

Making Music Accessible: Table of Contents

Notes to 'Note' Before You Start	2
Making Music Accessible to the General Classroom Teacher: Quotes.....	3
Fall/Dak'et.....	4
Lesson 1: Beat	4
Lesson 2: Beat	5
Lesson 3: Beat	6
Lesson 4: Beat	7
Lesson 5: Beat - Drum	8
Lesson 6: Beat (Scarves) & Rhythm (Percussion Instruments)	9
Lesson 7 and 8: Beat (Scarves) & Rhythm (Percussion Instruments)	10
Winter/Khui.....	12
Lesson 9: Beat & Rhythm – Flashlights	12
Lesson 10: Beat & Rhythm – Flashlights	13
Lesson 11: Beat & Rhythm Percussion Instruments	14
Lesson 12: Beat & Rhythm Percussion Instruments	15
Lesson 13: Beat & Rhythm Percussion Instruments	16
Lesson 14: Beat & Rhythm Percussion Instruments	17
Lesson 15: Beat & Rhythm Percussion Instruments	18
Lesson 16: Beat & Rhythm – Ostinatos.....	19
Lesson 17: Beat & Rhythm – Ostinatos.....	20
Spring/'olouh	21
Lesson 18: Melody Boomwhackers.....	21
Lesson 19: Melody Boomwhackers.....	23
Lesson 20: Melody Ukuleles.....	25
Lesson 21: Melody Ukuleles.....	26
Lesson 22: Melody Ukuleles.....	27
Lesson 23: Melody Ukuleles.....	28
Lesson 24: Melody Ukuleles.....	29
Assessment Learning Ladders	30
Blank Ladder Template	30
Beat and Rhythm Learning Ladder.....	32
B, R, M Learning Ladder	33
Melody Learning Ladder	34
Ukulele Learning Ladder	35
Other Reproducibles	36

Beat Poster.....	36
The Rhythm Poster.....	37
Melody is the Tune	38
Following Beat Sheet	39
Among Us Tracking Sheet	40
Uke – Did You Know?.....	41

Notes to ‘Note’ Before You Start

This unit is designed to be sequential.

Each lesson builds off the one before it.

If you are just pulling a singular lesson, you may have to adjust.

It is organized by Season as well as in to the three main Music concepts of:

BEAT RHYTHM MELODY

***AS - Active Songs** – the actions and lyrics can be found on the Curriculum Hub – Fine Arts button. The songs can be found on Spotify or itunes. Make sure you listen ahead to ensure the ‘clean’ version. Bluetooth speaker is always a good investment for this activity!

***IMR - Indigenous Music Resource** – can also be found on the Curriculum Hub - Fine Arts button. The song will be found in the resource under the season listed at the top of the lesson page (ie: Fall/Dak’et)

***MP - MusicPlay** – is a program your school can purchase. It is only \$200 a year and your whole school has access. There are all kinds of singing games, on line games, activities, and seasonal content. Please contact your Fine Arts Support Teacher if you would like to take a look at it.

***Boomwhackers and Non-Pitched Percussion** – kits of these instruments are available to borrow from the DLC. The sites suggested are free on line.



***Ukuleles** – if your school does not own any, please contact your Fine Arts Support teacher to see if you can borrow from another school, or if your school is interested in purchasing a set of your own. Resources suggested can be found on the Curriculum Hub – Fine Arts button (open string songs), as well as free on line (play along songs – various sites). Full programs to follow along with can also be found on Musicplay or through James Hill (Ukulele in the Classroom).

Making Music Accessible to the General Classroom Teacher: Quotes

This unit was designed for schools who do not have a Music specialist on their staff. It was a year long project where teachers watched a lesson being taught and then attempted to teach the follow up lesson on their own. We met every 6 weeks to share successes and/or make changes as we went. This is what the teachers involved had to say:

“I felt it was very successful from the perspective of being a teacher with little to no Fine Arts experience. It made me so much more comfortable teaching it in the classroom. To see it modeled before teaching it made it easier to follow the lesson plan, and was more beneficial to both me and the students. It hit so many parts of the curriculum including the Indigenous parts. I was so amazed to see some of my students who don’t do well academically be so successful in Music.”

Ashley Sarai – grade 4/5 – Ron Brent

“Even with having an Arts background, it was nice to have a system of lesson plans laid out in progression to follow. I noticed that so many of my students really loved the music lessons. I would not have known how many of my kids would be successful in this area of the curriculum if I hadn’t tried this. To hear them sing, and be focused during the lessons made me so thankful that they were able to experience this.”

Kyra Sinclair – grade 4/5 – Ron Brent

“I think it goes without saying, that music accesses the hearts and minds of children in a unique and beautiful way. I found these lessons to be a logical and accessible sequence to teach music to my students. One thing that really helped was having a couple of colleagues doing this with me- we could bounce ideas and resources off each other and share successes. Another great support was having an admin who invested in the instrument kits and Musicplay account that helped us to be successful and more confident in teaching music.

Vanessa Elton – grade 3 – Ron Brent

Fall/Dak'et - Lesson 1

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Make copy of *Active Song Movement sheet* for 'Stompa'.

Today's Intentions: I can keep a steady beat by marching and clapping.
I can understand why beat is important to Indigenous cultures.

***Introduction** – This year we will be moving, singing and playing instruments. Our goal is to be able to learn the three main concepts that make up Music - Beat, Rhythm, Melody

***Warm Up** – **AS** - Stompa (by Serena Ryder) – teach movements – have them start at their desks. Teach up to where they trade spots. Then stop and talk about safety before doing second part.

***Introduce** – Kym Gouchie **IMR** – read biography

***Intentional Listening** – **IMR** – have them listen to the 'STORY' video for the song: I Am – why does she say that the beat is important? (*first sound they hear is their mother's heartbeat*) Which instrument does she use to emulate the sound of it? (*hand drum*) Put the word BEAT on the board. Start a list underneath describing what it is.

