

Learning Music at Home, Week of October 13, 2020

2020年10月13日当周, 在家学习音乐

Kindergarten-1st Grade 幼兒園和一年級

Synchronous (Lesson Slides available in Google Classroom):

1. Good Morning song: Sol-mi call/response greeting
2. Today's Topics
 - a. Steady Beat; Expression through tempo and dynamics; Tempi: Allegro = Fast, Andante = Slow
3. Call & Response: Perform steady beat with their feet, claps, etc. to a variety of instruments
 - a. Mr. Raezer will perform a steady beat on several instruments using Andante and Allegro tempos for students to match
 - b. Mr. Raezer will introduce two dynamics, piano and forte, to the steady beat
4. Call & Response: October chant
 - a. Students apply tempi when performing steady beat to a October themed chant
5. Sharing Meaningful Music: Listen & Discuss
 - a. Students will watch a performance of music and share what they hear and see
6. Folk Song: "Teddy Bear"
 - a. Students perform the folk song, "Teddy Bear" with Mr. Raezer.

Asynchronous: (all resources available in Google Classroom):

1. Practice the October chant with two tempi (Allegro & Andante) and dynamics (piano and forte)
2. Practice the folk song, "Teddy Bear"

同步

學生將唱早安歌

Raezer先生將閱讀當天課程的主題

Raezer先生將使用Andante和Allegro節奏在數種樂器上進行穩定的拍子, 以供學生演奏

學生將觀看音樂表演並分享他們聽到和看到的內容

學生將表演歌曲《雨雨, 走開》

異步

用两个速度（快板和安达特）和动力学（钢琴和强音）练习十月圣咏

学生与Raezer先生一起表演民歌“泰迪熊”。

2nd-3rd Grade 二年級和三年級

Synchronous

1. Welcome, check-in, Virtual Norms, and Review of last week's lesson
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
2. Sharing Meaningful Music
 - a. Students will watch a performance of music and share in the chat about what they hear and see.
3. Today's Topics
 - a. Students will read aloud the topics for the day
 - i. Notation = Notes and Rests; Folk Song = Everyday music for everyday people; Melody = High and Low pitches that make a song; Rhythm = Long and short sounds
4. Halloween Song, "Pass the Pumpkin"
 - a. Students will perform a Halloween themed song and take turns performing rhythms with Mr. Raezer using "Ta" and "di" syllables

Asynchronous: (all resources available in Google Classroom)

1. Complete and submit rhythm identification assignment
2. Practice Singing "Pass the Pumpkin" rhythms and solfege using "Ta" and "di" syllables for rhythm and solfege hand signs

同步

学生大声阅读虚拟规范，并有时间问关于上周作业的问题。

学生将观看音乐表演并在聊天中分享他们听到和看到的内容。

学生将大声朗读当天的主题

学生将表演万圣节主题的歌曲，并轮流与Raezer先生一起使用“Ta”和“di”音节演奏节奏

異步

完成并提交节奏识别作业

练习使用“Ta”和“di”音节来唱“通过南瓜”节奏和技巧，以实现节奏和技巧手势

4th-5th Grade 四年级和五年级

Synchronous:

1. Welcome, check-in, Virtual Norms, and Review of last week's lesson
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
2. Sharing Meaningful Music
 - a. Students will watch a performance of music and share in the chat about what they hear and see.
3. Today's Topics
 - a. Students will read aloud the topics for the day
 - i. Notation = Notes and Rests; Folk Song = Everyday music for everyday people; Melody = High and Low pitches that make a song; Rhythm = Long and short sounds
4. Rhythm practice with Chrome music lab
 - a. Students will count 4 beat rhythms using body percussion and “ta” and “di” syllables created by Mr. Raezer using “Rhythm” App in Chrome Music Lab
 - b. Students will count 4 beat rhythms using standard notation
5. Solfege Review using the folk song, “Four White Horses”
 - a. Students will show solfege hand signs for notes displayed by Mr. Raezer from the folk song, “Four White Horses”

Asynchronous (all resources available in Google Classroom):

1. Complete and submit rhythm worksheet in Google Classroom
2. Students practice composing, performing using body percussion, and chanting (Using “ta” and “di” syllables)

同步

学生大声阅读虚拟规范，并有时间问关于上周作业的问题。

学生将观看音乐表演并在聊天中分享他们听到和看到的内容。

学生将大声朗读当天的主题

学生将使用身体打击乐以及Raezer先生使用Chrome音乐实验室中的“节奏”应用创建的“ta”和“di”音节来计算4种节拍节奏

学生将为Raezer先生从民歌“四匹白马”中显示的音符显示贴合手势。

异步

在Google课堂中完成并提交节奏工作表

学生练习作曲，使用身体打击乐器表演和诵经（使用“ta”和“di”音节）

6th-8th Grade 六年級至八年級

Synchronous:

1. Welcome, check-in, Virtual Norms, and Review of last week's lesson
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
2. Today's Topic
 - a. Form = How a song is put together
3. Song Maker Project Check-in. Review project goals and last week's assignment
4. Week 6 Lesson: Form
 - a. Students will listen to music (chosen from class playlist) will share feedback using the chat about questions related to how a song is put together
5. Independent work time
 - a. Students will be given time to work independently on this week's (and previous week's) assignments and will be given individual feedback by Mr. Raezer about their projects.

Asynchronous: (all resources available in Google Classroom)

1. Re-submit your updated song link in Google Classroom
2. Complete and submit Song Project Questionnaire in Google Classroom
3. Complete any missing assignments

同步

欢迎，签到，虚拟规范以及上周课程的复习

今日话题。形式=一首歌的组合方式

Song Maker项目签到。查看项目目标和上周的任务

学生将听音乐（从班级播放列表中选择），并通过聊天分享有关与歌曲组合方式有关的问题的反馈

学生将有时间在本周（和上周）的作业中独立工作，并且Raezer先生将为他们的项目提供个人反馈。

異步

在Google课堂中重新提交更新的歌曲链接

在Google课堂中完成并提交“歌曲项目问卷”

完成所有遗漏的作业