

Learning Music at Home, Week of September 14, 2020

Kindergarten-1st Grade

Students will be able to:

- Perform a steady beat
- Explore vocal ranges

Synchronous (Lesson Slides available in Google Classroom):

1. Musical Welcome and Check-in
 - a. Sol-mi call/response greeting
2. Today's Topics
 - a. Steady Beat
 - b. Vocal range
 - c. Improvisation
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 for students to match
4. Sharing Meaningful Music: Listen & Discuss
 - a. *Sunrise* by Norah Jones
5. Call & Response: September chant
 - a. Students perform steady beat to a September-themed chant
6. Vocal Pathways
 - a. Students will use their voices to follow prompts on screen

Asynchronous: (all resources available in Google Classroom):

1. Practice the September chant while keeping a steady beat
2. Practice vocal pathways

2nd-3rd Grade

Students will be able to:

- Discuss Meaningful Music with their classmates
- Perform rhythms using standard notation
- Perform a folk song

Synchronous

1. Welcome, “Sol-la-mi” solfege greeting, and check-in
2. Google Classroom check-in (routines/expectations)
3. Today’s Topics
 - a. Standard Notation: a system of visually representing music
 - b. Folk Song: everyday music for everyday people
 - c. Melody: a sequence of musical notes that is satisfying to listen to
4. Folk Song: *Tideo*
 - a. Mr. Raezer will perform *Tideo*. Students will listen, and then sing along
 - b. Mr. Raezer will sing solfege syllables, students repeat
5. Sharing Meaningful Music: Listen & Discuss
 - a. *Sunrise* by Norah Jones
6. Rhythm flashcards
 - a. Students will learn and perform rhythms (quarter/eighth notes/rests) in standard notation using long/short, ta/ti, and counts (1, 2, 3, 4)

Asynchronous: (all resources available in Google Classroom)

1. Complete and submit simple Google Form (found in Google Classroom)
2. Review rhythm flashcards on Google classroom

4th-5th Grade (Includes Room 312 split 5/6)

Students will be able to:

- Discuss Meaningful Music with their classmates
- Perform rhythms using standard notation
- Perform a folk song

Synchronous:

1. Welcome and Check-in
2. Google Classroom/Meet review (routines/expectations)
3. Today's Topics
 - a. Standard Notation
 - b. Folk Song
 - c. Melody
4. Folk song: *Four White Horses*
 - a. Mr. Raezer will perform *Four White Horses*. Students will listen, and then sing a long
 - b. Mr. Raezer will sing solfege syllables, students repeat
5. Sharing Meaningful Music: Listen & Discuss
 - a. *Watermelon Man* by Herbie Hancock
6. Rhythm flash cards
 - a. Students will chant, count, and perform (using home-made instruments) rhythms in standard notation

Asynchronous (all resources available in Google Classroom):

1. Complete and submit simple Google form (found in Google Classroom)
2. Practice singing *Four White Horses* and rhythm flash cards

6th-8th Grade

Students will be able to:

- Discuss Meaningful Music with their classmates
- Compose drum-set music for two independent limbs (feet/hand)

Synchronous:

1. Opening music, welcome, and check-in
 - a. Students will enter to *Watermelon Man* by Herbie Hancock. They will share what they hear in the chat.
2. Google Classroom/Meet review (routines/expectations)
3. Today's Topics
 - a. The parts of a drum set
 - b. Composing 2-part drum-beats
4. Intro to drum-set: Two-limb independence (Right foot and clapping)
 - a. Mr. Raezer will show a music video of, *We Will Rock You* by Queen to introduce "stomp, stomp, clap" drum-beat.
 - b. Students will perform "stomp, stomp, clap" drum-beat.
 - c. Students will compose drum beat using stomps and claps that can be performed by the whole class

Asynchronous: (all resources available in Google Classroom)

1. Complete and submit Google Form (found in Google Classroom)
2. Submit their composition of a four-count 2-part (stomp/clap) drum-beat (via google slide)