Music

Grades K-5
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)

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Other Fun Music Resources
- Check out these playlists of interesting music videos on YouTube! (links are case sensitive)
Lesson 1

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create four (4) body percussion patterns and perform them in an ostinato.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice</th>
</tr>
</thead>
</table>
| **Intro to lesson:** [https://youtu.be/twaVW6DZt70](https://youtu.be/twaVW6DZt70)  
**Body Percussion Lesson:** [https://youtu.be/v-kEUJFNOY8](https://youtu.be/v-kEUJFNOY8) |

<table>
<thead>
<tr>
<th>Extended Resources</th>
</tr>
</thead>
</table>
| **Body Percussion Video:** [https://youtu.be/QOh1P1ZcTaU](https://youtu.be/QOh1P1ZcTaU)  
**Drum Only Backing Track:** [https://youtu.be/85ZptB9kgaM](https://youtu.be/85ZptB9kgaM)  
**Example Body Percussion** |

<table>
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<tr>
<th>Closing</th>
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</table>
| Allow students to perform their body percussion patterns to the background tracking music in an ostinato.  
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.  
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. |
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.

**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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Watch</th>
<th>Make sure it fits pattern</th>
<th>Create Chorus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create rhyming verses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Watch</th>
<th>Do</th>
<th>Extend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create chorus and bridge</td>
<td>Combine song with background track</td>
<td>Create student performance</td>
</tr>
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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. |

https://www.detroitk12.org/
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
car girl star core
Write a four bar rap lyric

You should have four beats per line. Say it while you clap four times. You 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
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

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<th>Lesson</th>
<th>Do</th>
<th>Extend</th>
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<td>Prepare</td>
<td>Videos and Reflection Worksheet</td>
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<td>Plan</td>
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<td>Day 3</td>
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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](http://youtu.be/KFGKQUM79rA)

Then, go to this YouTube playlist and pick a few performances to watch: [bit.ly/3bDY0a2](http://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.

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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**

<table>
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<tr>
<th>Objective</th>
<th>Students will plan their own “living room performance.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Premise</td>
<td>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?</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>With a family member, caregiver, or friend, plan your performance using the included worksheet.</td>
</tr>
<tr>
<td>Closing</td>
<td>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?</td>
</tr>
<tr>
<td>Extend</td>
<td>Can you include something that you learned about in music class, band, or choir in your performance?</td>
</tr>
<tr>
<td>Intervention</td>
<td>Need help? E-mail your music teacher!</td>
</tr>
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</table>

**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? | ☐ Cover song (recommended) - I’m going to pick a song to learn and perform.  
☐ Parody - I’m going to pick a song and change most of the words for my performance.  
☐ Original song - I am going to write a new song to perform. |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>What is the title of your song?</td>
<td></td>
</tr>
</tbody>
</table>
| Will you sing or rap in your song? | ☐ Yes  
☐ No |
| What instruments or musical tools will you use? | ☐ Instruments  
Which instruments will you use?  
________________________________________________________ |
|                                    | ☐ Pre-made backing track from YouTube (i.e. [bit.ly/2MqZxFs](bit.ly/2MqZxFs))  
☐ Karaoke track from YouTube  
☐ Digital Audio Workstation (i.e. [BandLab](https://www.bandlab.com), Garage Band)  
☐ Body percussion beat  
☐ Found sounds or improvised instruments  
☐ None of these - I’m going to sing or rap a capella - with no instruments. |
| Who will perform with you?         | ☐ I’m going to perform by myself.  
☐ 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?      |                                                                   |
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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Do</th>
<th>Extend</th>
</tr>
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<tr>
<td>Day 1</td>
<td>Prepare</td>
<td>Videos and Reflection Worksheet</td>
<td>Share</td>
</tr>
<tr>
<td>Day 2</td>
<td>Plan</td>
<td>Planning Template</td>
<td>Connect</td>
</tr>
<tr>
<td>Day 3</td>
<td>Practice</td>
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<td>Perform</td>
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https://www.detroitk12.org/
## Step 3 - Practice

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will prepare and practice their performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Premise</strong></td>
<td>Now that you’ve planned your performance, it’s time to practice, practice, practice!</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Practice your song so that you are able to perform it without any mistakes or pauses.</td>
</tr>
<tr>
<td></td>
<td>If you need the lyrics (words) to your song, try searching for “[name of your song] lyrics” on Google.</td>
</tr>
<tr>
<td></td>
<td>If you need chords “[name of your song] chords” on Google.</td>
</tr>
<tr>
<td></td>
<td>If you need guitar tabs “[name of your song] tab” on Google.</td>
</tr>
<tr>
<td></td>
<td>If you need sheet music “[name of your song] [name of your instrument] sheet music” on Google.</td>
</tr>
<tr>
<td></td>
<td>If you’re performing a cover or parody, make sure to listen to the original recording of your song!</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Extend</strong></td>
<td>Can you perform your song for a family member, caregiver, friend, or pet?</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Stuck? Need help? Reach out to your music teacher!</td>
</tr>
</tbody>
</table>
### Step 4 - Perform, Present, and Post

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will present their performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Premise</td>
<td>Now it’s time to present your work!</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Closing | If you choose to record your work, share it! Your family, friends, caregivers, and teachers would love to see your song!

