

Critical Learning	Guiding Questions
<p>The 9/8 time signature is a compound time signature and has 3 dotted quarter beats (tum-tum-tum). Each dotted quarter (tum) can be divided into groups of 3 (ti-ti-ti).</p> <p>There are many combinations of eighths, quarters dotted quarters and dotted half notes in 9/8 time.</p>	<p>How does the body percussion part, patsch-clap-clap, establish the beat in this song?</p> <p>How many notes are played to each dotted quarter (tum) in the Bass Xylophone (BX)/drum parts?</p> <p>Why is 9/8 time signature a compound triple metre?</p>

Curriculum Expectations	
Expectations	Learning Goals
<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 and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures</p> <p>C1.2; apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p>C1.4; use the tools and techniques of musicianship in musical performances</p> <p>C1.5; demonstrate an understanding of standard and other types of musical notation through performance and composition</p> <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p>C2.2 identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used</p>	<p>At the end of this lesson,</p> <p>I can</p> <ul style="list-style-type: none"> • Sing and perform body percussion parts to music in triple metre • Read and perform rhythmic patterns in the compound meter of 9/8 on non-pitched and pitched percussion instruments • Explain the groupings of eighth notes in 9/8 time

Instructional Components and Context	
<p>Readiness 3/4 time, simple time 9/8 time, compound time Rhythm syllables Metre Beat groupings Pentatonic Ostinato Orff teaching process- speech, body percussion, instrumentarium</p> <p>Terminology 3/4 time, simple time 9/8 time, compound time Metre Beat groupings Pentatonic</p>	<p>Materials BLM 1 Chants BLM 2 Desserts Teacher Resource 1 Rubric Teacher Resource 2 Arirang Orchestration</p> <p>Pitched percussion instruments Drums</p>

Minds On	Approximately 10 minutes	Pause and Ponder
<p>Review the body percussion pattern of “patsch-clap-clap” (legs-clap-clap) from Lesson 1 and the rhythm names (oral prompts) of the rhythms in the “Pie Chant”- tum, ti-ti-ti, ta-ti, ti-ta.</p> <p><i>How many eighth notes are grouped together in 9/8 time? (There are nine eighth notes which are divided into 3 groups of 3 eighths)</i></p>		<p>Assessment for Learning: Observe students working in 9/8 time, with the text and rhythm names of the song <i>Arirang</i>.</p>

Action!	Approximately 25 minutes	Assessment <u>as</u> Learning:
<p>Perform and model the song “Arirang” with the body percussion accompaniment pattern: patsch-clap-clap, Teacher Resource 2 Arirang Orchestration.</p> <p>Teach the rhythm of the song by chanting the text in time. Fix any rhythmic difficulty using rhythm names (oral prompts).</p> <p>Teach the melody of the song; sing the song with the body percussion accompaniment. Transfer the first body percussion pattern, patsch-clap-clap, to drums.</p> <p>Teach the bass line with a new body percussion pattern: tap outside left thigh, then tap outside right thigh, then clap in the center. (Teacher Resource 2)</p> <p>Sing F, F', C with the body percussion pattern.</p> <p>Teacher Tip: A ' after a letter indicates that the pitch is one octave higher than the first. (F= low F; F' = high F)</p> <p>Transfer and play the new pattern on pitched percussion instruments using F, F', and C.</p> <p>Sing the song with the bass line and body percussion/drum parts as an accompaniment. (Teacher Resource 2)</p> <p>Reflect: <i>Which arrangement did you like best? Why? What changes in harmony and texture did you notice? How did you feel when performing the song “Arirang”? Why?</i></p> <p>Learn the Orchestration, Teacher Resource 2: Set up pitched percussion instruments in F pentatonic, removing the B and E bars. (remove the Bacon and Eggs)</p> <p>Teach the Alto Xylophone (AX) part, encouraging students to use alternating mallets.</p> <p>Teacher Tip: Practice the patterns with mallets or hands ‘in the air’, singing the note names, then the text, then the left-right-left-right pattern of the mallets.</p> <p>1. first pattern: F G A C “Go up to C” L R L R (left and right)</p>		<p>Observe student’s ability to fit/feel the three sounds per compound beat (pulse) in the Alto Xylophone (AX) part.</p> <p>Observe student’s ability to play three compound beats to a bar in 9/8 time.</p> <p>Differentiated Instruction: Use body, language, and instruments to learn patterning.</p>

R L R L (second time)

2. add: A G F
 “and go back”
 L R L
 R L R (second time)

3. add: D C(low)
 “and a.”
 R L
 L R (second time)

Play the whole pattern, F G A C A G F D C on pitched percussion instruments.

AX 
Go up to C and go back and a go up to C and go back and a
L R L R L R L R L R L R L R L R

Teacher Tip: Note that by alternating the mallets, it takes two patterns to begin again with the left hand.

Add the drum and Bass Xylophone (BX) parts, identifying that the rhythm is the same.

Teacher Tip: Playing the “patsch, clap, clap” pattern will ground the Alto Xylophone (AX) part (keeping the beat steady).

Perform the parts together and sing the song. Students who are playing the AX part may not be able to sing and play but all other parts should be able to play their part and sing the song.

Add the glockenspiel part, which are any notes in the pentatonic played on each dotted quarter compound beat.

Consolidation	Approximately 5 minutes	Assessment of Learning:
<p>Students play, sing, and perform the song with Orff arrangement for <i>Arirang</i>. Perform the song multiple times so that students have an opportunity to play all pitched and non-pitched percussion parts.</p>		<p>Observe student's ability to perform in 9/8 time accurately and to fit three sounds per compound beat in the AX part. Use Teacher Resource 1 Rubric.</p> <p>Describe and explain 9/8 metre.</p>

