

Learning Music at Home, Week of September 14, 2020

Kindergarten-1st Grade

Students will be able to:

- Perform a steady beat at different tempos
- Explore vocal ranges
- Sing a Sol/La based folk song

Synchronous (Lesson Slides available in Google Classroom):

1. Good Morning song
 - a. Sol-mi call/response greeting
2. Today's Topics
 - a. Steady Beat
 - b. Expression through tempo and dynamics
 - c. 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 for students to match
 - b. Mr. Raezer will introduce terms for fast and slow tempi (Allegro & Adante) using rhyming phrases ("Allegro: giddy up and go", and "Andante: we're on our way")
4. Call & Response: September chant
 - a. Students apply tempi when performing steady beat to a September-themed chant
5. Sharing Meaningful Music: Listen & Discuss
 - a. Students will watch a performance of Vivaldi's Concerto per Flautino (performed on Recorder by Lucie Horsch)
 - b. Students will be shown pictures of instruments in the performance and asked to find them in the video
6. Folk Song: *Rain, Rain, Go Away*
 - a. Students perform this folk song with Mr. Raezer.

Asynchronous: (all resources available in Google Classroom):

1. Practice the September chant with two tempi (Allegro & Andante)
2. Practice vocal pathways

2nd-3rd Grade

Students will be able to:

- Discuss Meaningful Music with their classmates
- Use graphic notation and technology to create a melody
- Sing a C major Pentatonic Scale using solfege syllables and hand signs

Synchronous

1. Opening Music, Welcome, & Check-in
 - a. Students will watch a performance of Vivaldi's Concerto per Flautino (performed on Recorder by Lucie Horsch) as they enter the class and share in the chat about what they see/hear.
2. Virtual Norms review & Assignment questions
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
3. Today's Topics
 - a. Students will read aloud the topics for the day
 - i. Notation = Notes and Rests
 - ii. Folk Song = Everyday music for everyday people
 - iii. Melody = High and Low pitches that make a song
4. Solfege Review using [Chrome Music Lab](#)
 - a. Students will show solfege hand signs for notes displayed by the teacher on Chrome Music Lab
5. Chrome Music Lab
 - a. Students will use the "Kandinsky" page on Chrome Music Lab to draw their names to create a melody

Asynchronous: (all resources available in Google Classroom)

1. Complete and submit simple Google Form (found in Google Classroom)
2. Practice using the "Kandinsky" app in Chrome Music Lab
3. Compose and practice your own 4-beat solfege exercises in Chrome Music Lab
4. Students submit a favorite song (using the posted "Question" in Google Classroom) that will be put into a class playlist for future listenings

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

Students will be able to:

- Discuss Meaningful Music with their classmates
- Use graphic notation and technology to create a melody
- Sing a G major Pentatonic Scale using solfege syllables and hand signs

Synchronous:

1. Opening Music, Welcome, & Check-in
 - a. Students will watch a performance of Vivaldi's Concerto per Flautino (performed on Recorder by Lucie Horsch) as they enter the class and share in the chat about what they see/hear.
2. Virtual Norms review & Assignment questions
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
3. Today's Topics
 - a. Students will read aloud the topics for the day
 - i. Notation = Notes and Rests
 - ii. Folk Song = Everyday music for everyday people
 - iii. Melody = High and Low pitches that make a song
 - iv. Rhythm = Long and short sounds
4. Solfege Review using [Chrome Music Lab](#)
 - a. Students will show solfege hand signs for notes displayed by the teacher on Chrome Music Lab
5. Chrome Music Lab
 - a. Students will use the "Kandinsky" page on Chrome Music Lab to draw their names to create a melody
 - b. Students share how many "beats" they hear in their name drawing

Asynchronous (all resources available in Google Classroom):

1. Complete and submit simple Google form (found in Google Classroom)
2. Students practice composing and singing (with solfege syllables and hand signs) 4-note combinations
3. Students submit a favorite song (using the posted "Question" in Google Classroom) that will be put into a class playlist for future listenings

6th-8th Grade

Students will be able to:

- Discuss Meaningful Music with their classmates
- Compose a song with a melody and drum-beat
- Perform basic drum-set patterns

Synchronous:

1. Opening music, welcome, and check-in
 - a. Students will listen to music upon entering the meeting and will share feedback using the chat
2. Virtual Norms review & Assignment questions
 - a. Students read the virtual norms aloud and have time to ask questions about assignments from the previous week.
3. Today's Topics
 - a. The parts of a drum set
 - b. Form = How a song is put together
 - c. Melody = High and low notes that make a song
4. 2-Part Drum-set Composition feedback
 - a. Mr. Raezer will show student examples from Week 2 using Rhythm generator in Chrome Music Lab
 - b. Students will perform the work of their peers at home
5. Exploring Chrome Music Lab
 - a. Students will have a chance to explore and experiment with the various apps on Chrome Music Lab
 - b. Students will share one thing they found and learned about/noticed
6. Song Maker in Chrome Music Lab
 - a. Students watch a tutorial video on how to use the Song Maker in Chrome Music Lab
 - b. Students will begin composing their own song (creating a melody and accompanying 2-part drum-beat) that they will be able to save for future use

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)

3. Students submit a favorite song (using the posted "Question" in Google Classroom) that will be put into a class playlist for future listenings