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.

Some hashtags to consider using - #SongsOfComfort #LiveFromHome #TogetherAtHome |
| 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](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! |
Week of 5/11/20

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

Target Standard(s)


Project Topic: Using Singing Voice, Cover Song

Materials Needed: Student’s favorite song. Pencils

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Lesson 1

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<th>Students will sing a song in their singing voice and create a rhythmic cover or steady beat to play on top of their song.</th>
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| Guided Practice | **Introduction to Lesson:** https://youtu.be/Fq7SkVppmUY  
**Singing and Cover Music Lesson:** https://youtu.be/LHVxRi_7wu8 |
| Extended Resources | **Ostinato Cup “Shake It Off”:** https://youtu.be/nhttps://youtu.be/Yc6T9iY9SOU-24y5Jh8s  
**Starlight (K-1):** https://youtu.be/okeCmwikPKo  
**Bruno Mars “Count on Me”:** 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
WEIGHTLY 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):

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

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**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.) |

https://www.detroitk12.org/
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

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

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<tr>
<th><strong>Objective</strong></th>
<th>Students will demonstrate ta and ti-ti rhythms</th>
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</table>
| **Guided Practice** | [https://youtu.be/RYSgINpx2YI](https://youtu.be/RYSgINpx2YI)  
*Lesson K-5: https://youtu.be/4vZ5mlfZlgk* |
| **Extended Resources** | Rhythm Reading: [https://youtu.be/cHad-l5AJT0](https://youtu.be/cHad-l5AJT0)  
Rhythm with Body Percussion: [https://youtu.be/aXZWgOf2ISA](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)**


**Topic**

Speak and sing hello in World Languages

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<td>Day 1</td>
<td>Video: Hello to all the children of world</td>
<td>Play video. Have your scholar listen then sing along with video</td>
<td>Choose three hellos from the video. Greet your family and friends when you see them.</td>
</tr>
<tr>
<td>Day 2</td>
<td>Review Video: Hello to all the children of the world</td>
<td>Research all the flags in the video. Find out what country each flag represents.</td>
<td>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.</td>
</tr>
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https://www.detroitk12.org/
Daily Fluency Practice

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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.
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Lesson

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<tr>
<th>Objective</th>
<th>Students speak and sing hello in different languages</th>
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<tr>
<td>Guided Practice</td>
<td><a href="https://youtu.be/jss8Pe6xS9A">https://youtu.be/jss8Pe6xS9A</a></td>
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https://www.detroitk12.org/
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<tr>
<th><strong>Lesson K-5:</strong> <a href="https://youtu.be/2nYjGy_ZUG8">https://youtu.be/2nYjGy_ZUG8</a></th>
</tr>
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</table>
| **Extended Resources** | Different cultures:  
[https://youtu.be/hTxKv5n5M2Y](https://youtu.be/hTxKv5n5M2Y)  
[https://youtu.be/ni_at59TzMA](https://youtu.be/ni_at59TzMA)  
[https://youtu.be/SUI_xotX3a0](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

Overview | Watch | Do | Extend
--- | --- | --- | ---
Week of 6/1/20 | The 1st 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

https://www.detroitk12.org/
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/i12tsZypv4s

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.

https://www.detroitk12.org/
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/dJ35kq08XYs
This video is intended to help my students 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/LqplTHsPO4Y
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.

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.

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://www.detroitk12.org/
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.

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<td>Closing</td>
<td>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.</td>
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<td>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</td>
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stores for others to sing or play

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<td>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.</td>
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**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?

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.

https://youtu.be/3Uvv4PU0ISs The Rhythm Cafe; Common Rhythms

Here’s one way of understanding those pesky note symbols, and how they fit into four beats... I suppose.
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.67.8.1, ART.M.I.67.8.3, ART.M.I.67.5, ART.M.II.67.8.4, ART.M.II.67.6, ART.M.III.67.3

Project: Create unique new sounds to represent the music notes while counting them; Compose and Improvise

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<td>Overview</td>
<td>Add to your viewing the Sweet Beats I, II, &amp; III Series + Snow Day to learn about the sound of counting rhythms with and without symbols to feel and see the divisions</td>
<td>Use your own sounds to represent note lengths and feel. Now that you know measures put the combos from earlier into measures</td>
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Video Resources

https://youtu.be/jz6yP5r0e0A Sweet Beets 1, Rhythm Lesson; Feel the Flow
Sweet Beets 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 Beets uses call and response to teach kids about rhythm! This is Quarter & Eighth Notes

https://youtu.be/NuoHdGBYAYY Sweet Beets 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

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(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 eight 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, ta) and (1 e & a, 2 e & a for sixteenth notes or tika, tika, tika).

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[Video Link]

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