







Title of Unit: Ostinato Creations Lesson #2		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>C1.3 create simple compositions for a specific purpose and a familiar audience</p> <p>C1.4 use tools and techniques of musicianship in musical performances.</p>		<p>Learning Goals</p> <p>By the end of the lesson</p> <p>I can</p> <ul style="list-style-type: none"> • move to different rhythm patterns on a signal • read, say and perform rhythm notes ta, ti-ti and ta-ah to a steady beat while a song is being sung
Instructional Components		
<p>Prior Knowledge and Skills</p> <ul style="list-style-type: none"> - experience with singing games - beat and rhythm - solid bordun 	<p>Terminology</p> <p>body percussion & bordun</p> <p>ta </p> <p>ta-ah </p> <p>ti-ti </p>	<p>Materials</p> <p>Song, "Tue Tue"- Teacher Resource 1</p> <p>White board/chart paper, markers</p> <p>BLM 1 Rhythm cards: (1 enlarged set for whole class instruction; smaller sets for student use)</p> <p>BLM 2 Beat Map</p> <p>pitched percussion instruments, e.g., alto xylophone, bass xylophone</p> <p>non-pitched percussion instruments, e.g., temple blocks (or 3 instruments with different timbres/pitch levels)</p>

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Approximately 40 minutes	
Minds On	
Approximately 10 minutes	
<p>Review “Tue Tue” with bordun (Low D and A played together on a pitched percussion instrument).</p> <p>Teacher plays a different temple block (or 3 different instruments) to represent each of 3 different movements students will perform: one sound for ‘walk’/playing quarter notes; a different sound for ‘down/up’/ playing half notes; and a third sound for ‘jog’/playing eighth notes.</p> <p>As the teacher plays the rhythm pattern and representative sound (one at a time), the students say the action word, e.g., “ jogging” then jog to the eighth note patterns around the room.</p> <p>Teacher then changes the sound/rhythm pattern and the students change the speech and movement.</p> <p>Continue to practice having students listen and change movements when signaled by a change in rhythm pattern and temple block/instrument sound (timbre).</p> <p>Teacher Tip: Skills of moving to rhythm patterns, and changing on a signal take time to develop; practice these skills frequently.</p>	<p>Assessment as Learning (AaL) Teacher observes students’ movements and gives feedback about how accurately students’ movements match the 3 rhythm patterns played.</p>
Action!	
Approximately 20 minutes	
<p>On the board/chart paper draw four boxes to represent four beats. Question students: <i>What note is represented by the walk? (ta). How many beats are in “walk”?</i> (1) Draw the note (Ⓢ) on the white board in the 1st box and write ‘ta’ (an oral prompt) above the note.</p> <p><i>What notes are represented by jogging? (ti-ti) How many beats are in jogging?</i> (1). Add the notation and the ‘oral prompts’ to the chart (2nd box).</p> <p><i>How many ta’s are in down/up?</i> (2) Introduce the new term ‘ta-ah’. If the ta-ah has 2 ta’s in it, how many beats is it? (2) Draw the new note in the 3rd and 4th boxes, and shows it lasts for 2 beats.</p> <p>Write the symbols for ta , ti-ti , and ta-ah  on the board. Match the rhythm values with the words ‘pass’, ‘neighbours’ and ‘stones’. Have students discover that the</p>	<p>Assessment for Learning (AfL) Observe how accurately students are able to read the new rhythmic patterns and keep a steady beat.</p>

<p>ta and ti-ti last for 1 beat, and ta-ah lasts for 2 beats.</p> <p>Teacher Tip: help students understand that this is the element of duration – the length of notes. When clapping ta-ah, hold hands together and move them from left to right to show how the length of ta-ah is 2 beats.</p> <p>Hold up individual rhythm cards; students call out the oral prompt/time name and clap the corresponding note values. Combine the cards to create 4-beat patterns that students ‘say and clap’.</p>	
Consolidation Approximately 10 minutes	
<p>Half the class sings the song “Tue Tue”; half patsches/say “stone” (ta). Switch roles.</p> <p>Repeat the process with ta-ah: half the class sings; half patsches/say “pass” (ta-ah).</p> <p>Repeat the process again with ti-ti: half the class sings; half patsches/say “neighbor” (ti-ti)</p> <p>Reflect: <i>Which rhythm did <u>you</u> feel was the most effective with the song? Why? Which was the most challenging to perform with the song? Why? What other words could be used to represent ta, ta-ah, and ti-ti?</i></p> <p>Extension: Provide students with sets of cards from BLM 2; students create 4-beat rhythmic patterns they can read and perform in a variety of ways, e.g., with body percussion.</p>	<p>Assessment of Learning (AoL) Observe student’s accurate naming and performing of note values.</p>