

Lesson #1

Name: Lillia Chapman

Lesson date and time: March 10th, 2025

Grade: 6th Grade Orchestra

Central Focus: The central focus of the learning segment is to identify, analyze, and perform dotted quarter notes in different eight- and sixteen-beat rhythmic patterns with the correct bow technique.

Learning Objective(s)/ Target(s): By the end of this lesson, students will be able to identify and describe a dotted quarter note and how to properly count it in a four-beat rhythmic pattern.

Prior Learning: Students are familiar with the following rhythms: quarter note, half note, eighth note, whole note. Students are currently learning and performing ties in their repertoire that connect the rhythms previously stated. Students use a number system to count rhythms (1 & 2 & 3 & 4 &). Students have limited experience counting and performing (by clapping) dotted quarter notes in 2-4 measure excerpts. The most recent repertoire they performed, Apache by Carol Nunez, involved dotted half notes in the violin I and II parts.

Materials Needed:

Projector, whiteboard, presentation slides, laptops

Standards:

6.4PE Identify the performers' techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control on multiple instruments.

Assessment and Feedback

1. Formative Assessments:

Observation- During class, I will observe students as they are clapping different rhythms with dotted quarter notes and give feedback after every performance. This assessment will tell me what pace I should continue at to make sure everyone is understanding the information.

Small group demonstrations- students will demonstrate a dotted quarter note pattern in a 4 measure phrase and I will give feedback on how they counted and clapped it. This allows me to give more personalized feedback without having to call a single student out.

Exit Tickets- Students will be given an exit ticket that reviews what was learned in class; what a dotted quarter note is, what the dot does to the note, and any questions they may have so far. This will tell me how much I need to review before learning new content in the next lesson.

2. Academic Language:

Dotted quarter note: Rhythmic value that is equal to one and a half beats

Eighth note: Rhythmic value that is equal to a half beat

Quarter note: Rhythmic value that is equal to one beat

Measure: A segment of time that contains a specific number of beats

Beat: A steady pulse or unit of time that underlies a piece of music

Tempo: The speed at which a piece of music is played

Rhythm: Made up of the timing of notes and rests. Pattern of sounds and silences

Half note: Rhythmic value that is equal to two beats

Quarter note rest: Rhythmic value that is equal to one beat of silence

Subdividing: Breaking down a beat into smaller units, usually one unit smaller than the fastest rhythm being performed.

3. Differentiation:

Low level learners:

IEP- Small group, extended time, visual aids, scaffolded in-class assignments with specific instructions, preferential seating

504- Preferential seating, verbal and nonverbal cues to stay on task, visual checklist at the beginning of class, frequent check-ins, small group time, fill in the blank notes

High level learners:

Gifted- Opportunities to demonstrate/model new skills for the class, challenging questions, leadership opportunities in small group settings, aural analysis and dictation of rhythms being performed

Procedures:

Time	Who ?	Procedures	Techniques/Strategies
10:00	T&S	Introducing New Content (Dotted Quarter Note): <ul style="list-style-type: none">● Call and Response<ul style="list-style-type: none">○ T&S will perform 4-beat rhythmic patterns with known rhythms and new rhythm, dotted quarter note followed by an eighth note.○ Known Rhythms- quarter notes, eighth notes, half notes, whole notes○ Students- identify what rhythm is being clapped and talk about what the dotted quarter note sounds like● Introduce what dotted quarter notes look like, what the dot means, and how to count it.<ul style="list-style-type: none">○ 1 (&2) &	<p>VARK- Kinesthetic</p> <p>Bloom- Analysis/Analyzing</p> <p>Protheroe- Meaning is created by identifying patterns: make connections, discover, integrate information</p>

30:00	T&S	Practicing New Skill: <ul style="list-style-type: none"> • Clap rhythm in presentation with dotted quarter note rhythmic pattern all together <ul style="list-style-type: none"> ◦ Split into groups and rehearse new rhythm pattern ◦ Perform new rhythm pattern in a different way (using different body percussion) • While in groups- <ul style="list-style-type: none"> ◦ Students go to Emilerhythm ◦ Choose up to 4 rhythms with dotted quarter notes in it ◦ Practice as a group, then perform for another group • Formative Assessment- Small group demonstrations. Teacher will walk around and give feedback. 	<p>Fogarty: Learning is emotional, constructed, experiential</p> <p>Kohn- Collaboration/Cooperative Learning/Learning Communities</p> <p>Fogarty: Challenge through doing</p>
5:00		Reflection: Return to seats Formative Assessment: Exit Tickets- Students will fill out exit tickets and return to teacher	Zemelman- Learning is reflective

Review/Closure: Teacher and Students will review what was gone over in the presentation, fill out exit tickets and return them to the teacher.

Lesson #2

Name: Lillia Chapman

Lesson date and time: March 11th, 2025

Grade: 6th Grade

Central Focus: The central focus of the learning segment is to identify, analyze, and perform dotted quarter notes in different eight- and sixteen-beat rhythmic patterns with the correct bow technique.