***Move** – keep the beat on the drum (use Indigenous hand drum if available) use different speeds (tempo), loud and soft (dynamics), groupings of beats (2, 3, 4, 6) – first beat is strong, rest are normal. Now add on to the **BEAT** list to identify what it is: (*can be fast, slow, loud, soft, in groups – but always steady*)

***Watch** - **IMR** - Now watch the 'SONG' video for I Am by Kym Gouchie – listen and enjoy – notice PG scenery, how she uses her drum, think about what the words might mean

***Play** - **IMR** - Explain rules for the Game – I Will, I Can, I Am – play and enjoy

***Talking Circle** – what did you learn today? What was your favourite part?

Fall/Dak'et - Lesson 2

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Make copies of *Fall Template* for writing activity and one copy of exemplar from *IMR* resource. Have *Active Song Movement* sheet for 'Stompa' ready.

Today's Intentions: I can keep the beat in a variety of ways.
I can express feelings about myself through music.

***Warm Up** – **AS** - Stompa (Serena Ryder: radio version) – review movements, remind them to be creative with the beat, sing if they're ready 😊

***Review** - how much do they remember about Kym Gouchie from her 'STORY'?

*why did she say that the beat is important? Which instrument did she use to emulate the sound of it? Ask what they remember about **BEAT**.

***Watch** - **IMR** - I Am by Kym Gouchie 'SONG' – listen and enjoy, they can sing along if comfortable

***Discuss** - how do they feel about their own talents show sentence starters from the **template**.....brainstorm on board if you want to or show **exemplar**

***Write** - Have students complete a rough copy first, then good copy on **template**

***Play** - Go over rules for the Game – I Will, I Can, I Am – sit on chairs in a circle - play game and enjoy

***Share** - Stay in the circle, ask if they thought they improved in anything today: singing, writing, keeping the beat, following the movements for the song?

Fall/Dak'et - Lesson 3

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Have *MusicPlay* bookmarked for ending activity. Have *Active Song Movement* sheet for 'Stompa' ready. Print out **poster** for BEAT and laminate if possible.

Today's Intentions: I can keep the beat in a variety of ways.

I can observe, listen and describe the differences in traditional & contemporary Aboriginal music.

***Warm Up** – **AS** - Stompa – show me what you know 😊

***Review** – **IMR** - practice singing 'I Am' with video

***Review** - what do they remember about BEAT? Talk about the strong/weak beats and how they are grouped. Show **poster** for beat. Display it in room.

***Introduce** - Francois Prince – **IMR** - read Biography

***Intentional Listening** – **IMR** - Dakelh K'una – listen for 2 things: what the beats are grouped in (2s), which part is words (lyrics), which part is vocables (sounds) – stand up for words, sit for vocables

***Discuss** - how is this song different from 'I Am' (*more traditional, repetitive, like a heart beat*)

***Speak** - Tell them the title – pronounce in Dakelh (use dictionary if needed)

***Move** - **IMR** - Movements & Meaning Activity for Dakelh K'una– show movements, talk about what they were excited to learn or what is their favourite. Come up with actions to go with their ideas. Move to the music. Sing when ready.

***Game** – **MP** - Stella Ella OR Pass the Pumpkin – seated circle formation. Have them keep the beat in their laps while you play or sing the song. Then teach them the rules to the game and play.

Fall/Dak'et - Lesson 4

Prep Ahead: Have **Active Song** Movement sheet for 'Stompa' ready. Have **Indigenous Music Through Seasonal Rounds** ready to project. Have **MusicPlay** bookmarked and ready to go. Have **Poster** for BEAT on hand.

Today's Intentions: I can keep the beat in a variety of ways.

I can move to music, and show my knowledge of a new language through action.

***Warm Up** – **AS** - Stompa (Serena Ryder: radio version) – last time for this song!

***Review** - what do they remember about **BEAT**. Talk about the strong/weak beats and how they were grouped in the song. Review using **poster**.

***Review** – **IMR** - Dakelh K'una – listen and tap the beat – groups of 2: strong and weak. Listen to the words and try to remember what the movements were.

***Listen/Create** - Right after he sings "Dakelh k'una whuts'odul'eh", stop the song and see if the students remember what the words mean? *we are learning the Dakelh way.* Go over the actions we could do for this: they can choose anything they are learning and do this action to the beat.

***Move** – **IMR** - Movements & Meaning activity – have students share what they remember about the chorus movement: double step for 4 moving forward, double step for 4 moving backward, pivot turn one way on "Awe o we haiya" and pivot turn the other direction the second time they sing it. Put song on from beginning. Move to the music. Sing if ready.

***Play** - **MP** – Witches Broom or Pass the Pumpkin. Stand or sit in a circle. Have them keep the beat while listening to the song. Review the rules to the game. Play and enjoy.

Fall/Dak'et - Lesson 5

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Have *MusicPlay* bookmarked and ready to go. Have *Poster* for BEAT and RHYTHM on hand.

Today's Intentions: I can keep the beat using a drum or rhythm sticks.
I can observe, listen and describe the differences in traditional and contemporary Aboriginal music.

***Warm Up** – **MP** - Sevens – clapping in sets of 7.

***Review** - what they remember about BEAT. Talk about the strong/weak beats and how they are grouped. Refer to **poster**.

