A group of people with text

AI-generated content may be incorrect.

**Music In Our Schools Month Lesson for 4th Grade**

**Curriculum Design: Using the Same Repertoire for Many Purposes**

**“United in Music: Singing, Moving and Playing Together”**

Submitted by Becky Halliday, Southern Division Representative of NAfME General Music Council

Objectives:

* Students will improvise movement that reflects a variety of positional levels, weighted movements, and space.
* Students will respond to the formal structure of a folk dance through choreographed and improvised movement.
* Students will improvise in question/answer form.
* Students will create movements that reflect the formal structure of a binary piece of music.

|  |
| --- |
| **Materials, Equipment, Books** |
| * Hand Drum (for teacher use) * Orff instruments/non-pitched instruments as available |

|  |
| --- |
| **Repertoire** |
| * *Down the River* (available in a variety of songbooks/resources; folk dance may vary) |

|  |
| --- |
| **Lesson Procedure** |
| **Take a Walk**   1. Teacher (T) plays steady beat on hand drum; students respond by walking 2. T instructs students to try a different movement with the steady beat, giving directions for them to try:    1. Low/high/medium levels of movement    2. “Big” and “little” movements    3. Different weights of movement: heavy, light, etc. 3. T plays ta-ti pattern that reflects 6|8 meter; students respond with a self-chosen change of movement (gallop, slide, skip, etc.). 4. T acknowledges students’ responses; one is chosen. 5. T alternates between the two patterns; students respond.   ***Down the River***   1. T teaches “Down the River” by rote; students aurally identify A and B sections. 2. Students choose a partner; stand shoulder to shoulder in a long line facing the same direction. 3. One partner steps out and faces their partner, creating a longways set. 4. Head couple is identified. 5. A section (Verse): 4 steps forward, clap both partner’s hands on beat 4; 4 steps back, clap own hands. 6. B section: Head couple chooses a movement and sashays down the line for 8 beats, with the next couple following behind doing the same movement.   **Create a binary piece**  **\*\*Note: if no instruments are available, body percussion or found sounds can be used.**   1. Teacher leads a musical Question/Answer using quarter/paired eighth rhythm patterns - first 4 beats, then 8 beats. Teacher gives the first pattern, students respond with an improvised pattern based on the first.   Examples:  A group of musical notes  AI-generated content may be incorrect.  A group of black music notes  AI-generated content may be incorrect.   1. Each half the class is given same or similar instruments (pitched or non-pitched, as available) 2. If using Orff instruments (suggested: C pentatonic):    1. Bass instruments play macrobeat bordun    2. Metallophones play a given rhythm pattern - last note should be /so/    3. Xylophones respond with an improvised response - last note should be /do/ 3. Pull out 2 groups for movement. Each group decides on movement to reflect one of the sections of music. A section: Locomotor; B section: Nonlocomotor.   **Alternatively:**  Q & A could serve as an interlude between the 2 verses of “Down the River” (G pentatonic suggested) |