Learning Objective(s)/ Target(s): By the end of this lesson, students will be able to analyze and count excerpts of music with dotted quarter notes in an eight- or sixteen-beat rhythmic pattern and perform the patterns with the proper bow technique.

Prior Learning: Students are familiar with the following rhythms: quarter note, half note, eighth note, whole note. Students are currently learning and performing ties in their repertoire that connect the rhythms previously stated. Students use a number system to count rhythms (1 & 2 & 3 & 4 &). Students have limited experience counting and performing (by clapping) dotted quarter notes in 2-4 measure excerpts. The most recent repertoire they performed, Apache by Carol Nunez, involved dotted half notes in the violin I and II parts. Students have been introduced to what a dotted quarter note followed by an eighth note sounds and looks like and how to count it.

Materials Needed: Presentation, Whiteboard, projector, rhythm excerpts handout, Youtube video, bows

Standards:

6.1PE **Perform** or present four- and **eight-beat rhythmic patterns**

6.4PE **Identify** the performers' techniques needed to create **accurate rhythm** and pitch, appropriate expressive qualities, good posture, and breath control on multiple instruments.

4.1PE Read and **perform** using known rhythms, whole notes, **dotted notes**, sixteenth-note combinations, or syncopated rhythms in a variety of meters.

Assessment and Feedback

1. Formative Assessments:

Observation: I will observe students while they airbow a rhythm excerpt and give feedback on their performance and understanding. This assessment will tell me what pace I should continue at to make sure everyone is understanding the information.

Leading Questions: I will ask questions to review what was learned in the previous lesson. (How many beats does a dotted quarter note get? What does a dot do to a note? What would it do to a half note?)

Think, Pair, Share: Students will pair up, talk about how to perform a rhythm excerpt with dotted quarter notes in it with a bow, then share with the class.

Follow-Along Video: I will show a youtube video that students can airbow along to that includes dotted quarter notes and I will model and give feedback

2. Academic Language:

Dotted quarter note: Rhythmic value that is equal to one and a half beats

Eighth note: Rhythmic value that is equal to a half beat

Quarter note: Rhythmic value that is equal to one beat

Measure: A segment of time that contains a specific number of beats

Beat: A steady pulse or unit of time that underlies a piece of music

Tempo: The speed at which a piece of music is played

Rhythm: Made up of the timing of notes and rests. Pattern of sounds and silences

Half note: Rhythmic value that is equal to two beats

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Subdividing: Breaking down a beat into smaller units, usually one unit smaller than the fastest rhythm being performed.

3. Differentiation:

Low level learners:

IEP- Small group, extended time, visual aids, scaffolded in-class assignments with specific instructions, preferential seating

504- Preferential seating, verbal and nonverbal cues to stay on task, visual checklist at the beginning of class, frequent check-ins, small group time, fill in the blank notes

High level learners:

Gifted- Opportunities to demonstrate/model new skills for the class, challenging questions, leadership opportunities in small group settings, aural analysis and dictation of rhythms being performed

Procedures:

Time	Who ?	Procedures	Techniques/Strategies
6:00	T&S	Review: <ul style="list-style-type: none"> Review slides from presentation used during the first lesson and ask leading questions about what was learned. <ul style="list-style-type: none"> Students- Fill out guided notes Students - Practice 8-beat rhythm excerpts with dotted quarter notes. <ul style="list-style-type: none"> Students- count and then perform by clapping them. 	Zemelman: Learning is Reflective Zemelman: Learning is Constructed/Built on Prior Knowledge Protheroe: Plan for interaction and collaboration
7:00	T&S	New Skill: With the Bow <ul style="list-style-type: none"> Students: Formative Assessment- Think, Pair, Share, the proper way to use the bow 	

		<p>when performing a dotted quarter note followed by an eighth note.</p> <ul style="list-style-type: none"> ○ Heavier, slower bow on dotted quarter ○ Lighter, faster bow on eighth note <ul style="list-style-type: none"> ● Teacher- demonstrate how to air bow a dotted quarter note followed by an eighth note (long short) emphasizing to save bow on the dotted quarter. ● Students will airbow the excerpts they clapped. 	<p>Fogarty: Foster problem-solving, thinking skills</p> <p>VARK: Visual, Auditory</p> <p>Fogarty: Challenge through doing</p>
12:00		<p>Practicing New Skill:</p> <ul style="list-style-type: none"> ● Teacher- present a youtube video that lets students clap and play along with different dotted quarter note rhythms. https://www.youtube.com/watch?v=B6al-0M7CD8 <ul style="list-style-type: none"> ○ Formative Assessment: Follow along video- teacher models and provides feedback to students while they airbow along ● Using same rhythmic examples from the beginning of lesson, Students will pair up and rehearse one of the six options to perform with the class. ● Formative Assessment- Small group demonstrations <ul style="list-style-type: none"> ○ Students will perform the number they rehearsed and teacher will provide feedback and review measures as necessary 	<p>Rogers & Renard: Create “fun” learning experiences</p> <p>Bloom: Application/Applying</p>

Review/Closure: Students will perform rhythm excerpts on presentation using their bows. Teacher will ask if there are any questions.