***Instruments** – **IMR** - in circle formation: using hand drums or rhythm sticks, keep the beat and sing along with the 'I Am' video, and then with the audio for 'Dakelh K'una'. *if you have a large group, have only half the class playing and then switch part way through otherwise it might be too loud.*

***Discuss/Write** - how was each song was different/same – fill in Venn Diagram together

***Introduce** – what is rhythm? – use the drums to do a 'call and response' – teacher creates a rhythm using words, students copy of their drum or with sticks On board draw 4 heart beats to represent the beat. Now show rhythm symbols underneath the hearts – one under each - ta, ti-ti, rest – say and play. Use the terms $\frac{1}{4}$ note, $\frac{1}{8}$ note and rest if you prefer. Show the new **poster** for RHYTHM.

* **Play** - **MP** - under games - '**Which Rhythm?**' students watch and listen. Use fingers to show which answer they think it is. Go by the majority answer. Start at level 2 or 3 and see how many you get correct.

* **Play** - **MP** – Stella Ella - Stay in the circle, sitting down. Have them keep the beat while I sing the song. Teach them the rules to the game.

Winter/Khui - Lesson 6

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Have *MusicPlay* bookmarked and ready to go as well as *Musication Percussion Play Along* and *F-R-O-S-T-Y Hand Jive*. Have *Poster* for BEAT and RHYTHM on hand.

Today's Intentions: I can describe the difference between beat & rhythm.
I can identify and play basic rhythm notation.

***Warm Up activity:** **MP** - Review Sevens – (*Instructions first, write them on board, Clap Along*) if ready, apply it to **MP** - We Wish You A Merry Christmas (*MusicPlay in 'Units' – 'Happy Holidays'- then scroll down*)

***Review** – **poster** - what do they remember about BEAT

***Intentional Listening-** **IMR** - Silent Night (in Dakleh) – don't tell them the title: do you recognize the melody? Keep the beat using scarves or flashlights.

***Review** – **poster** - RHYTHM – *rhythm goes with the words* - do a 'call and response' using words to show rhythm

* **Play** - **MP** - Trivia Wheel – How Many Sounds?

***Create** - 'Rhythm Sandwich' together using words with different syllables – 'rap' it as a group - beside words show rhythm symbols for ta, ti-ti, rest, triplet, tika-tika (*see template*)

* **Play game** - **MP** - Which Rhythm? OR Rhythm Race

* **Instruments-** **Musication Percussion Play Along** – Rudolph - show what it looks like – pay attention to the rhythm symbols. Hand out instruments and try. Switch instruments after each time. If time try **Trepak**

***Sing and Play** - **MP** - Stella Ella – circle formation, go through rules, have a practice round first before elimination

***Hand Jive** - **F-R-O-S-T-Y (youTube)** hand jive play along – teach just the chorus for today

Winter/Khui - Lesson 7 and 8

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Have *MusicPlay* bookmarked and ready to go as well as *Musication Percussion Play Along* and *F-R-O-S-T-Y Hand Jive*. Have *Poster* for BEAT and RHYTHM on hand and print out lyrics/movements for *F-R-O-S-T-Y Hand Jive*.

Today's Intentions: I can tell the difference between beat/rhythm.
I can identify and play basic rhythm notation.

***Warm Up activity:** **MP** – Sevens with 'We Wish You.....' with hand clap patterns - review them first (*MusicPlay* in 'Units' – 'Happy Holidays'- then scroll down)

*Have students choose a different song and try the patterns along with it...a Christmas song they all know, or if you have a playlist for your class try with their favourite song. Does it work? Do you have to adapt it? Can you add a different pattern?

***Review poster** - See if they can tell you the description *whisper to a friend?* of BEAT (use the poster to check and then put up in class afterwards).

***Review IMR** what did we do with scarves to keep the beat for – 'Silent Night' in Dakelh – hand out flashlights with different coloured lenses. Have them lie on the floor, turn lights out. One colour does the first part, other colour does the second.

***Compare- poster** how is RHYTHM different? Put poster up beside BEAT.

***Create-** use a new theme to create a 'Rhythm Sandwich' on the board (*Winter, sports, candy?* – see template). Use words with different syllables – have them 'chant' it in groups like last time.

***Split class** into groups of 3 or 4. Give each group a different theme, or have them choose their own, and have each group create and practice their own Rhythm Sandwich. Present to the class if they're comfortable.

* **Game - MP** – Which Rhythm? And/or Rhythm Race – start at level 1 – don't go past level 4

* **Instruments** – **Musication** - Percussion Play Along – Rudolph - have them think about which instrument they did NOT have last time.

*Lesson Two **Musication** - Percussion Play Along - Trepak

*Game- **MP** - Stella Ella - Sing and play the game

*Game- **MP** Witches Broom – change to ‘Pass the Candy Cane’

*Hand Jive - **F-R-O-S-T-Y (youTube)** hand jive play along – review actions for the chorus and then add the rest on *see lyrics page* **AS**

Winter/Khui

Lesson 9: Beat & Rhythm – Flashlights

Winter/Khui - Lesson 9 (Jan)

Prep Ahead: Have *Indigenous Music Through Seasonal Rounds* ready to project. Have *MusicPlay* bookmarked and ready to go as well as *Celebration Rhythm/Body Percussion*. Have *Poster* for BEAT and RHYTHM on hand. Have class set of flashlights available (purchase the small ones - Walmart).

Today's Intentions: I can describe the difference between beat & rhythm.
I can identify and play basic rhythm notation.

***Review – poster -** what do they remember about BEAT

***Intentional Listening- IMR - The Gift –** tell them the story behind the song (“This song is about a community coming together to prepare a feast – to celebrate “the gift” of traditions and the transmission of knowledge”). **Compare this idea to what they may have done over the holidays. Discuss. Remind them of the term ‘vocables’ and what they mean.** (A traditional song will have a certain name or title but it is the context which it is sung that denotes the true meaning. The lyrics in this song are not words in any language but they are based on Aboriginal vocables from the western part of North America”).

Watch the video and listen to the song. The vocables remain the same throughout, but can they hear changes in the way they are sung? There are FIVE changes all together (*solo, second singer/harmony, high voices, many voices, bells*). Discuss.

