







Title of Unit: Ostinato Creations		Grade 2 Music
Critical Learning		Guiding Questions
<p>Songs in many cultures are played as hand-games and rock-passing games.</p> <p>Body percussion accompaniments for a song can be played on the beat.</p> <p>Accompaniments can be created with notes of different lengths.</p>		<p>What are some different ways to keep the beat in a singing game?</p> <p>What happens when body percussion accompaniments are added to a song?</p> <p>What effect does adding a tuned percussion accompaniment have?</p>
Curriculum Expectations		
<p>C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p> <p>C1.1 Sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles and historical periods</p> <p>C1.2 apply the elements of music when singing, playing an instrument and moving.</p> <p>C1.4 use tools and techniques of musicianship in musical performances.</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p> <p>C 3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places</p>		<p>Learning Goals</p> <p>By the end of the lesson</p> <p>I can</p> <ul style="list-style-type: none"> • sing a song and accompany it on the beat with body percussion • sing a song and pass a rock on the beat • play an accompaniment for a song on tuned percussion instruments
Instructional Components		
<p>Prior Knowledge and Skills</p> <p>-experience with singing games</p> <p>-beat and rhythm</p> <p>-solid bordun</p>	<p>Terminology</p> <p>body percussion</p> <p>bordun</p>	<p>Materials</p> <p>Song, “Tue Tue”- Teacher Resource 1</p> <p>rocks for passing</p> <p>pitched percussion instruments, e.g., alto xylophone, bass xylophone</p>

Title: Ostinato Creations Lesson #1	Grade 2 Music
Approximately 40 minutes	
Minds On	
Approximately 10 minutes	
<p>Sing the song “Tue Tue” to students, asking them to guess where the song is from, e.g., <i>Where in the world do you think this song is sung by children like you? Why do you think that?</i> Show students on a world map where Ghana is located.</p> <p>Teach the song by rote, then practice until students can sing the song independently.</p> <p>Teacher Tip: Have students sing the song without the teacher’s voice as support, to see if they can sing the rhythm and pitches of the song accurately. They are then ready to progress through the lesson!</p> <p>Sing the song and pat the beat. Explore the beat in other ways, e.g., clap the beat, tap the floor.</p> <p>Teach the first game for the song: students sit in a circle; on the beat, they pat their own legs, then the hands of the person on the right, then their own legs, then the hands of the person on their left. Teach this movement pattern at a slow tempo, gradually increasing the tempo. As part of the ‘game’, challenge students to keep the motions exactly together on the beat, until they can sing the song and play the game on the beat.</p>	<p>Assessment for Learning (AFL) Observe how accurately students are keeping the beat in each variation of the game.</p>
Action!	
Approximately 25 minutes	
<p>Introduce a stone-passing game to play with the song “Tue Tue”. Sitting in a circle, students put their left hands behind their backs and their right hands on the floor; on the beat, tap the floor in front of them, then the floor to their right. Continue this until the students are moving left to right in unison.</p> <p>The teacher adds a stone that the students will pass. After the first stone makes it around the circle on the beat, add more stones.</p> <p>Teacher Tip: This game could also be played as an ‘out’ or ‘elimination’ game: the students holding the stones at the end of the song are ‘out’.</p> <p>Students sing the song and transfer the pattern of the stone-passing to patting while saying ‘pass’ for 2 beats. Practice singing the song and patting this ‘ta-ah’ pattern Sing the song again, and clap on every beat while saying ‘stones’. Practice singing the song and clapping this ‘ta’ pattern.</p>	

Teacher Tip:				
Group 1 Rhythmic notation				
Body percussion	patsch		patsch	
Oral prompt	ta – aa		ta – aa	
<i>Action/rock passing</i>	pass		pass	
Group 2 Rhythmic notation				
Body percussion	clap	clap	clap	clap
Oral prompt	ta	ta	ta	ta
<p>Split the class into 3 groups: group 1 patsches the ta-a pattern; group 2 claps the ta pattern; group 3 sings the song “Tue Tue”. Continue singing and performing the body percussion patterns until all groups have experienced all parts.</p> <p>Distribute pitched percussion instruments evenly around in a circle. Review proper mallet technique.</p> <p>Transfer the patsch (ta-ah) pattern to the xylophones on Low D and A, playing both notes together. Tuned percussion (xylophone) players begin to play their pattern as an introduction; then the class sings the song with the accompaniment</p> <p>Teacher Tip: This accompaniment pattern, created on the tuned percussion instruments and played on ‘do’ and ‘so’ is a bordun.</p> <p>Students move around the circle until all students have had a turn playing the accompaniment.</p>				
Consolidation Approximately 5 minutes				
<p>One student plays the bordun on the bass xylophone; the class sings and lightly claps each beat (‘stones’).</p> <p>Students reflect on the performance of the song with the 2 accompaniments; e.g., <i>How did the song change when we added the body percussion parts?</i> (e.g., more than one part at a time sounds more complicated; the texture is thicker) <i>How did it change when we played the ‘bordun’ accompaniment on the tuned percussion instruments?</i> (e.g., it helped me sing the song in tune, it sounds really cool...)</p> <p><i>Which performance of the song did you like best? Why? How does this song make you feel?</i></p> <p><i>What is the difference between the patterns: ‘pass’ and ‘stones’?</i> (pass is held longer than stones)</p>				<p>Assessment for Learning (AfL) Observe students’ use of accurate music vocabulary</p>

<i>How many beats does pass/ta-ah' last (2 beats); stones/ta (1 beat)?</i>	
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