Mercyhurst College Lesson Plan

**Preservice Teacher** Mariana Mathewson  **Cooperating Teacher** Mrs. Borland

# School / Grade Westlake Middle School - 6th Grade Date Received 2/8/18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** Drumming  **Teaching Time** 40 min

***Lesson Concept:*** Steady Beat, different sounds and different affects, and different drum patterns.

***Standards****: 2, 3, 4, 6, 7*

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| ***Objectives*** | ***Assessments*** |
| 1. Students will maintain a steady beat and add some improvised riffs over the beat. 2. Students will be able to internalize pulse 3. Students will be able to produce multiple sounds on the drum and multiple dynamics. 4. Students will be able to read rhythmic symbols and recognize symbols for different riffs. 5. Students will be able to play polyrhythms.  | 1. Drum-Along Song2. Pieces of 8 Game3. Thunderstorm Activity 4. Reading Rhythms Activity 5. Reading Rhythms Activity  |

***Materials:***

Drums, Thunderstorm cards with magnet tape, laptop to play song

DRUMS SHOULD BE SET UP IN A LINE AS OPPOSED TO CIRCLE!!!!

***Anticipatory Set***

Reading Rhythms on the Board

* + Start with the rhythm cards up on the board.
	+ Do about five.
	+ Then split the group into two. Give the groups separate rhythms

 ***Activating Prior Knowledge****:*

Math Connection: Ask students to name some polygons. Draw them up on the board. Ask students to identify them. Ask what all polygons have in common. Explain the root “poly—” Tell students that a POLY-RHYTHM means “multiple rhythms.”

***Procedure:***

1. Pieces of 8 game (from Kalani Drum Book)
	* Ask students to silently choose a number from 1 to 8. Explain that you will be counting out loud in rhythm from 1 to 8
	* Ask students to play one note in their instrument each time you reach their number.
	* Clap in rhythm and count for the group. You can stop counting out loud once the students are playing on their own.)
	* Suggest they try to find the people who are playing on the same beat as they are.
	* After a couple of minutes, suggest that everyone adds one note (playing 2 notes per each 8-beat phrase).
	* If desired, add more notes over time.
	* When it feels appropriate, reduce the number of notes by one until everyone is back to playing 1 note per 8 beats.
	* Bring the activity to a close by saying “Last time through,” or cue a fade out.

2. Discussion of the activity—Ask students the following questions:

* + What was challenging about this activity?
	+ Was there something you did that made it easier?
	+ Did everyone need to play a lot of notes for the music to sound full?
	+ Did the beat remind you of anything?

3. Thunderstorm activity

* + Teach the group how to perform the different sounds of the thunderstorm.
	+ Go through each of the sounds as a group, pointing to the visual cues.
	+ Then split the group into different sound mini-groups. Have each of the groups perform their sound one by one, and then have all groups play their sound collectively.

***Closure****:* Ask what polyrhythm means to check for understanding.

***Additional Concept Related Activity:***Play along with the song Africa by Toto using the different sounds for a groove. You can assign different students to different sounds, and switch.

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**Preservice Teacher** Mariana Mathewson  **Cooperating Teacher** Mrs. Borland

# School / Grade 6th Grade General Music Date Received 2/15/18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** “Escucha el Ritmo”- Exploring African and Latin American Music **Teaching Time:** 40 min

***Lesson Concept:*** To listen and understand the elements of both African and Latin American music

***Standards****: Content Standard 6: Listening to, analyzing, and describing music.*

*Content Standard 9: Understanding music in relation to history and culture.*

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| --- | --- |
| ***Objectives*** | ***Assessments*** |
| 1. To be able to recognize traits in West African music 2. To be able to understand the history of the music of Africa 3. To be able to react to the music through personal reflections 4. Students will be able to keep a steady beat, and those who feel comfortable will be able to play the Fanga pattern over a song.  | 1. Class Venn Diagram (over two class periods) 2. Asking questions for understanding throughout the class3. Music Journaling describing the reaction (during the continuation of the lesson next time) 4. Drum Along Activity |

***Materials:*** Speakers, iPad, Apple TV, Venn Diagram, Drums, Exit Tickets

***Anticipatory Set*** “Escucha el Ritmo” playing in the background as the students walk into class. <https://www.youtube.com/watch?v=Fza4-zz1qEw> Ask students what the phrase “Escucha el Ritmo” means. Have students think of one word to describe the song while they listen.