***Keep the Beat-** Demonstrate keeping the beat using a flashlight on the ceiling. Every time the vocables are ‘added to’ change the direction of the beat. Now hand out flashlights and have them follow.

***Review – poster -** what do they remember about RHYTHM - *rhythm goes with the words* – draw beats on the board. Now put the various rhythm symbols below them to review the notes that we have done so far.

***Move - Celebration – Rhythm/Body Percussion (youTube).** Show the examples of notes and body percussion on the video first. Now play and follow along at .75 speed.

***Play - MP - Which Rhythm Do You Hear? – level one**

Winter/Khui - Lesson 10

Prep Ahead: Have *Celebration Rhythm/Body Percussion* ready to project. Have *Indigenous Music Through Seasonal Rounds* and *MusicPlay* bookmarked and ready to go as well as. Have class set of flashlights available, and put small pieces of coloured cellophane over the lens with an elastic band (5 diff. colours if possible).

Today's Intentions: I can describe the difference between beat & rhythm.
I can identify and play basic rhythm notation.

***Warm Up - Celebration – Rhythm/Body Percussion (youTube).** Review quickly, then play and follow along at .75 speed, or 1.0 if they're ready.

***Review - IMR - The Gift – do they remember the story behind the song** (“This song is about a community coming together to prepare a feast – to celebrate “the gift” of traditions and the transmission of knowledge”).

***Intentional Listening - Watch the video again listen to the song. When they hear changes in the way the vocables are sung have them put up their hand quickly or count on their fingers? There are FIVE changes all together (*solo, second singer/harmony, high voices, many voices, bells*). Discuss.**

***Keep the Beat - Demonstrate keeping the beat using a flashlight on the ceiling. Review expectations. Let them know that with each change in the song today another group will add their lights to the beat. TODAY THEY HAVE COLOURED LENSES. At the end draw attention to how it looks like the Northern Lights.**

***Sing-** Encourage them to sing along now that they have heard the melody a few times.

***Play - MP - Which Rhythm Do You Hear? – level two / Space Music Adventure**

Winter/Khui - Lesson 11

Prep Ahead: Make copy of *Active Song* Movement sheet for 'Boom, Boom'. Find the music and have it ready to play. Have *Musication Percussion PlayAlong/William Tell Overture* ready to project. Have *Rhythm Imposters Game #1* bookmarked and print out one copy of tracking sheet. Have *George and the Orchestra* video bookmarked.

Today's Intentions: I can identify and play basic rhythm notation.
I can name different Instrument Families in the orchestra.

***Warm Up - AS** – Boom, Boom (by X Ambassadors) - beats are grouped in different ways. Listen to the first chorus for how the beats are grouped in (3's)? Demonstrate actions for the chorus and have them try and follow. Add on when ready.

***Review - poster** – RHYTHM - *rhythm goes with the words* – draw beats on the board. Now put the various rhythm symbols below them to review the notes that we have done so far.

***Instruments** – *Musication Percussion Play Along* - William Tell Overture - show the rhythms on the first page and discuss the different ways to use the instruments (and general expectations). Hand out instruments and keep track of who has what on a list. Play along with the song. Stop and discuss afterwards or during if needed (when you see new rhythm notes or changes).

* **Play game** - *Rhythm Imposters (youTube)* – level one - put the score sheet on the doc camera and explain the game. Watch/clap each rhythm and decide as a class who are the imposters.

* **Introduce/Intentional Listening** – *George and the Orchestra (youTube)* watch and have students listen for the four groups of instruments. Discuss and write up a list. If possible, book Symphony visitors from the PGSO to come in and talk to the students.

Winter/Khui - Lesson 12

Prep Ahead: Have copy of **Active Song** Movement sheet for 'Boom, Boom' and music ready to play. Have **Rhythm Imposters Game #2** bookmarked and copy a class set of tracking sheets. Have **Musication Percussion PlayAlong/William Tell Overture** ready to project. Have **MusicPlay** bookmarked.

Today's Intentions: I can identify and play basic rhythm notation.

I can name and identify different Instrument Families of the orchestra.

***Warm Up** - **AS** – Boom, Boom (by X Ambassadors) - review actions and then have them move to the music.

***Review** - **Rhythm Imposters #2 (youTube)** - give each student their own tracking sheet and go over the instructions. Play and guess.

***Instruments** – **Musication Percussion PlayAlong/William Tell Overture** – review rhythm symbols first and then play along – refer to list to see which instruments they have not had yet

***Review** the four instrument families we talked about during the video **George and the Orchestra**.

***Watch**- **MP** Instruments of the Orchestra (in games section). You can click on various photos and hear what they sound like. Which instruments did you hear in our percussion play along?

***Play**- **MP**- Pass the Beat Around the Room

Winter/Khui - Lesson 13

Prep Ahead: Have *Mr. Henry's Music World* projected and ready to play. Have *MusicPlay* and *Musication Percussion PlayAlong/In the Hall of the Mountain King* bookmarked. Copy class sets of *Heartbeat* and *Rhythm Write* sheets.

Today's Intentions: I can identify, play and write basic rhythm notation.

***Instruments/Review:** *Mr. Henry's Music World – Easy Rhythm Play Along- Among Us Version (youTube)* – the video will review the various rhythms learned, then students can use rhythm sticks to play along. He says the rhythms at start, then half way through they play on their own (great for assessment).

