

STANDARDS

THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p>Plan & Make 3.MU:Cr2a Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.</p> <p>Evaluate & Refine 3.MU:Cr3.1 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.</p> <p>Select 3.MU:Re7.1 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>Plan & Make 4.MU:Cr2a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>Evaluate & Refine 4.MU:Cr3.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.</p> <p>Select 4.MU:Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Plan & Make 5.MU:Cr2a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>Evaluate & Refine 5.MU:Cr3.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.</p> <p>Select 5.MU:Re.7.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Plan & Make 6.MU:Cr2a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Evaluate & Refine 6.MU:Cr3.1 Evaluate personal work, applying teaching-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>Select 6.MU:Re.7.1 Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>

Students Need to Know	Students Are Able to Do
<ul style="list-style-type: none">● Rap● Steady beat /Rhythm● Composition/Arranging/Instrumentation/Form AB, ABA● Dynamics/Timbre● Body Percussion	<ul style="list-style-type: none">● Perform a steady beat● Create a rhythm pattern● Create and record a musical composition● Perform rhythm patterns using body

Formative Assessment	Teacher observation of students engaged in discussion and creation of musical composition (Superhero Rap).
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Vocabulary for the Lesson	<p>Rap: a type of music that involves rhythmic recitation of text using spoken voice</p> <p>Beat: The basic pulse found in most music, e.g. steady beat</p> <p>Rhythm: the combination of long and short, even or uneven sounds that convey a sense of movement in time</p> <p>Composition: the creation of original music by organizing sound. It is usually written to perform</p> <p>Arranging: the act of choosing instruments for a specific phrase in a composition</p> <p>Form: the organization and structure of a composition and the interrelationships of musical events within the overall structure (musical forms: verse, refrain, AB, ABA)</p> <p>Dynamics: varying degrees of volume in the performance of music, e.g. loud/soft (quiet)</p> <p>Timbre: tone color or quality of sound heard</p> <p>Tempo: the pace at which music moves according to the speed on the underlying beat e.g. fast/slow</p>
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Materials Needed	<p>The Imperial March (From "Star Wars, Episode V) John Williams conducts, John Williams & The Skywalker Symphony Orchestra, Soundtrack 1990 https://youtu.be/u7HF4JG1pOg</p> <p>Wonder Woman's Wrath by Rupert Gregson from Wonder Woman (Original Motion Picture Soundtrack) https://youtu.be/wSavwX4C240</p> <p>The Avengers by Alan Silvestri from The Avengers (Original Motion Picture Soundtrack) https://youtu.be/QtxeJ703w18</p>
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The Batman Theme by Danny Elfman from Batman (Original Motion Picture Soundtrack)

<https://youtu.be/YoaU3kRFvLg>

99 Drum Loops for Creating Songs: Heavy Rock Drum Groove Loop 4

<https://youtu.be/YedkgijjwIk>

Teaching Strategies

Teacher Tips

For each Superhero movie, you only need to play enough music until students can identify the movie.

Listen, observe, and discuss

Say: "Name that movie"

Play iconic movie themes from Superhero movies (such as Imperial March from Star Wars, Wonder Woman, Avengers, and Batman)

Lead student discussion about the connection of music to a specific purpose and context. Guiding questions are "Do you recognize the music?" "What character(s) does the music represent?" "Why does that music fit that character(s)?"

Explore

Play music example #1- Imperial March from Star Wars. Explore steady beat by asking students to create different ways to pat the steady beat using various body percussion (such as stamp, pat, clap, snap, and tap various body parts).

Elicit Superhero names from students and begin a word wall on board. Such as Batman, Wonder Woman, Captain America, Hulk, etc.

In small groups, students select four names from the word wall and explore various ways of saying the names while keeping a steady beat. After exploration, groups share what they came up with. Groups need to document in writing the sequence of names they came up with. Display each written document so the whole class can see.

Notice which groups keep a steady beat and which clap the rhythm of the words. Use that as an example of beat vs rhythm.

Using the phrase “Imperial March from Star Wars”, first have the class pat a steady beat while speaking the phrase. Then, ask the whole class to clap the syllables of the words as they would naturally speak it. Explain that the pattern of the syllables is the rhythm. Practice clapping the rhythm using additional phrases such as “Avengers End Game” or “Spider Man Far from Home”.

Now, the same small groups using the Superhero name patterns they created need to try their Superhero name patterns while patting a steady beat and then try again while clapping the rhythm of the syllables of the words. Next, the group needs to decide if they will pat the steady beat or clap the rhythm (pattern matches the syllables) while sharing their work.

Reflect/Share

Lead students through a reflection process, which allows them to think about and discuss their decision making process.

Ask: *“How did you make your choices?”*

“What did you like about another group’s performance?”

NOTES and REFLECTIONS