\*Name: Chet-Yeng Loong

\*Grade Level:

\*State Core Music Standards (draft):

For example: Cr1.1, Cr 2.1, Cr. 3.1., 3.2, copy and paste the standard(s) here:

**Cr 2.1: Creating: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Cr 2.2: Creating: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Cr 3.1: Creating: Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Cr 3.2: Creating: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Pr 4.2: Performing: Analyze**

Analyze the structure and context of varied musical works and their implications for performances.

**Pr 5.1: Performing: Rehearse, Evaluate, and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Pr 6.1: Performing: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

\*Prerequisites:

- Ta titi and quarter rests

- Body Percussion

- Improvisation

- Steady Pulse

- Proper use of drum

- Count up to 8

- Experience with partner dancing

- Knowledge of form

\*Objectives/Outcomes (no more than five:

Students are able to:

1. Perform and speak Yum Yum Pumkin Pie
2. perform 8 beat patterns with ta, titi, Z
3. Successfully dance with and improvise different body percussions with different partners
4. Successfully improvise a four-beat rhythm on a drum with a partner using call and response
5. Evaluate peer’' improvised performance

\*Procedures:

|  |  |  |  |
| --- | --- | --- | --- |
| **Sequence/Time** | **Activity** | **Procedures** | **Materials** |
| Step 1 |  | Teacher performs the whole 16 measures of Rhythmische Übung, #33, page 9, by Gunild Keetman (due to copyright, notations are not posted here)1. Teacher asks students to identify measures 5-6, students perform.
2. Teacher asks students to identify measures 7-8, students perform.
3. Teacher performs mm 1-4, students perform mm 5-8.
4. Teacher asks students to identify measures 1-2, students perform.
5. Teacher asks students to identify measures 3-4, students perform.
6. Students performs mm 1-4, teacher performs mm 5-8.
7. Students perform all 8 measures.
8. Notate the notes.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* (adapted from Toby Thompson): Yum, yum pumpkin pie, I just love that pumpkin pie, Add the whip cream oh so yummy, I just love that pie! | SMARTboard |
| Step 2 |  | Dance - Break Mixer1. Students scatter around the room.
2. Beats 1-8: At the end of the eighth count, students need to face a partner.
3. Beats 9-16: Students need to step backward 4 steps and clap - titi ta, then stomp - titi ta.
4. Beats 17-32: Swing the partner 8 beats clockwise + 8 beats counter clock wise, then say bye to the partner, find a new partner.
5. Repeat the whole piece.

Extension: 1. Face a new partner, improvise 8 beats with only ta titi Z, only clapping and tapping on laps.
2. Call: Improvise 8 beats with body percussion; Response: Answer the 8 beats with body percussion, but must “answer” the last two beats of the body percussions from the caller.
 | Music: Break Mixer |
| Step 3 (end of 2nd grade or 3rd grade) |  | 1. Review the Rhythmische Übung rhythm with body percussion.
2. Teach students down-up drumming playing technique.
3. Transfer the body percussion to hand drums, phrase by phrase.
4. Transfer the improvisation section to the hand drums.
5. Perform ABA. A: Tutti; B: Improvisation; A: TuttI
 |  |

Assessment (coming).

Teacher’s reflection/talk:

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