***Game/Singing – MP - I Like You** – follow action suggestions in *MusicPlay*. Sing, or have them listen, to the song and show the actions. What would the 'clap' look like if it was a note? *Rest*

What are the fast parts? Ti-ti (eighth notes)

Go over the game and have them try it as a group

***Write the Rhythm** - give them the **Heartbeats page** – play or sing the song again and have them follow the beats by pointing

-now give them the **Rhythm Write page** – clap/say the words to the song and see if they can write the rhythm notes under the beats

***Instruments – Musication Percussion Play Along** - *In the Hall of the Mountain King* – play along to first part, when it starts speeding up STOP introduce the term 'accelerando' (*getting faster*) and pay attention to the eighth notes (ti-ti's) coming up. Near end STOP again. When the music dramatically goes up and down, have students stand up and sit down. Keep track of who has had which instruments.

Winter/Khui - Lesson 14

Prep Ahead: Have your copy of *Movements for Sunday Best* in front of you and cue up the music on Spotify. Have *Rhythm Imposters #3* projected and ready to go as well as a class set (or partner set) of *tracking sheets*. Have *I'm a Believer Percussion PlayAlong* bookmarked.

Today's Intentions: I can identify and play basic rhythm notation.

I can play basic notation on an instrument while another group is playing a different one at the same time.

***Warm Up:** AS – Sunday Best – Surfaces – have them listen to first part and show the actions. Go back to beginning of song and have them follow actions. Add on when ready.

***Review:** *Rhythm Imposters – Among Us #3 (YouTube)* Hand out sheets and have students guess who imposters are by saying or clapping rhythms

***Instruments:** *I'm A Believer Percussion Playalong (YouTube)*

Review before playing: 2 percussion instruments (rhythm sticks and shakers) play at the SAME TIME.

Options: practice one at a time

Two groups – one plays their line, then the other plays

Two groups – choose a strong leader for each group. They play at the same time following their leader if having trouble.

STOP sign – get up and move. First time – slow squats to the beat Second time – stand up and skate slowly side to side Third time – stand up, arms up, double wave back and forth (like at a concert)

OR – have kids come up with own moves or make it a stand and dance break

***Discuss** – what do you think the hardest part of the lesson was today? Were you able to follow? Will it take us more practice? Do you think professional musicians might have the same feelings?

Winter/Khui - Lesson 15

Prep Ahead: Have your copy of *Movements for Sunday Best* in front of you and cue up the music on Spotify. Have *I'm a Believer Percussion PlayAlong* projected and ready to play. Have *Harry Potter Puppet Pals Ostinato Project* bookmarked. Have the DLC bin '*Rhythm Review*' bin at hand.

Today's Intentions: I can identify and play basic rhythm notation.
I can identify a rhythmic ostinato attached to words.

***Warm Up:** AS – Sunday Best – Surfaces – review actions. Move to song.

***Instruments:** *I'm A Believer Percussion Playalong (youTube)*

Review before playing: 2 percussion instruments (rhythm sticks and shakers) play at the SAME TIME.

Review all rhythms if needed.

Two groups – choose a strong leader for each group. They play at the same time following their leader if having trouble.

STOP sign – get up and move. First time – slow squats to the beat Second time – stand up and skate slowly side to side Third time – stand up, arms up, double wave back and forth (like at a concert)

OR – have kids come up with own moves or make it a stand and dance break

***Create:** Review how we put different words with different rhythms when we made our Rhythm Sandwich! Now watch this video based on Harry Potter characters:

Harry Potter Puppet Pals Ostinato Project (youTube)

At the end of the video they show some rhythmic ostinatos created by students – each with a different theme. Create one as a class together.

***Cool Down/Review:** *Rhythm Review Stations* – Scales and Slides – go over directions, (similar to Snakes and Ladders), and then have students play in pairs or small groups

Winter/Khui - Lesson 16

Prep Ahead: Have *Git Up by Blanco Brown* projected and ready to play. Have *Harry Potter Puppet Pals Ostinato Project* bookmarked. Have the DLC bin *Rhythm Review* at hand.

Today's Intentions:

I can identify basic rhythm notation during a game.

I can create my own rhythmic ostinato attached to words.

***Warm Up:** [Git Up by Blanco Brown \(youTube\)](#). Follow line dance moves on video.

***Review:** [Harry Potter Puppet Pals – Rhythmic Ostinato Project \(youTube\)](#)
Let them know what they will be doing today and then have them watch and listen one more time to the video.

***Creating:** (students will be in to groups of 4 or 5)

Review the steps in creating their own ostinato:

- choose a theme (ie: food, sports, candy, name brands, restaurants)
- everyone decide on their word – practice how you will say it
- choose your 'beat keeper' someone with a one syllable word
- how will others join in? how will you end it?
- practise on own, or using puppets if preferred
- prepare to perform for the class next lesson

*** Cool Down/Review:** [Rhythm Review Stations](#)

Rhythm Puzzles – one for each student or pair of students. Have them put together the pieces together to create a square on their desk – place heart beats at top. Create 4 beat patterns using the notes in their square.

Winter/Khui - Lesson 17

***Prep Ahead:** Have [Git Up by Blanco Brown](#) projected and ready to play. Have [Harry Potter Puppet Pals Ostinato Project](#) bookmarked just in case it's needed. Have the DLC bin [Rhythm Review](#) at hand. Have a copy of the [Beat and Rhythm Learning Ladder](#) ready to project on doc camera.*

Today's Intentions:

I can review basic rhythmic notation by playing a game or creating a pattern.

I can perform my own rhythmic ostinato attached to words.

***Warm Up: [Git Up by Blanco Brown \(YouTube\)](#). Follow line dance moves on video.**

***Review: Remind them of what they need to practice in their groups (see last lesson's list)**

Have students practice for 10 minutes.

Each group gets to perform their ostinato themselves or with puppets if they're shy.

(great opportunity to speak about audience manners for a live performance)

***Review Games!**

Rhythm Review Games – quickly go over rules for games – they choose partners/groups and games they would like to play

***Closure**

Look at our Learning Ladder. How do they feel about their learning?

