Mr. Christopher Landi

Sinking Springs Elementary General Music

Cycle 4

**5th Grade – FEBRUARY BLACK HISTORY MONTH**

TOPIC: Listening, Singing, Percussion Ensemble

***Standards:***  National Standards: #1 (Singing, alone and with others)

 #2 (Playing, alone and with others)

 #5 (Reading music)

#6 (Listening to, analyzing, and describing music)

#9 (Understanding music in relation to history and culture)

 PA Standards: 9.1, 9.2, 9.3, 9.4

***Materials:***  -computer w/powerpoint, plugged into projector, etc.

 -keyboard

 -copies of music (“Gonna Ride Up in the Chariot”)

 -percussion instruments (boomwackers, woods, shakers, drums)

***Objective(s):***

-SWBAT start thinking about some famous African-American musicians in relation to US society and culture.

 -SWBAT sing an unfamiliar pentatonic song in groups

-SWBAT play independent rhythm patterns within the context of an ensemble

INTRODUCTION – (**2 minutes**)

*-Who can tell me what month we are in now?*

-FEBRUARY is Black History Month and our nation celebrates the contributions of many African-Americans who have made contributions to our society and culture.

-For the next couple of music classes, we will be listening to some examples of famous African-American performers of music – past and present.

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LISTENING

Students remain at their assigned keyboard stations.

Show powerpoint. Ask what African-American musicians/performers ss listen to or watch.

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SINGING – ( **minutes**)

-I’m going to sing a song that we are going to learn today called “Gonna Ride Up in the Chariot” which is an African American spiritual. A spiritual is a genre of music that slaves sang to express their frustration with their treatment and position. They would be physically beaten, talked down to, etc. Many spirituals would be about hope for freedom.

1. TEACHER PLAY AND SING SONG.

-Now you’re going to sing with me, but let’s warm-up our voices first. Let’s sing up the scale with solfege syllables.

2. TEACHER POINT TO SOLFEGE LADDER AND SING WITH STUDENTS

3. ECHO AFTER ME: “O Lord, have mercy on me” ……………. Ss

 “O Lord, have mercy on me” …………….. Ss

 “O Lord, have mercy on me” …………….. Ss

 “And I hope I’ll join the band” ……………. Ss

4. WHOLE REFRAIN WITH STUDENTS: “O Lord, have mercy on me, O Lord, have mercy on me, O Lord, have mercy on me And I hope I’ll join the band.”

5. TEACHER AND SS SING VERSE 1.

-*Where would we go to after singing this verse?*

 TEACHER AND SS SING REFRAIN.

-*Where would we go to after singing this refrain?*

 TEACHER AND SS SING VERSE 2.

-*REFRAIN!!*

 TEACHER AND SS SING REFRAIN.

-*VERSE 3!!!*

*REFRAIN*.

*What’s the difference between the verse and refrain?* (Text is different in each verse, while the text is the same thing for the refrain.) This is how most songs that you hear on the radio are set-up – a verse or two, then a refrain.

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PERCUSSION ENSEMBLE

1. Count students off in groups of 5s and direct them to a station of instruments.

2. AT EACH STATION OF INSTRUMENTS THERE IS A CARD OF RHYTHMS OR NOTES. MY CHALLENGE TO EACH GROUP IS TO BE ABLE TO PLAY WHAT IS ON YOUR CARD. For the choir, you are singing the refrain. --- ***ALSO INSTEAD OF EXPLAINING THIS VERBALLY, MODEL AT EACH STATION.***

FOR THE BOOMWHACKERS, YOU ARE PLAYING THE CHORDS OF THE SONG. MODEL EACH CHORD (D, G, A).

3. YOU HAVE 2 MINUTES. Students rehearse their part.

4. Rehearse various combinations of instruments/voices. Then add in whole ensemble.

5. Rotate to the left. Repeat 3 and 4 until all groups got to each station.

***Assessment:***  -Students will be asked a couple questions throughout powerpoint presentation.

 -Students will be observed visually and aurally while singing and playing in percussion ensemble

***Contingency Plan:***  -Switch rhythm patterns between percussion instruments

 -Sing song along with playing

 -small chamber groups (5 individuals)