

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>Instrumentation: the act of choosing instruments for 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

Student written documentation of previous Superhero Rap from lesson 1

Minecraft - Theme Song

<https://youtu.be/cjQQ9JYGgTM>

Super Mario Bros Theme Song

https://youtu.be/mnipB_8Br8U

Sonic the Hedgehog-Green Hill Zone Theme

<https://youtu.be/UEannNh8ihA>

Halo Theme Song Original

<https://youtu.be/wSavwX4C240>

World of Warcraft Theme Song

<https://youtu.be/QtXeJ703w18>

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

<https://youtu.be/YedkgjljwIk>

Teaching Strategies

Teacher Tips

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

Some students may find the Beat Box Grid graphic organizer helpful in planning their rap.

Once a group has arranged their combinations into an order, help them identify the form they created.

Listen, observe, and discuss

Say: "Name that video game"

Play iconic themes from video games (such as Minecraft, Mario Bros, Sonic).

Lead student discussion about the connection of music to a specific purpose and context. Guiding questions are "Do you recognize the music?" "Why does that music fit the game?"

Explore/Practice

Elicit names of video games from students. Select 4 and practice as a whole class speaking the names to the "Heavy Rock Drum Groove Loop 4". Have students practice patting the beat one time through and clapping the rhythm (pattern of the syllables) another time through.

Creative Challenge

Producers from the next Superhero movie are looking for a Superhero Rap to use during the opening credits. The students task is to create a rap using various Superhero names.

Display the various student written documentation of previous Superhero Raps from lesson 1. In different small groups, students choose which Superhero name combinations they want to use in their rap. Groups should choose at least two different combinations. They should label one combination "A" and the other combination "B". Then, determine the order (arrangement) of the combinations. (e.g., They can arrange it into an AB or ABA form.) Groups need to document in writing what they came up with.

Practice

Students practice their arrangement using the "Heavy Rock Drum Groove Loop 4".

Refine/Explore

Students evaluate arrangement then continue to refine their composition by adding dynamics "loud/soft" and changing vocal timbre (boys say phrase, then girls).

Perform/Present

With practice, students will perform their own version of the rap. [Teacher may record student performance to preserve their work. Students will be revisiting their rap in the next lesson.] After each performance, ask the class to identify the order of the rap. Explain that the order/sequence of sections in a piece of music is referred to as the **FORM**.

NOTES and REFLECTIONS

Beat Box Grid