Spring'olouh - Lesson 18

Prep Ahead: Have *No Roots by Alice Merton* cued up and ready to play. Have one copy of the **Movement page** for *No Roots* available to follow. Have the posters for **Beat, Rhythm and Melody** on hand. Have **Line Rider #7 William Tell Overture** ready to project and have the **Indigenous Music Resource/Every Mountain** bookmarked. Have **Boomwhackers** ready.

Today's Intentions:

I can identify how melody is different from beat & rhythm.

I can follow the melody using pitched percussion and my voice.

***Warm Up:** **AS** – *No Roots by Alice Merton* – listen and find the beat. Teach actions to the chorus and the first verse.

***Review:** the definitions for beat and rhythm by whispering to a friend. Now check the posters to see how close they are.

***Introduce:** Melody - *the tune of the song. How the notes go up and down.* Listen to **Line Rider #7 William Tell Overture** (screen off), and have them move their hands up and down with the sounds in the music. Now watch how they show the melody on the screen.

***Instruments:** Take the **Boomwhackers** out and lay one set out in order of size. Have students take a look (without touching) and then share any observations. *Colour, size, letters or words on them, shape.*

Do they think they will sound different? Why?

Review instrument families: *these are in the Percussion family. However because they can play a melody they are pitched percussion.*

Go over rules for using the instruments: *“you can play it on your hand, you can play it on your knee, you can play it on the floor, but not on me” – no hitting on your head or on anyone else.*

Hand out the Boomwhackers in order and then have them play the scale using them with a few hits on each. Forward and backwards.

Now project **Musication Boomwhacker play along/Popcorn** and have them play along. Switch colours and play again.

***Intentional Listening: IMR – Every Mountain by Kym Gouchie – watch the video first (all PG scenery). Why is this a great tie in with Earth Day? What was your favourite line in the song?**

Second Listen – try to sing along with some of it, even quietly.

***Cool Down/Review:**

How is Melody different from rhythm and beat? Put new Melody poster up beside the other two.

Spring/'olouh - Lesson 19

Prep Ahead: Have *No Roots by Alice Merton* cued up and ready to play. Have one copy of the **Movement page** for *No Roots* available to follow. Have the **Learning Ladder for Beat, Rhythm and Melody** ready to project with Doc Camera. Have the posters for **Beat, Rhythm and Melody** on hand. Have **Indigenous Music Resource/Every Mountain** ready to project and have the lyrics copied (download from resource). Have **Boomwhackers** ready.

Today's Intentions:

I can identify how melody is different from beat & rhythm.

I can follow the melody using pitched percussion and my voice.

***Warm Up: AS** – *No Roots* by Alice Merton – review actions from last lesson.

Teach actions to the final verses. Put it all together with actions.

***Review:** Show the **Learning Ladder** on the doc camera and have kids think about where they are in their learning.

Review the definitions for beat and rhythm by asking questions, (or fill in the blanks from definitions), and then they whisper answers to a friend.

Now have them think about how melody is different and discuss. Show posters.

***Singing:**

Intentional Listening – **IMR** – *Every Mountain* by Kym Gouchie – watch the video and have the students think about what some of the lines mean. Choose a few from the Lyrics page to have them pay attention to.

Now hand out lyrics sheets to students in pairs. Have them pick out their favourite lines and create a dramatic 'tableau' to show the meaning of the words without talking. Play the song again and as she sings their favourite lines they create tableaus around the room.

***Instruments:** Review rules for using the instruments: *"you can play it on your hand, you can play it on your knee, you can play it on the floor, but not on me" – no hitting on your head or on anyone else.*

Hand out the **Boomwhackers**. Play **Musication Boomwhacker play along/Popcorn** as a warm up.

Now project **Musication Boomwhacker play along/Banana Boat Song** and have them take a look at the notes together. Draw their attention to the longer notes (whole notes) and the shorter ones (sixteenth notes). Play the first part.

When the 'stacks' show up on the bottom, stop and discuss 'chords' *when different notes play together at the same time and it sounds good*. Play to end.

***Cool Down/Review:** What is the difference between pitched percussion and non-pitched percussion? *Pitched means you can play a tune, or melody on it – like Boomwhackers or a xylophone – Non-pitched means it can only play rhythm or beat – like a drum or rhythm sticks or maracas*

Spring/'olouh - Lesson 20

Prep Ahead: Have *I Need You* by Jon Batiste cued up and ready to play. Have one copy of the **Movement page** for *I Need You* available to follow. Have **Ukuleles** ready. Have the poster for **C Chord** on hand. Have the videos for *Ding Dong* and *Frere Jacques* ready to project.

Today's Intentions:

- I can hold the ukulele with proper posture and be respectful of the instrument.
- I can name and play the open strings of the ukulele.

***Warm Up:** **AS** - *I Need You*/Jon Batiste – intro who he is (*piano player, bandleader for Stephen Colbert, jazz musician*) teach chorus first, then verse

***Review:** Instrument Families – where would the uke fit in? Tell a few facts if you are comfortable.

*Ukuleles:

- **Before handing out:** expectations – soft strum, stop when others stop, tuning pegs
- Rest vs. Ready to Play (*what does it look like?*) – **practice together**
- Soft open strum patterns - echo/response
- **Names of Strings** – mnemonics (**G**oats **C**an **E**at **A**nanything) *from top string to bottom*
- Rhythms with each string while saying them – up and down, keep beat on body of uke for rest in between
- **Ding Dong** – open strings – **E, C** - play, say, actions, ½ and ½ see *open string videos*
- **Teach C chord** – strum down only at end of song
- **Frere Jacques** – open strings – **C, E** – then switch to **G, E** and then back to **C, E** (*change uke position to warn them of change*) play, sing if they like, change words? C chord at end of song

*Closure/Review:

Watch the [YouTube video of Jon Batiste's I Need You](#) song. If time, discuss what they think it's about.