 ***Activating Prior Knowledge****:* Ask students if they can briefly describe what kinds of sounds they heard—did they like the song or not?

***Procedure:***

1. Mini Lesson on Africa (10 min)
	* Show powerpoint on Africa, which will include maps and information about the continent’s history, as well as information about the slave trade and colonization by Europe.
		+ Slide 1: Title
		+ Slide 2: Africa Maps
		+ Slide 3: History of Africa and the Slave Trade
		+ Slide 4: Map of African Diaspora
		+ Slide 5: Africa Today
		+ Slide 6: Music Focus: West Africa (Listening Example)
	* Have students fill out a listening guide for the example of drumming.

2. Venn Diagram Activity (10 min)

* + Have students fill out one side of the circle with African music characteristics as a class
	+ Create a list of words and phrases describing the two kinds of music. (5 min)

3. Djembe Videos (10 min)

* + Watch the next two videos in the presentation to learn about the parts of the djembe and have students fill out exit ticket on the back of the listening guide to go with the questions from the video.
	+ Teach the Fanga pattern using the phrase, “The Telephone Rings All Day.” Make sure you write **The, Rings, and All** on the bass line, and “Telephone, Day” on the high tone line.

4. Drum-Along Song (5 min)

* + Drum along to the song “La Bamba” and have students try the Fanga pattern with the song. If they choose, they can just keep a steady beat if it gets too challenging.

***Closure****: Go over exit ticket answers and have students turn them in to the basket.*

***Additional Concept Related Activity:***Vote for a game. Students can choose between Pieces of 8, Rumble Groove, or Questions and Answers.

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**Preservice Teacher** Mariana Mathewson  **Cooperating Teacher** Mrs. Borland

# School / Grade Westlake Middle School Date Received 2/20/18 Date Reviewed

 *(Cooperating Teacher Initials Required)*

**Lesson Subject** World Drumming  **Teaching Time** 40 min

***Lesson Concept:*** To listen and understand the elements of both African and Latin American music (con’t.)

***Standards: 6, 9,***

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| --- | --- |
| ***Objectives*** | ***Assessments*** |
| 1. To be able to recognize traits in the music of Latin America, specifically Brazil and the Caribbean2. To be able to understand the history of the music of Latin America, specifically Brazil and the Caribbean3. To be able to react to the music through personal reflections 4. To be able to  | 1. Class Venn Diagram (over two class periods) 2. Asking questions for understanding throughout the class; Exit Ticket3. Music Journaling describing the reaction  |

***Materials:*** Speakers, iPad, Apple TV, Venn Diagram, Drums

***Anticipatory Set***

Have “Maria Lando” playing as students walk into the classroom. When everyone is seated and ready, start by asking students to translate some words from Spanish. Recall the words “Escucha el Ritmo.”

 ***Activating Prior Knowledge****:*

Go over the Venn Diagram with students, review what they said about African Music.

***Procedure:***

1. Mini Lesson on Latin America (15 min)
	* Slide 1: Title
	* Slide 2: Brazil and Caribbean Geography
	* Slide 3: History of Caribbean
	* Slide 4: Caribbean Today
	* Slide 5: Yoruba Music from Cuba Video
	* Slide 6: History of Brazil
	* Slide 7: Brazil Today
	* Slide 8: Samba Music Video

2. Venn Diagram (10 min)

* + Have students jot down initial reactions to the music, and ask them to write specific words to describe the rhythm on their listening guides for each of the pieces (Cuban and Brazilian)
	+ Have students fill out the other side of the diagram with distinctly Latin American music characteristics.
	+ Fill in the middle space with shared traits
	+ Discuss the findings, and recall the history of South America and the Caribbean.

3. Groove

* + Use the Fanga rhythm we learned last class and build a groove
		- Group 1: “The telephone rings all day”
		- Group 2: “Huckleberry Huckleberry Huckleberry Finn.” WHEN COMFORTABLE, ADD:
		- Group 3: “Find the beat and keep it going” (Reggaeton basic beat)

***Closure****:* Go over the Venn Diagram and ask students if they can reflect on the reason why African and Latin American music share so many similarities. Review the following concepts: Polyrhythms, Slave Trade, Yoruba and Parts of the Djembe.

***Additional Concept Related Activity:***Students can vote on a game. Students may choose between Rumble Ball, Pieces of 8 and Echo.