Lesson #3

Name: Lillia Chapman

Lesson date and time: March 12th, 2025

Grade: 6th

Central Focus: The central focus of the learning segment is to identify, analyze, and perform dotted quarter notes in different eight- and sixteen-beat rhythmic patterns with the correct bow technique.

Learning Objective(s)/ Target(s): By the end of this lesson, students will be able to perform dotted quarter notes in eight- and sixteen-beat rhythmic patterns on an open string on their instrument.

Prior Learning: Students are familiar with the following rhythms: quarter note, half note, eighth note, whole note. Students are currently learning and performing ties in their repertoire that connect the rhythms previously stated. Students use a number system to count rhythms (1 & 2 & 3 & 4 &). Students have limited experience counting and performing (by clapping) dotted quarter notes in 2-4 measure excerpts. The most recent repertoire they performed, Apache by Carol Nunez, involved dotted half notes in the violin I and II parts. Students have been introduced to what a dotted quarter note followed by an eighth note sounds and looks like and how to count it. Students have been introduced to how it is performed with the bow. Students know how to use the bow when performing a dotted quarter note but have not put it on their instruments yet.

Materials Needed: Presentation, whiteboard, projector, instruments and bows

Standards:

6.1PE **Perform** or present four- and **eight-beat rhythmic patterns**

6.4PE **Identify** the performers' techniques needed to create **accurate rhythm** and pitch, appropriate expressive qualities, good posture, and breath control on multiple instruments.

4.1PE Read and **perform** using known rhythms, whole notes, **dotted notes**, sixteenth-note combinations, or syncopated rhythms in a variety of meters.

Assessment and Feedback

1. Formative Assessments:

Observation: I will observe students performing dotted quarter note rhythms and provide feedback. This assessment will also tell me what pace I should continue at to make sure everyone is understanding the information.

Small group demonstrations: groups of 3-5 students will perform for the class and students will give feedback and I will also provide feedback.

Solo demonstrations while others air bow along: Students will be able to demonstrate their understanding of the material in front of the class while others practice by air bowing. I will give feedback to the student who performed.

Student becomes the Teacher- Students will fill in the blank on the review slides and tell their peers the answer.

2. Academic Language:

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Eighth note: Rhythmic value that is equal to a half beat

Quarter note: Rhythmic value that is equal to one beat

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High level learners:

Gifted- Opportunities to demonstrate/model new skills for the class, challenging questions, leadership opportunities in small group settings, aural analysis and dictation of rhythms being performed

Procedures:

Time	Who ?	Procedures	Techniques/Strategies
3:00	T&S	Review: <ul style="list-style-type: none"> Formative Assessment: Student becomes the Teacher- Students will fill in the blanks on the review slides as the teacher <ul style="list-style-type: none"> Review slides and guided notes, spending more time with concepts students say they do not understand fully. 	Protheroe: Metacognitive skills enhance learning
10:00	T&S	Combining Our Knowledge (New Skill) <ul style="list-style-type: none"> T&S: Call and response using 4-beat rhythmic patterns involving a dotted 	VARK: Visual, Auditory

		<p>quarter note followed by an eighth note on open strings</p> <ul style="list-style-type: none"> o Formative Assessment: Observation paying attention to bow distribution ● Students: Small groups and clap then perform 8-beat rhythm excerpts on the board (from presentation) with dotted quarter notes on an open D string <ul style="list-style-type: none"> o T: Observe and give feedback on bow usage and counting accuracy o Formative Assessment: Small group demonstration of rehearsed 8-beat rhythm 	<p>Kohn: Collaboration/Cooperative Learning/Learning Communities</p> <p>Bloom: Application/Applying</p>
7:00	T&S	<p>New Skill Solo Practice</p> <ul style="list-style-type: none"> ● S: return to seats and practice clapping then performing 16-beat rhythm excerpts on the board with dotted quarter notes on an open string of their choice <ul style="list-style-type: none"> o S: Formative Assessment solo performance- Choose one to perform for the class and other students will air bow along o T: Will give feedback, students will then perform the excerpt all together. 	<p>Fogarty: Challenge through doing</p>
10:00		<p>Review New and Old Skills- Then Apply:</p> <ul style="list-style-type: none"> ● T: Will review if necessary with either the presentation or by demonstration. ● Challenge: If time, play the G or D major scale using a 4 beat rhythmic pattern involving a dotted quarter note followed by an eighth note. 	<p>Zemelman: Learning is Reflective</p> <p>Bloom: Application/Applying</p>

Review/Closure: Review what was talked about over the three lessons, answer any questions students may have. If time, challenge students by applying the rhythm (dotted quarter note) to the D and G major scale.