Spring/'olouh - Lesson 21

Prep Ahead: Have *I Need You* by Jon Batiste cued up and ready to play. Have one copy of the **Movement page** for *I Need You* available to follow. Have **Ukuleles** ready. Have the poster for **C, F, Am Chord** on hand. Have **the videos for Ding Dong and Frere Jacques** ready to project. Bookmark **Thunder Ukulele Playalong – Easy** and **MusicPlay Introduction to the Ukulele** video.

Today's Intentions:

I can hold the ukulele with proper posture and be respectful of the instrument.

I can name and play the open strings of the ukulele.

I can play a scale on the open strings. I can play at least one chord.

***Warm Up:** **AS** - *I Need You*/Jon Batiste – review chorus, add on verses

***Review:**

- expectations – tuning pegs, soft strum, Resting Position vs. Ready.
- **Names of Strings** – mnemonics (**G**oats **C**an **E**at **A**nanything)

***Ukuleles:**

- Show how to play first part of the scale – hand out, they practice *have a system for tuning & handing out*
- Now show them the next first part of the scale, string by string, and they practice in between instructions
- Finally, play through the entire scale together (pattern 4,3,4,3)
- Review **Ding Dong** – open strings – **E, C** – with actions $\frac{1}{2}$ and $\frac{1}{2}$ -

C Chord at end

- Review **Frere Jacques** – open strings – **C, E** – then switch to **G, E** and then back to **C, E** (*change uke position to warn them of change*) play, sing if they like, change words?
- Show chord chart for **C** – mention frets and fingers (*finger one on fret one, finger two fret two, etc.*)
- **Review C** – strum down only
- **Introduce Am** – show chord chart
- Switch Chords – 8 strums each, then 4 strums each
- If confident, **introduce F**- show chord chart, discuss, then practice. Switch from one to the other
- Project **Thunder Ukulele Playalong – Easy (youTube)**
- Short part of video first so they understand what it looks like: **Play!**

***Closure/Review:** **MP** – show the Introduction to Ukulele video. They listen for facts. At end, list facts they remember, discuss, or use as 'ticket out the door' as they leave.

Spring/'olouh - Lesson 22

Prep Ahead: Have **Ukuleles** ready. Have the poster for **C, F, Am Chord** on hand. Have the videos for **Ding Frere Jacques** and **You Are My Sunshine** ready to project. Bookmark: **Ukulaliens Chord Practise – C, F, Am** and **Thunder Ukulele Playalong – Easy**, and **Best Day of My Life – C – Ukulele Play along**, and **MusicPlay Introduction to the Ukulele video**.

Today's Intentions:

I can hold the ukulele with proper posture and be respectful of the instrument.

I can name and play the open strings of the ukulele.

I can play a scale on the open strings. I can play three chords.

***Warm Up:** On board – have pattern for scale noted and **Chord Chart posters** for those that you have taught displayed. When they receive ukes, have them practice the scale and strumming the chords that they know on their own.

*Ukuleles:

- Quick review and then play **Frere Jacques** with switches
- Introduce **You Are My Sunshine** – show how the open strings change – uke up and down for changes

E, C then A, C (happy, know) E, C (gray, love), pick E, E, E, G, G, G – **C chord** at end

- **Review C** – strum down only, or up and down if confident *intro the term 'strumming pattern'*
- **Review Am**
- Switch Chords
- **Review F** and switch
- Project **Ukulaliens Chord Practise – C, F, Am (youTube)**– speed 1.25
- Now review and play **Thunder Ukulele Playalong – Easy (youTube)****Thunder** – play all 3 chords with video
- Intro: **Best Day of My Life C – Ukulele Play along** (*uses same chords*)
- Vote as a class on others to learn next – watch how many chords they have
- Discuss: what was the hardest thing today?

***Closure/Review:** Go over the facts we have listed about ukuleles. **MP** – listen one more time to the Introduction to Ukulele video. Can we add on to our facts list?

Spring/'olouh - Lesson 23

Prep Ahead: Have **Ukuleles** ready. Have the poster for **C, F, Am, G7 Chords** on hand. Have the video for **You Are My Sunshine** ready to project. **Bookmark:** **Ukulaliens Chord Practise – C, F, Am** and **Thunder Ukulele Playalong – Easy**, and **Best Day of My Life – C – Ukulele Play along**, and **The Lion Sleeps Tonight Ukulele Play along Easy**.

Today's Intentions:

I can play a scale on the open strings. I can play three chords.

I can use two different strumming patterns.

***Warm Up:** On board – have pattern for scale noted and **Chord Chart posters** for those that you have taught displayed. When they receive ukes, have them practice the scale and strumming the chords that they know on their own.

*Ukuleles:

- Quick review and then play **You Are My Sunshine** with switches E, C then A, C (happy, know) E, C (gray, love), pick E, E, E, G, G, G – **C chord** at end
- **Review C, Am, F**
- Switch between Chords and/or use different strumming patterns
- Project **Ukulaliens Chord Practise – C, F, Am (youTube)**– speed 1.25
- Now review and play **Thunder Ukulele Playalong – Easy (youTube)** – play all 3 chords with video
- Review and Play **Best Day of My Life C – Ukulele Play along**
- Introduce **G7 chord** – practice together and with transitions between all chords learned
- Project: **The Lion Sleeps Tonight – Ukulele Play along Easy – C, F, G7** - same transitions between chords each time
- Discuss: what was the hardest thing today?

***Closure/Review:** Look over the facts we have listed about ukuleles. Hand out **Did You Know? Ukulele templates** and have students choose one fact to write on it and then decorate.

