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| Title: **Natural Beat – Discovering Natural Stickings**  Lesson **#1** | | **Grade 7 Music** | |
| **Critical Learning** | | **Guiding Questions** | |
| “Natural sticking” is the combination of rights and lefts that a performer uses for each basic sixteenth note rhythm. | | What rhythms variations are possible using only basic (right-left) sixteenth note stickings. | |
| **Curriculum Expectations** | | | |
| **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  **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, styles, and historical periods  **C1.2**  apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect  **C1.4** use the tools and techniques of musicianship in musical performances  **C1.5** demonstrate an understanding of standard and other types of musical notation through performance and composition | | **Learning Goals** At the end of this lesson,  **I can**   * Identify the basic variations in sixteenth note rhythms      * Identify the introduction, groove build, solo/soli, & ending sections of the song * play the rhythms on a given instrument with proper technique and expression | |
| **Instructional Components and Context** | | | |
| **Readiness**Basic Sixteenth Note Variations**Terminology** Beat, rhythm, dynamics, harmony, polyphony, syncopation,  *(http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf)* | **Materials** Sheet Music for Natural Beat  Drumline and Pitched percussion instruments | | |
| **Minds On Approximately 15 minutes** | | | **Pause and Ponder** |
| Students use the ‘Think/Pair/Share’ strategy to consider these questions: *How many different variations of rhythm are there in a single grouping of four sixteenth notes?*  **Teacher Tip:** Once students have identified the four possible rhythms you can discuss as a class the best way to write them out, count them (ie: 1E+, 1EA, 1+A, E+A) and what stickings will be used for each. Both pitched and non-pitched percussion instruments use the same stickings. The following exercise can be used to practice these rhythms as a group. (Note that the fourth rhythm does not appear in the song ‘Natural Beat’). | | | **Assessment for Learning (AfL)**  Assess student’s ability to identify each rhythm: can students recognize where each rhythm fits in relation to the beat. |
| **Action!**  **Approximately 30 minutes** | | |  |
| The first two bars represent a call and response introduction. Note the dynamic contrast between them.  With the class while building the groove in the next section, explore and discover:   1. how the snare drum and bass drum polyrhythms interact with each other as they repeat, 2. how the tenor drum and pitched percussion polyrhythms interact with each other in much the same way as the snare drum and bass drum.   The end of the soli/solo section is punctuated with a unison rhythm for maximum effect. The reintroduction of the full groove takes place over the next two bars. Finally, a repeat of the two bar introduction to bookend the piece | | | **Assessment for Learning (AfL)**  Assess student’s ability to identify the following: Beat, rhythm, dynamics, harmony, polyphony, & syncopation |

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| **Consolidation** **Approximately 5 minutes** |  |
| Perform the full song with proper dynamics at full tempo. |