

Musical Theater Performances - bit.ly/33YRK9X

DoodleChaos LineRider - bit.ly/39ANnDz

<https://www.detroitk12.org/>

Lesson

Objective	Students speak and sing hello in different languages
Guided Practice	https://youtu.be/jss8Pe6xS9A

	Lesson K-5: https://youtu.be/2nYiGy_ZUG8
Extended Resources	Different cultures: https://youtu.be/hTxKv5n5M2Y https://youtu.be/ni_at59TzMA https://youtu.be/SUI_xotX3a0
Closing	Slowly, use your speaking voice to practice each greeting to mastery.
Interventions	Check in with your music teacher to show your progress.

Grade K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 6/1/20 and 6/8/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
- Target Standard(s)** ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3
- Project Topic** Create unique new sounds to represent the music notes while counting them; Compose and Improvise
- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained

	Watch	Do	Extend
Overview	The 1 st 3 video series by Daniel Dryland, The Music Show, & The Obies to define and describe the music symbols	Practice Writing the notations on paper separately to get used to their look and use	Put some of the notes together in various combinations, but always counting up to four to see how many fit in each block of four. Do the music math to determine how to match them together and review later

Video Resources



[Quarter Notes Daniel Dryland](#)

https://youtu.be/_sweTYgHdwc

This video is intended to help students learn and remember rhythmic symbols. The Quarter Note looks like a shaded circle with a line. The Quarter Note receives a value of 1 Beat.



[Quarter Rest Daniel Dryland](#)

<https://youtu.be/rthnGskRa1M>

This video is intended to help my students learn and remember rhythmic symbols. The Quarter Rest looks like a lightning bolt. One of many ways to draw it is to turn your head to the right 45 degrees and write the letters "Z" and "C." The Quarter Rest receives a value of 1 silent Beat.



[Half Note Daniel Dryland](#)

<https://youtu.be/j12tsZYpv4s>

This video is intended to help students learn and remember rhythmic symbols. The Half Note looks like a circle and a line, or the letter "d." The Half Note receives a value of 2 Beats.



[Half Rest Daniel Dryland](#)

https://youtu.be/VVbnvl_LDD8

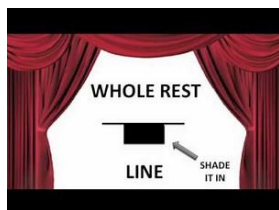
This video is intended to help my students learn and remember rhythmic symbols. The Half Rest looks like a top hat (Abraham Lincoln's hat) The Half Note receives a value of 2 silent Beats



[Whole Notes Daniel Dryland](#)

<https://youtu.be/d353kq08XYs>

This video is intended to help my 5students learn and remember rhythmic symbols. The Whole Note looks like a circle, donut, or the letter "O." The Whole Note receives a value of 4 Beats.



[Whole Rest Daniel Dryland](#)

<https://youtu.be/LqpITHsPO4Y>

This video is intended to help my students learn and remember rhythmic symbols. The Whole Rest looks like the ground with a hole in it. The Whole Rest receives a value of 4 silent beats.



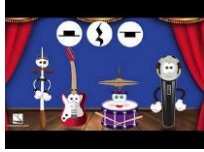
<https://youtu.be/0kaX2I413p8> Music Express Magazine: The Music Show, Episode 1

THE BEAT IS THE HEART OF MUSIC Learn the FUNNNDamentals of music with The Music Show starring Luigi's Baton and Mike the Microphone, with special guest Cadence the Drummer.



<https://youtu.be/RYsGINpx2YI> The Music Show Episode 2 Notes & Rhythm

Learn all about RHYTHM in this episode of The Music Show starring Luigi's Baton and Mike the Microphone, with special guest Cadence the Drummer. Subscribe to John Jacobson's Music Express magazine for a complete lesson plan, music tracks, and reproducible/projectable student pages for teaching this lesson in the music classroom.



https://youtu.be/vo-PBf_WH54 Whole, Half, & Quarter Rests

Learn about RESTS in the latest episode of THE MUSIC SHOW, starring Luigi's Baton and Mike the Microphone, with special guests Cadence the Drummer and Fret the Guitar.



<https://youtu.be/KUtEg8Qxuxk> Rhythm Lesson, The OBIES –

WHOLE, HALF, QUARTER, & EIGHTH. Here is a basic rhythm lesson using syllables and signs for each note value.