Spring/'olouh - Lesson 24

Prep Ahead: Have **Ukuleles** ready. Have all **Chord** posters on hand. Have **Ukulaliens Beginner Chords Tutorial – C, F, Am, G7** ready to project. Bookmark: **Best Day of My Life – C – Ukulele Play along**, and **The Lion Sleeps Tonight Ukulele Play along Easy** and any other songs you think your class might like to try.

Today's Intentions:

- I can play a scale on the open strings. I can play four chords.
- I can use two different strumming patterns.

***Warm Up:** On board – have pattern for scale noted and **Chord Chart posters** for those that you have taught displayed. When they receive ukes, have them practice the scale and strumming the chords that they know on their own. Encourage them to use at least 2 different strumming patterns.

*Ukuleles:

- **Review C, Am, F, G7**
- Switch between Chords and/or use different strumming patterns
- Project **Ukulaliens Beginner Chords Tutorial – C, F, Am, G7 (youTube)**– skip ahead to 2:06 on video
- Review and Play **Best Day of My Life C – Ukulele Play along**
- Review and Play **The Lion Sleeps Tonight – Ukulele Play along Easy – C, F, G7** - same transitions between chords each time
- Decide with your class which songs they would like to learn next and teach new chords as needed. Youtube is your friend. Always put in the *title* you want followed by: *ukulele play along easy*
- Take a look at their suggestions at home – what is easiest way to teach? Intro new chords first, are transitions always the same? Half speed to start? Here are some of my favourites:
- **Riptide – Ukulaliens**
- **When I'm Gone (Cup Song)**
- **I'm Yours – Ukulaliens (4 of each chord – a few D7s)**
- **Hey There Delilah (single strums until chorus)**
- **Stay With Me – Sam Smith**
- **Three Little Birds – Bob Marley**

Assessment Learning Ladders

Blank Ladder Template

On next page for easy printing



My Learning Ladder

Name:

Date:

Step 10	
Step 9	
Step 8	
Step 7	
Step 6	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	

I'm ready to start!

Name:

BC curriculum language from curriculum@gov.bc.ca

Jennifer Moroz 2021

Beat and Rhythm Learning Ladder

Name: _____ Date: _____

I can explore and create Music by using my knowledge of beat and rhythm.

I Can Create rhythms to accompany words.

Step 10

I Can create my own 4 beat rhythms.

Step 9

I Can play those rhythms on an instrument.

Step 8

I Can identify and name 4 rhythm symbols.

Step 7

I Can clap rhythm while beat is being played.

Step 6

I Can attach rhythm symbols to words.

Step 5

I Can identify/clap syllables in a word.

Step 4

I Can echo clap a rhythm.

Step 3

I Can describe what beat is.

Step 2

I Can show the beat through Clapping, tapping and moving.

Step 1

I Can find the beat when listening to a song.

I'm ready to start!

Name: _____

BC curriculum language from curriculum@gov.bc.ca

Jennifer Moroz 2021

B, R, M Learning Ladder

Name: _____ Date: _____

*I can explore Music by using the elements of
beat, rhythm & melody.*

I can follow the melody by echo singing.

Step 10

I can follow a melody by playing a pitched
instrument.

Step 9

I can describe what rhythm and melody is.

Step 8

I can create my own 4 beat rhythms.

Step 7

I can play those rhythms on an instrument.

Step 6

I can identify and name 4 rhythm symbols.

Step 5

I can clap rhythm while beat is being played.

Step 4

I can echo clap/play a rhythm.

Step 3

I can describe what beat is.

Step 2

I can show the beat through Clapping, tapping
and moving.

Step 1

I can find the beat when listening to a song.

I'm ready to start!

Name: _____

Melody Learning Ladder

Name: _____ Date: _____

I can identify, sing and play the melody.

Step 10

Step 9

Step 8

I can sing and play on the ukulele.

Step 7

I can play 3 chords on the ukulele.

Step 6

I can play the scale on the ukulele.

Step 5

I can echo sing tunefully.

Step 4

I can follow the melody by using pitched percussion (Boomwhackers).

Step 3

I can follow the melody of a song using my hand or body scale.

Step 2

I can identify the difference between beat, rhythm and melody.

Step 1

I can describe what melody is.

I'm ready to start!

Name: _____

Ukulele Learning Ladder

Name: _____ Date: _____

I can follow tab notation to create music using the ukulele.

Step 10	
I can play along with at least 2 songs.	
Step 9	
I can transition between the 4 chords.	
Step 8	
I can play the G or G7 chord.	
Step 7	
I can play the Am and F chord.	
Step 6	
I can play the C chord.	
Step 5	
I can strum softly with a relaxed wrist.	
Step 4	
I can play an open string song.	
Step 3	
I can play rhythms on each string.	
Step 2	
I can name and play the open strings.	
Step 1	
I can hold the ukulele correctly & carefully.	

I'm ready to start!

Name: _____

THE BEAT IS THE



OF MUSIC

Always steady

Also called the pulse

Can be fast, slow, loud, soft

THE RHYTHM



GOES WITH THE WORDS

Can be short, long or silent

Sometimes called

Ta, ti-ti, tika-tika, too-oo, shhh

MELODY IS THE TUNE



Musical Staircase



- *Can go up, down or stay the same.*
- *Connects to 'notes' – A B C D E F G*
- *Connects to 'sounds' – do, re, mi...*

Following Beat Sheet

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12
 13	 14	 15	 16

NAME:

AMONG US RHYTHM IMPOSTER



DIRECTIONS:

WHO ARE THE RHYTHM IMPOSTERS? WRITE C FOR CREWMATE AND I FOR IMPOSTER NEXT TO THE COLOR.

BLUE:

RED:

BLACK:

ORANGE:

GREEN:

PINK:

YELLOW:

BROWN:

CYAN:

LIME:

WHITE:

PURPLE:

