

Title: Scrape, Shake, and Tap Lesson #4		Grade 1 Unit "Listen Up!"
Critical Learning	Guiding Questions	
<p>The quality (timbre) of a sound is directly related to the characteristics of the sound source (e.g., materials, size, how it is played).</p> <p>Non-pitched percussion instruments can be grouped according to their similarities and differences (e.g. materials, way the sound is produced, how the instrument is played).</p> <p>A percussion instrument that produces effective sounds can be designed and built with recycled and found materials.</p> <p>Music can be played at different dynamic levels (loud/soft) and different tempi (fast/slow) and can express different moods.</p>	<p>Why do the non-pitched percussion instruments sound differently from each other?</p> <p>How many ways can you sort non-pitched percussion instruments? (e.g. what they are made of, how they make sound/played)</p> <p>What are some recycled/found items you could use to make an instrument?</p> <p>What information do we need to know in order to make our own instruments and use them effectively?</p> <p>How can expression be added when you speak words and play instruments?</p>	
Curriculum Expectations		Unpacked Expectations
<p>C1. Creating and Performing: apply The Creative Process (http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf) to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p style="padding-left: 20px;">C1.1 play simple accompaniments for a story or familiar song;</p> <p style="padding-left: 20px;">C1.2 apply the elements of music when playing an instrument; and</p> <p style="padding-left: 20px;">C1.4 use the tools and techniques of musicianship in musical performances.</p> <p>C2. Reflecting, Responding, and Analysing: apply The Critical Analysis Process to communicate their feelings, ideas and understandings in response to and creation of musical experiences;</p> <p style="padding-left: 20px;">C2.2 describe ways in which the elements of music are used for different purposes; and</p> <p style="padding-left: 20px;">C2.3 identify and give examples of their strengths and areas of growth as creators.</p>		<p style="text-align: center;">Learning Goals</p> <p>At the end of this lesson, students will be able to say: At the end of this lesson <i>I can:</i></p> <ul style="list-style-type: none"> • tell what makes some instruments the same or different by a) which materials they are made and b) how they are played; • design and make an instrument using everyday things; • play my instrument with expression to add interest to a song, poem or story; • play a rhythmic pattern differently to make the music sound fast/slow or loud/soft; and • describe my strengths and ways to improve when building and playing an instrument.

Instructional Components and Context

Readiness

Knowledge of the elements of music, related concepts and terminology from the previous lessons in this unit.

Experience with stories, poems and songs with rich text and strong beat and rhythmic patterns

Prior experience with non-pitched percussion instruments (see Lesson 3 Scrape, Shake, Tap/Strike from “Listen Up!”)

Experience with beat and patterns of rhythm

Terminology

Non-pitched percussion instruments: shake, tap/strike, scrape

Loud/soft dynamics

Fast/slow tempo

Beat

Rhythm

(<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>)

Collect materials for sound centre; see

Teacher Resource 8 Sound Centre Materials List

Materials

Chart paper/markers

Sticky notes

Index cards

Sound Exploration Centre- use **Teacher Resource 8 Sound Centre Materials List**

Hula hoops

Instrument building: recycled containers, etc. (students bring from home) fasteners, scissors, glue, tape, markers, stickers, etc.

Songs:

“This Old Man”

<https://www.kidsongs.com/lyrics/this-old-man.html>

“Old MacDonald had a Farm”

<http://www.songsforteaching.com/folk/oldmacdonaldhadafarm.htm>

“Old MacDonald had a Band”

<http://www.apple.com/itunes/download/> - the single song is downloadable

Raffi. (1991). *Singable Songs for the Very Young*, Mayne Island, B.C.: Troubadour Music, Inc.

Books:

Perkins, A. (1969). *Hand, Hand, Fingers Thumb*, Toronto, On: Random House Books for Young Readers.

BLM #3 Instrument Building Planner
BLM #4 Instrument Building Reflection

Minds On	Approximately 30 minutes	Pause and Ponder
<p>Whole Group Activity 1 Place household items [see Teacher Resource 8 Sound Centre Materials List] (e.g., plastic bottles, mixing bowls, containers) on the floor in a circle. Invite students to sit behind an item, and give them a few seconds to see how many ways they can make a sound with the ‘found’ item. Share sound ideas with the group, discovering that some items (e.g., small plastic containers), make very little sound.</p> <p>Teacher Prompts: What do we need to do to make some different sounds with these containers? (e.g., add something inside like a small stone). What will happen when we put a few stones into the container? Why? What could we call this new instrument? How can it be played? (shake it) What would we call it? (shaker)</p> <p>Teacher Tips: When in the exploration stage, there could be more than one answer to a question. Accept all ideas and encourage students to make connections with the materials- the way of playing and the timbre of the sound-makers.</p> <p>Make a list on the board or chart paper of ways of playing (e.g., shaking, tapping, scraping and sometimes blowing - e.g. across a water bottle) Discover other ‘found instruments’ and what is needed to produce the sound (e.g., scrape a ridged water bottle with a popsicle stick; tap a large container with a wooden spoon). Have students create their own name for their new ‘found instruments’ (e.g., “pot lid cymbal”).</p> <p>Place 3 or 4 hula hoops on the floor in the middle of the circle. Have students name categories for classifying the found instruments (e.g., how the instrument is played - scrape, shake, strike, etc.; from what materials the instrument is made - plastic, wood, metal, skin etc.; dynamics - loud, soft, etc.; pitch - high, low; duration - long, short). Write the categories on index cards, then place one inside each hula hoop. Students place their instrument into the hula hoop and state the reason why they chose that category.</p> <p>Teacher Tip: Students will sometimes make non-musical categories by making connections to their prior knowledge (e.g., colour-blue, black, red, etc., shape-circle, square, rectangle, triangle, half-moon; size-large, medium, small). Students may discover that some instruments fit into several categories.</p> <p>Develop descriptive words to describe the timbre of the sounds (e.g., bright, dark, full, thin, warm, scratchy, heavy, light). Discuss what materials and combinations worked well and how to use them effectively to make sounds. Play the found instruments on the beat while singing a familiar song or while listening to a recording.</p>		<p>Assessment for Learning: Observes students exploring sound at the sound centre. Ask questions to ensure understanding of how the instrument makes its sound, what materials have been used and how they could substitute something to create a different sound.</p>

Action!	Approximately 200 minutes	
<p>Whole class</p> <p><u>Activity 1</u> Using a variety of non-pitched percussion, have the students describe how each instrument is played. Sort and classify them into 3 categories: shake, tap/strike, and scrape.</p> <p><u>Activity 2</u> Generate lists of recycled/found items and how they might be used in creating an instrument from one of the categories: shakers, tappers/strikers, and scrapers.</p> <p>Whole Class >Individual</p> <p><u>Activity 3</u> Model for students how to use a planner to design their own non-pitched percussion instruments. Use BLM #3 Instrument Building Planner. Students then complete their own planner: list the needed materials, draw their creation, name their new instrument, and describe how it will make sound.</p> <p>Teacher Prompts: <i>What materials do you need to build your instrument? What will you name your instrument? How does it make sound?</i></p> <p>Allow time for students to begin to build and experiment with their <i>Blue Box Band Instrument</i>. Provide supplementary materials students can use to construct and decorate their instruments (e.g. fasteners, tape, glue, stickers, markers, ribbon, etc.).</p> <p>When the instruments are complete sing a familiar song such as “This Old Man” and play the new instruments on the beat for the first part of the song; then play the rhythm of “knick, knack, paddy-whack give the dog a bone”; and finally, return to play the beat for the rest of the song.</p> <p>Individual>Whole Class</p> <p><u>Activity 4</u> Share the <i>Blue Box Band Instruments</i> by having students describe the construction and demonstrate how to play their instrument with the entire class.</p> <p>Teacher Prompts: <i>How many different sounds can your instrument make? How is the sound made? Why did you choose its name? How do you play your ‘Blue Box Band Instrument’? Which is the best sound? How was the sound made? If you used a _____ what would it sound like? What group does it belong (shakers, tappers/strikers, scrapers)?</i></p>	<p>Tips for Action! Activity 1 – Select instruments which are easily identified and which could be made from recycled/found materials.</p> <p>Activity 2- Send a note home asking parents to help students gather materials, and to help students begin to think about what instrument they could make. Bring the recycled/found items to design and build their <i>Blue Box Band Instruments</i> to their next music class.</p> <p>Assessment for Learning: Observe and assess if students can sort and classify non-pitched percussion by the material of which they are made and how they make sound.</p> <p>Assessment as Learning: Assess the quality and completion of the planner used to create their instrument and their ability to communicate during their demonstration.</p>	

<p>Distribute copies of the BLM #4 Instrument Building Reflection and guide students through the reflection process, as needed.</p> <p>Teacher Prompts: <i>Think about how you designed and built your instrument. What worked? What materials worked? Did you like the sound it created? What would you change next time? How could you improve the sound? Did you include enough detail?</i></p> <p>Whole Class <u>Activity 5</u></p> <p>Sort the new <i>Blue Box Band Instruments</i> into categories students choose (e.g., metal, plastic, wood, paper). Sort a second time by grouping into how the sound is made (e.g., scrape, tap/strike, shake).</p> <p>Sing “Old MacDonald Had a Farm” and review the structure of the song (a different animal is sung about each time and then adds on to the list).</p> <p>Sing “Old MacDonald Had a Band” with Raffi’s recording which substitutes instruments for the farm animals. List the sound sources Raffi sings about (e.g., guitar, jug, banjo, fiddle, singers).</p> <p>Teacher Tip: You can go on to creating your own “instruments” version if you cannot access the Raffi song!</p> <p>Create a new class version of “Old MacDonald” with the instruments available (e.g., shakers, scrapers, and tappers/strikers) such as “Old MacDonald had some ‘shakers...’ Sing and play the instruments.</p>	<p>Assessment for Learning: Have students self-assess through reflection on the process for designing and building an instrument.</p>
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Consolidation	Approximately 60 minutes	
<p>Explore playing the <i>Blue Box Band Instruments</i> by generating a list of different music elements the ‘Band’ could add to play with expression such as <i>dynamics</i>- loud/soft, <i>crescendo</i>/<i>decrescendo</i>, <i>tempo</i>-fast/slow, <i>timbre</i>- combining of instruments with similar sounds (e.g., all metal sounds). Practice playing their instruments while experimenting with the elements of music listed above.</p> <p>Discuss with students how different moods could be created when playing the instruments such as exciting, calm, happy, sad, and gentle like a lullaby.</p> <p>Explore different sound effects that students suggest that can be made with their instruments (e.g., running, hopping, walking sounds).</p> <p>Select a book that has a chorus (e.g., <i>Hand, Hand, Fingers, Thumb</i>). Read it to the class and have students identify the section of words that repeats- call this the ‘chorus’.</p> <p>Teacher Prompts: <i>How could we perform the chorus “Dum ditty, dum ditty, dum, dum, dum” differently to reflect what is happening in the story? Should the dynamics be loud or soft; gradually get louder or softer? Should the</i></p>		<p>Differentiated Instruction: Students who find playing the rhythm of the chorus “Dum ditty, dum ditty, dum, dum, dum” challenging, may feel comfortable contributing by playing the beat.</p> <p>Assessment for Learning: Assess the students’ ability to communicate their ideas and</p>

tempo be fast or slow; get faster or slower? What other ways could we perform the chorus?

As the class makes choices for how the chorus should sound, use sticky notes and record the musical decisions (e.g. fast) right on the pages of the book.

Read the story again, inviting students to chime in on the chorus while performing with the expression listed on the sticky notes.

Teacher Prompts: *How did these changes to the music elements affect the mood? Were you able to apply these music elements to your speech?*

Invite students to play their *Blue Box Band Instruments* on the chorus to the rhythm of the words “Dum ditty, dum ditty, dum, dum, dum.”

The teacher reads the words between these choruses, which are the ‘verses’, and the students play during the ‘chorus’ sections.

Continue to apply the elemental expression choices the students decided on (e.g. loud/soft) to chant the choruses while playing the rhythm of the words on their instruments.

Teacher Tip: This is a challenge! Practice chanting the words with expression while playing the rhythm simultaneously until students can speak/play accurately and with the expression named.

Brainstorm a list of how a ‘conductor’ communicates when the music is to be performed at a loud dynamic level (e.g., arms would move in a larger pattern).

Appoint a student to be the ‘conductor’ who will determine how the chorus will be performed -loud or soft, fast or slow.

Teacher Prompts: *What might your arms look like if the chorus is loud, soft, getting louder, getting softer, fast, slow, getting fast, getting slower, etc.?*

Read the verses of the story to the class again, and have the conductor conduct the students performing the choruses.

understandings of how elemental changes affect the mood/feeling of the music, story or poem.

Assessment of Learning:

Evaluate the students’ ability to express an informed response to selecting and combining elements to achieve an intended effect in their choral reading with percussion accompaniment.