Lesson

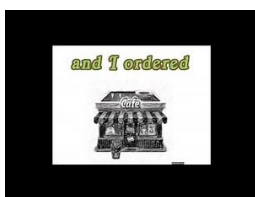
Objective	Students will identify and describe the steady beat (the heart of music) and the basic rhythms that make up the sounds heard.
Video Links	YouTube Links found in Video Resources
Guided Practice	<p>All the videos on this playlist are educational guides to the sounds, sights, and symbols for rhythmic notation in music.</p> <p>While you watch & imitate the interactions with the videos you will be able to feel the basic steady pulse, tempo (speed) of music and learn how to write them. Review some of the questions and do the actions connected with the follow up worksheets</p>
Closing	Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of whole, half, quarter, eighth, sixteenth notes and rests.
Extend	As you simply talk to family and friends see if you can make rhythmic notes out of conversations. Example: "May I have an apple please?" can look like 4 sixteenths and 2 eighth notes, followed by a half note if written out. This is how song writers and publishers typically notate songs and sell them in

	stores for others to sing or play
Intervention	Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn.

Reflection Questions & Action Steps

Answer these questions as you are watching the video lessons. Then try the activities and discuss the outcomes.

1. How do notes and rhythms remind you of other parts of subjects you may have learned?
2. Explain how dividing notes or counting rhythms might be like dealing with money or sharing food (like pizza) with friends or family?
3. Which words did you choose to represent the sounds of notes aside from the ones we gave so far (ta ta ta ta & beat or cherry or avocado)?
4. The following is another video that breaks down some of the rhythms by sound...what, if anything, is somewhat new?



<https://youtu.be/3Uwv4PU0ISs> The Rhythm Cafe; Common Rhythms

Here's one way of understanding those pesky note symbols, and how they fit into four beats... I suppose.

5. As you listen to your favorite songs, raps or instrumentals, can you hear (and describe) the rhythms? Some will be more complex. If you try to notate some or identify them and can't, perhaps there are more combinations or what is known as syncopation is present. Look up the word syncopation and see if it applies. We can explore later.

Grade K-5 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 6/1/20 and 6/8/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
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- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained

	Watch	Do	Extend
Overview	Add to your viewing the Sweet Beats I, II, & III Series + Snow Day to learn about the sound of counting rhythms with and without symbols to feel and see the divisions	Use your own sounds to represent note lengths and feel. Now that you know measures put the combos from earlier into measures	Using the Sweet Beats & Snow Days words, + the sights and sounds from The Music Show & The Obies to create 16 measures or more of your own rhythm combinations & share them

Video Resources



<https://youtu.be/jz6yP5r0e0A> Sweet Beats 1, Rhythm Lesson; Feel the Flow

Sweet Beats is a series of songs that focuses on teaching rhythm! Originally written by Mr. Rob for the Nature Jam's album Food for Thought, Sweet Beats uses call and response to teach kids about rhythm! This is Quarter & Eighth Notes



<https://youtu.be/NuoHdGBYAYY> Sweet Beats 2, Rhythm Lesson

Part II in our Sweet Beet series introduces Shh (quarter rest) & Avocado (4 syllable sixteenth note). Check out this fun, catchy song!



<https://youtu.be/2V9dPe5WXgs> Snow Day Rhythm Lesson

Practice call-and-response rhythms with Mr. Rob in Snow Day! In 'Snow Day', we sing a short and catchy tune about everyone's favorite kind of day off, and then we jump in singing and playing call and response rhythms with Ice

(quarter note), Snow-man (eighth notes) and winter wonder (sixteenth notes)! Snow Day was written by Aaron Poole and co-written/produced by Mr. Rob.



<https://youtu.be/LBeJ003n4Cg> Sweet Beets 3, Combined Rhythms Explained

With Sweet Beets 3 we add to Beet(quarter note), Cherry (2 eighth notes), & Return to Avocado (sixteenth notes, just like Winter Wonder from Snow Day), and Shh (Quarter Rest); there is a brief reference to Pineapple (eight note triplets, which will be taught later). This time we use syllable like ta and tika tika to sound out the quarter and sixteenth notes, then finally add numbers as actual musicians do when reading music(1,2, 3, 4 for quarter notes or ta, ta, ta) and (1 e & a, 2 e & a for sixteenth notes or tika, tika, tika, tika).

Lesson

Objective	Students will identify and describe the steady beat (the heart of music) and the basic rhythms that make up the sounds heard.
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Closing	Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of whole, half, quarter, eighth, sixteenth notes and rests.
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Intervention	Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn.
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