Step-by-Step
Classroom Music
2
Teacher Manual
Supplement
Dear Educator,

Thank you for taking the time to peruse Step-by-Step Classroom Music. This grade / music curriculum has been created for a classroom teacher to deliver a General Music program. Step-by-Step Classroom Music teacher resources contain full lesson plans with clearly specified curriculum expectations at top of each lesson. The music lesson plans give extra explanation and teacher notes and have blackline masters and tests for students. In grade , the fundamentals of music are taught and in each successive year they are reviewed and built upon.

If you have found us via this pdf document, we encourage you to visit the website: www.emcnotes.com to look at our other music curriculum products in this series and to view our SMART board music lessons and the new online music composition application.

This sample contains links to audio in mp3 format. To access this click on the text that reads, “Play track…” , and the mp3 track will open in another window. If you have any questions or problems viewing or listening to the audio email paulmauro@emcnotes.com

Yours truly,

The emc notes inc. team
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Track 2  Hush-A-Bye-Baby Staccato
Track 3  John Philip Sousa: Stars and Stripes Forever
Track 4  Victor Herbert: March of the Toys
Track 5  Brass Section Example
Track 6  Woodwind Section Example
Track 7  Percussion Example
Track 8  Beat Card 1 Example
Track 9  Rhythm Card 1 Example
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Track 12  Rhythm Card 3 Example
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Track 26  Rhythmic Pattern Card 1
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Track 29  Rhythmic Pattern Card 4
Track 30  Yankee Doodle
Track 31  Yankee Doodle Pitch Example
Track 32  Amazing Grace
Track 33  Frère Jacques
Track 34  Baa Baa Black Sheep
Track 35  O Canada
Track 36  Star Spangled Banner
Lesson seven

TOPIC: Rhythm and 4/4 Time 3

CURRICULUM EXPECTATIONS:

Students will:
● C1.2 Apply the elements of music when singing, playing an instrument, and moving
● C1.5 Use symbols to represent sounds and sounds to represent musical symbols

OBJECTIVE: By the end of the lesson, students will demonstrate the use of quarter rests, half rests, and whole rests by performing rhythm patterns written in 4/4 time.

MATERIALS: Teacher Note: Rest Breakdown
Quarter Rest Card
Half Rest Card
Whole Rest Card
Beat Card 1 (Lesson5)
Rhythm Card 5     Track 14 Rhythm Card 5
Rhythm Card 6     Track 15 Rhythm Card 6
Teacher Example

LESSON RATIONALE:

Just as language can have both simple and complex sentences, so too can music. The focus of this lesson is on performing more complex musical rhythms in 4/4 time using quarter notes, half notes and whole notes.

SUGGESTED LESSON SEQUENCE:

1. Review the concepts of beat and rhythm from Teachers’ Choice/ Step-by-Step core manuals.

2. Review, with students, that a quarter note has the value of one beat. Show the 4/4 Quarter Note Measure Card and remind the students that, in 4/4 time, there must be four quarter notes or their equivalent, in each measure.

3. Remind the students that every measure begins with a strong (loud) beat and ends with a weak (soft) beat. Explain to the students that in 4/4 time this is the case as well. The first beat in the measure is the loudest of the four beats. Beat two is a soft (quiet) beat, beat three is a medium loud beat, (i.e., not as loud as beat one, but not as quiet as beat two). The last beat in the measure, beat four, is also a quiet beat, similar to beat 2. Therefore, in 4/4 time, each measure contains a loud beat on beat one, a soft beat on beat two, a medium beat on beat three and a soft beat on beat four.
Lesson seven

4. Show the Quarter Rest Card reminding the students that the quarter rest has the value of one beat but that during a rest, no sound is heard.

5. Show the Half Rest Card reminding the students that the half rest has the value of two beats or two quarter rests but that during a rest, no sound is heard (See Teacher Note 1).

6. Review the Whole Rest Card reminding the students that the whole rest has the value of four beats or four quarter notes but that during a rest, no sound is heard. (See Teacher Note 2)

7. Show students Beat Card 1 and have the students tap and count along with the beat accenting the first beat of every measure, i.e., every four beats. Repeat this pattern four times.

8. Show the students Rhythm Card 5. [Play Track 14] and have the students clap and count along with the rhythm accenting the first beat of every measure, i.e., every four beats. Repeat this pattern four times.

9. Show the students Rhythm Card 6. [Play Track 15] and have the students clap and count along with the rhythm accenting the first beat of every measure, i.e., every four beats. Repeat this pattern four times.

10. Divide the class into three groups. Group 1 will tap Beat Card 1 (quarter notes). Group 2 will clap Rhythm Card 1 and Group 5 will clap Rhythm Card 6.

11. Have each group perform its pattern four times in sequence beginning with Group 1 and ending with Group 3.

12. Once comfortable, begin to have two groups perform their patterns simultaneously (e.g., Groups 1 & 2, Groups 2 & 3, Groups 1 & 3 See Teacher Note 2).
USING ORAL PROMPTS\textsuperscript{14} TO UNDERSTAND RHYTHM

13. Sometimes children find it easier to recognize the value of different notes through oral prompts. Review the oral prompt associated with the quarter note (ta), the oral prompt cue associated with the half note (ta-ah), and the oral prompt associated with the whole note (ta-ah-ah-ah).

14. Repeat steps 9 through 11 using oral prompts.

ASSESSMENT STRATEGIES:

The important thing is that students identify four beats per measure and that the body percussion pattern consists of an accent on beat one. The beat must be consistent throughout the playing of each pattern. This is a difficult exercise as the beat must remain steady and the rhythm must be strongly tied to the beat. All three patterns need to share the same count. When rests appear in a pattern, there should be no sound heard.
Teacher Note: Rest Breakdown

Rest is held for 4 beats.

Amount of note name

# of beats of silence
Quarter Rest Card

Rest

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Half Rest

Beat lines

Fig. 1

Half Quarter Quarter

2 beat rest or silence

Half rest looks like a hat.

Fig. 2

Half rest

2 beat rest or silence

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Whole Rest

4 beats

Whole rest

4 beat rest or silence

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Rhythm Card 5
Rhythm Card 6
Teacher Example