University of Mary Division of Education

Miss Laura Kopp

Block I, May 2015

**Grade Level: Fifth**

**Subject(s) Area: Music & Art**

**Materials Needed:**

* Rice, plastic/Styrofoam cups, saran wrap, rubber bands, construction paper, markers, crayons, colored pencils, I’m Talking raps

**Standards: (North Dakota)**

**Music**

* 4.4.1 Create and arrange music to accompany readings or dramatizations.
* 4.6.3 Know terminology to describe music. (Listening)

**Art**

* 4.2.1 Know the differences among visual art structures and functions.
* 4.2.3 functions of works of visual art (e.g., decorative, expressive, practical, persuasive, utilitarian)

**Objectives:**

* Students can compose a short rhythmical piece.
* Students can describe the different elements of their rhythmical piece.
* Students design a maraca/hand-shaker.
* Students apply different art structures and functions.

**Learning Activities:**

* Gather students to the front of the class and review past music and art lessons.

-We’ve talked about rhythm and beats in music

-And in art we talked a lot about perspective in Cubism and with the hand project

**(2 minutes)**

* Today, we will be creating and designing hand maracas. When you are creating and designing your hand maracas, I want you to think about how you can design it to represent and express you.

-What colors, warm or cool appeal to you?

-what emotions do you want to convey? Think about if you want your rhythmical piece to bold, loud, & exciting or to be soft, quite, and soothing?

-What types of lines appeal to you? Curvy, wavy, straight, diagonal?

-How can you combine the colors & lines to express something about you?

-What other elements can you add to further express yourself?

-Show my example

**(5 minutes)**

* Students should then be directed back to their desks to create and design their hand maracas…**50 Minutes. Students must use this time wisely and complete the design of their maraca. The rest of class will be used to compose rhythmic patterns and to perform them.**
* Gather the students back up front to discuss composing rhythmical patterns

-Can use the I’m Talking rap to start off, if you think your piece needs a little something more, be creative and think of what can enhance the composition

-What pattern will your group decide to use? Keep it simple so you have enough time. May want to repeat the rap a few times, will you combine two I’m Talking raps?

-I should be able to easily pick up the rhythm you as a group have decided to use

-What will you compose your rap with? How will you keep track of your rhythm?

Need some type of visual

-Will your group decide to use other instruments?

-How will your group communicate, who will sing/say the rap & who will play the instruments? **(50 Minutes)**

* Gather the class up front to explain their maracas, explain their rhythm, and perform their rhythmic raps

**(20 minutes)**

**Assessment:**

* I’m Talking rap composition and presentation
* Design of maraca & explanation

**Reflection:**

* What did I do well?

-Overall delivery of what students were to do, directing students, breaking up the lesson into parts so students would have a chance to not move around

-Recalling of previous information from first music lesson in week 1

* If I were to teach this lesson again, what would I change?

-To not have the composition part in the classroom-we ended up moving outside to the playground…be aware of the environment