

Title: <b>Arirang: Phrase Creation in 9/8 Time</b> Lesson #3		Grade 6
<b>Critical Learning</b>	<b>Guiding Questions</b>	
<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 eighth notes (ti-ti-ti).</p> <p>There are many combinations of eighths, quarters dotted quarters and dotted half notes in 9/8 time.</p> <p>Rhythmic phrases can be combined and performed as sections; sections can be combined with a song and performed within a larger form.</p>	<p>How many boxes of the language phrases (3 compound beats) are needed to complete one bar of 9/8 time?</p> <p>What are the criteria for keeping different parts playing successfully together?</p> <p>What are your strengths as composers and performers? What goals could you set for yourself?</p>	
<b>Curriculum Expectations</b>		
<p><b>C1. Creating and Performing:</b> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p> <p><b>C1.1</b> 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><b>C1.2</b> apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p><b>C1.3</b> create musical compositions for specific purposes and audiences</p> <p><b>C1.4</b> use the tools and techniques of musicianship in musical performances</p> <p><b>C1.5</b> demonstrate an understanding of standard and other types of musical notation through performance and composition</p> <p><b>C2. Reflecting, Responding, and Analysing:</b> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p><b>C2.3</b> identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members</p>	<p><b>Learning Goals</b> At the end of this lesson,</p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>• Compose, write and perform 1-bar and 2-bar rhythmic chants in 9/8 time</li> <li>• Arrange a song and rhythmic phrases into a variety of forms</li> <li>• Sing a song and play accompaniments on pitched and non-pitched percussion instruments</li> <li>• Identify my own strengths and areas for improvement as a composer and performer</li> </ul>	

Instructional Components and Context	
<p><b>Readiness</b>            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><b>Terminology</b>  <a href="#">3/4 time, simple time</a>  <a href="#">9/8 time, compound time</a>  <a href="#">Metre</a>  <a href="#">Beat groupings</a>  <a href="#">Pentatonic</a>  <a href="#">Tonality</a></p>	<p><b>Materials</b>  <b>BLM 1 Chants</b>  <b>BLM 2 Desserts</b>  <b>Teacher Resource 1 Rubric</b>  <b>Teacher Resource 2 Arirang Orchestration</b>  <b>BLM 3 Language Phrase Creation Choices</b></p> <p>Pitched percussion instruments            Non-pitched percussion instruments-drums</p>

Minds On minutes	Approximately 5	Pause and Ponder
<p>Review the song and instrumental parts for “Arirang,” <b>Teacher Resource 2 Arirang Orchestration</b></p> <p>Review the rhythm names (oral prompts) and the rhythmic patterns (e.g., ti-ti-ti, ta-ti) for this song, the students understanding of the 9/8 time signature (e.g., 9 eighth note beats per bar), and the variety of rhythmic patterns that add up to the 9 eighth note beats.</p> <p>Demonstrate how to count the 9 eighth note beats in groups of 3: “1-and-a 2 and-a 3-and-a.” Apply this counting to the Alto Xylophone (AX) part and the melody of the song.</p> <p><i>How does this counting help explain 9/8 time?</i></p>		

