

## Learning Music at Home, Week of September 28, 2020

2020年9月28日當週，在家學習音樂

### 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
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 music and share what they hear and see
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 the folk song, "Rain, Rain, Go Away"

### 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

用兩個節奏練習快節奏的聖歌（Allegro和Andante）

練習民歌“雨，雨，走”

## 2nd-3rd Grade (Includes Room 313) 二年級和三年級

### Synchronous

1. Opening Music, Welcome, & Check-in
  - a. Students will watch a performance of music 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; Folk Song = Everyday music for everyday people; Melody = High and Low pitches that make a song; Form = How a song is organized
4. Solfege Review using [Chrome Music Lab](#)
  - a. Students will show solfege hand signs for notes displayed by the teacher on Chrome Music Lab
  - b. Students will create their own
5. Reading 4 beat rhythms using Chrome Music Lab
  - a. Students will count 4 beat rhythms using “ta” and “di” syllables created by Mr. Raezer
  - b. Students will create their own four beat rhythms using Chrome Music Lab

### Asynchronous: (all resources available in Google Classroom)

1. Complete and submit simple Google Form (found in Google Classroom)
2. Compose and practice your own 4-beat rhythm exercises in Chrome Music Lab

### 同步

學生進入課堂並在聊天中分享他們看到/聽到的內容時，將觀看音樂表演。

學生大聲閱讀虛擬規範，並有時間問關於上周作業的問題。

學生將大聲朗讀當天的主題

學生會在Chrome音樂實驗室中為老師顯示的筆記顯示貼手手勢

學生將使用Raezer先生製作的“ta”和“di”音節計算4種節拍節奏

### 異步

完成並提交簡單的Google表單

在Chrome音樂實驗室中編寫和練習自己的4節拍節奏練習

## 4th-5th Grade (Includes Room 312 split 5/6) 四年級和五年級

### Synchronous:

1. Opening Music, Welcome, & Check-in
  - a. Students will watch a performance of music and share in the chat about what they hear and see.
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; Folk Song = Everyday music for everyday people; Melody = High and Low pitches that make a song; Rhythm = Long and short sounds
4. Reading syncopated rhythms using Chrome Music Lab
  - a. Students will count syncopated rhythms using “ta” and “di” syllables (for quarter and eighth notes respectively) created by Mr. Raezer
  - b. Students will create their own four beat rhythms using
5. Solfege Review using [Chrome Music Lab](#)
  - a. Students will show solfege hand signs for notes displayed by the teacher on Chrome Music Lab
  - b. Students will compose their own syncopated rhythms using Chrome Music Lab

### Asynchronous (all resources available in Google Classroom):

1. Complete and submit simple Google form (found in Google Classroom)
2. Students practice composing and chanting (Using “ta” and “di” syllables) 4 and 8 beat syncopated rhythms
3. Students practice composing and singing (with solfege syllables and hand signs) 4-note combinations

### 同步

學生進入課堂並在聊天中分享他們看到/聽到的內容時，將觀看音樂表演。

學生大聲閱讀虛擬規範，並有時間問關於上周作業的問題。

學生將大聲朗讀當天的主題

學生將使用Raezer先生創建的“ta”和“di”音節（分別用於四分音符和八分音符）來計算切分的節奏。

### 異步

完成並提交簡單的Google表單

學生練習作曲和誦經（使用“ta”和“di”音節）4和8拍子的節奏

## 6th-8th Grade 六年級至八年級

### Synchronous:

1. Opening music, welcome, and check-in
  - a. Students will listen to music (chosen from class playlist) 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; Form = How a song is put together; Melody = High and low notes that make a song; Rhythm = Long and short sounds
4. Chrome Music Lab Assignment from Week 3 Feedback and Discussion
  - a. Mr. Raezer will show anonymous submissions of student Song Maker assignments.
  - b. Students will respond to the questions:
    - i. What do you notice about the song? (Rhythm, melody, form)
    - ii. What does it make you think of? Does it tell a story?
5. Introduction to Song Maker Project (in collaboration with Ms. Cairns, Art Teacher)
  - a. Students will begin a project that will run the remainder of the quarter, composing a song about an issue or topic that is important to them
  - b. Students will listen to examples of protest and other programmatic music and discuss how the music conveys the composer's intent.

### Asynchronous: (all resources available in Google Classroom)

1. Complete and submit Google Form (found in Google Classroom)
2. Brainstorm a central focus for their song project (this can be the same topic for their Election Project in Ms. Cairns's Art Class).

### 同步

學生進入課堂並在聊天中分享他們看到/聽到的內容時，將觀看音樂表演。

學生大聲閱讀虛擬規範，並有時間問關於上周作業的問題。

學生將大聲朗讀當天的主題

學生將開始一個項目，該項目將在本季度的剩餘時間內運行，並撰寫一首關於對他們很重要的問題或主題的歌曲

### 異步

完成並提交簡單的Google表單

為他們的歌曲項目集思廣益（這可能與他們在美術課中的選舉項目是同一主題）。