

## Rehearsal 10/14/2021

### Standards:

- MU: Cr.1.1.E.8a-Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
- MU: Pr6.1.E.5a-Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

### Objective:

By the end of rehearsal, the students will be able to improvise a rhythm using body percussion and rhythms from the selected song and will present their improvised rhythm to the class.

By the end of rehearsal, the students will be able to sing a section of the song with technical accuracy.

### American Folk Rhapsody Arranged by Linda Steen Spevacek

1. Repeat after me: Do a few body percussion echoes (Include the counts)
2. Have students look at measures 58-62. Ask Sopranos and Tenors what their body percussion rhythm is. Have a student model it and count it.
3. Have sopranos and tenors count and repeat the rhythm until they are solid.
4. Ask Altos and Basses what their body percussion part is at 58-62. Have a student model it and count it.
5. Have all altos and basses count and repeat the rhythm until they are solid.
6. Have all parts do the body percussion at the same time. Point out how the rhythm sounds when the parts overlap.
7. Add the singing in both parts. If the parts aren't confident, rehearse with just sopranos and tenors. Then rehearse just the altos and basses. Bring both parts back together to sing together.
8. Go to measures 66-70. Ask sopranos and tenors if their part is different. Have them count and do the body percussion.

9. Ask altos and basses if their part is different. Since it isn't different, see if they can just jump right into adding the body percussion.
10. Have both parts sing together
11. Have a brain break from working on music. "We are going to come up with our own four beat body percussion section, but I want us to use rhythms from the song in our body percussion. Look in your music, what kind of rhythms do you see?"-Write rhythms on the board
12. Have students come up with their own four beat body percussion pattern. Have them all play it at the same time.
13. Ask if anyone would like to lead and we can echo?
14. Go back to singing measures 66-70. Isolate sections if the words and body percussion is not matching up.
15. At the end have them sing the whole section incorporating their own body percussion in the middle and have them sing the section again to complete the summative assessment.

#### Formative Assessment:

When learning the body percussion, the teacher will observe with their eyes and ears to make sure students have accurate rhythms. Teacher can not move on, until students have an accurate rhythm. When isolating sections with the words and body percussion together, the teacher will use their eyes and ears to make sure students have accurate rhythms, words, notes, and tone.

When doing the made-up body percussion the teacher can observe who seems confident with the rhythms in the song. Having them use rhythms from the song allows students to practice the rhythms in a different context.

Summative Assessment:

At the end of the rehearsal, the student will sing the sections worked on all the way through. The teacher will be able to assess through observation the number of students that have understood the concept of the lesson. If needed, the teacher can break down the section again in the next rehearsal.

Differentiation:

Enlarge the music. Have someone tap a rhythm on the shoulder of a student who is blind or deaf. Slow down the tempo of the rhythms when learning it. Have a teacher model it. Say while doing body percussion, so the students don't have to think about the pitches.

Reflection:

- I taught this lesson to two separate 8<sup>th</sup> grade choirs who were working on the same song. One choir caught onto the concept faster than the other choir. This needs to be taken into consideration when lesson planning. If one choir is exceptionally bright, a teacher could dive further into topics.
- The fact that the second 8<sup>th</sup> grade choir did better could have also been because I had time to reflect and alter my lesson after teaching the previous class. I originally wanted to add the body percussion improvisation in the middle of the two sections, but they didn't understand that, so I cut it all together. I now added it to the end of the sections in my new lesson.
- Altos and basses struggled on the second half of the lesson. They were so focused on getting the word correct that they couldn't sing, clap, and have correct rhythms all at the same time. I tried isolating just their part and they improved a little. I think next time I

would have them speak their words to at tempo. They I would help point out the different words from previous lines/verses. Then I would add back in the singing and clapping.