<b>Action!</b>	<b>Approximately 25 minutes</b>	<b>Assessment for</b>
<p>In groups, students create a one-bar phrase in 9/8 time, choosing from the rhythmic and language phrases found on <b>BLM 3 Language Phrase Creation Choices</b>; write down answers on the blank lines.</p> <p><i>How many boxes of the language phrases are needed to create one bar of 9/8 time?</i></p> <p><b>Teacher Tip:</b> Groups of 4 tend to work best for this activity.</p> <p>Teacher keeps a beat and all groups recite their language phrase; then reflect on the effectiveness of the compositions; and finally, revise and refine.</p> <p><i>How did you use <a href="#">The Creative Process</a> to compose your rhythmic phrase?</i></p> <p>Perform the one-bar phrases one after another (<i>Arirang</i> Phrase #1, one-bar). To be consistent with the phrasing of the song (two 8-bar sections), Eight groups should perform at a time. There may have to be repetition of a group to accomplish the 8-bar phrasing, if there are fewer than eight groups.</p> <p>Groups then create a new 2-bar phrase in 9/8 from the <b>BLM 3 Language Phrase Creation Choices</b> (<i>Arirang</i> Phrase #2, two-bar)</p> <p>Teacher keeps a steady beat while groups practice their sentences at the same time; revise and refine compositions.</p> <p>Students from one group play the Bass Xylophone (BX) part; another group performs their two-bar phrases; then switch until all rhythmic compositions have been shared.</p> <p>Reflect on how accurately the phrases fit the two-bar BX pattern. Practice performing phrases with the BX accompaniment.</p>		<p><b>Learning:</b> How many beats is each box worth in 9/8 time? (compound beat- Use <b>BLM 3 Language Phrase Creation Choices</b>)</p>
		<p><b>Assessment as Learning:</b> Assess student's ability to fit/feel the three sounds per compound beat in their complete language phrase part.</p>
		<p><b>Differentiated Instruction:</b> Student choice in language to achieve phrases in 9/8 time.</p>
		<p><b>Assessment for Learning:</b> Self, Peer, Teacher assessment of the accuracy of the rhythmic phrase compositions. Use <b>Teacher Resource 1 Rubric</b></p>

<b>Consolidation</b>	<b>Approximately 10 minutes</b>	<b>Assessment of</b>
<p>With body percussion accompaniment (patsch-clap-clap), students share their phrases:</p> <p>a) saying 1<sup>st</sup> phrase twice (<i>Arirang</i> Phrase #1, one-bar) =2 bars b) saying 2<sup>nd</sup> phrase once (<i>Arirang</i> Phrase #2, two-bar) =2 bars</p>		<p><b>Learning:</b> Assess the ability of students to chant their compositions, sing the song and</p>

<p>for a total of 4 bars. [i.e. a)18 + b)18 =36 eighth note beats in total]</p> <p>Pair two groups who will perform their phrases to total eight bars of 9/8 metre. E.g.;</p> <table style="margin-left: 40px;"> <tr><td>Group A: 1 bar phrase</td><td>=1</td><td></td></tr> <tr><td>Group B: 1 bar phrase</td><td>=1</td><td></td></tr> <tr><td>Group A: repeats 1 bar phrase</td><td>=1</td><td></td></tr> <tr><td>Group B: repeats 1 bar phrase</td><td>=1</td><td></td></tr> <tr><td>Group A: 2 bar phrase</td><td>=2</td><td></td></tr> <tr><td>Group B: 2 bar phrase</td><td>=2</td><td>Total 8 bars</td></tr> </table> <p><b>Teacher Tip:</b> This format is suggested to create a strong feel in 9/8 time, which is challenging, so begin each group with one bar only. Going back and forth between the groups demands concentration and a strong common feeling of the beat and the time. Try other combinations and formats to make an effective class composition.</p> <p><b>Final Form: Whole Class</b> Sing and accompany with the orchestration, (<b>Teacher Resource 2 Arirang Orchestration</b>). After both the chorus and verses of <i>Arirang</i> have been performed, the paired groups perform their 9/8 rhythmic compositions, one after the other.</p> <p><b>Teacher Tip:</b> Create “stations” for instrument players, chanters, and singers (the singers could be doubled depending on the number of groups in the class). Groups of students rotate through these “stations” until all groups have performed their chants and have played on instruments.</p> <p><b>Exit Pass:</b> Students reflect (written or oral) on their own strengths and areas for growth with <a href="#">The Creative Process</a> both as composers of the rhythmic phrases and performers of the song, their rhythmic phrases and the instrumental accompaniments.</p>	Group A: 1 bar phrase	=1		Group B: 1 bar phrase	=1		Group A: repeats 1 bar phrase	=1		Group B: repeats 1 bar phrase	=1		Group A: 2 bar phrase	=2		Group B: 2 bar phrase	=2	Total 8 bars	<p>play the non-pitched and pitched percussion instrumental parts.</p> <p>Self Assessment of own strengths and areas of growth as composers and performers. (see exit pass at end of lesson)</p> <p>Teacher assesses student’s ability to compose and perform in 9/8 time.</p>
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