

# LESSON PLAN: INDEX

Title: Rhythm Band Improvisation  
 Length: 30 minutes each class for 3 classes

Cycle: 2, 3  
 Grade: 3 to 6

## FOCUS OF THE LESSON:

Combine pre-recorded accompanied song(s) with improvised rhythms/melodies by students for class use and for performance.

### MUSIC COMPETENCIES:

To interpret musical pieces using voice and simple rhythmic accompaniment.  
 To invent an instrumental rhythmic/ melodic transition based upon or complimenting a musical piece.

### ESSENTIAL KNOWLEDGE:

Graphic representation (traditional/informal code).  
Sound sources : voice, musical instruments.  
Instrumental techniques: percussion, xylophone, glockenspiel, recorder.  
Rules for Group Ensemble Work : responding to direction indicating beginning and ending of a piece, the dynamics, the beat and changes in tempo, and sound/visual cues.  
Composition Procedures: Question and Answer, Contrast, Repetition, Collage, Ostinato, and/or Mirror.  
Form: A-B or A-B-A  
Vocabulary: Cycle 2.

### CROSS-CURRICULAR COMPETENCIES: (in order of relevance)

1. To cooperate with others
2. To exercise critical judgement
3. To use creativity
4. To solve problems
5. To communicate appropriately
6. To adopt effective work methods
7. To construct her/his identity.

### BROAD AREAS OF LEARNING: (INCLUDING OTHER SUBJECT-MATTER)

Health and Well-Being  
 Personal and Career Planning  
 Media Literacy  
 Citizenship and Community Life

### EVALUATION CRITERIA:

Performance conveying the expressive nature of the piece. Consideration of the requirements of group ensemble work. Pertinent elements of the description of his/her interpretation experience.

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Uniform format: lesson plans:

Title: Rhythm Band Improvisation

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Materials needed: Sound System, appropriate recordings or written arrangements (such as the two selections from Celebrations Around The World! that are attached to this plan), variety of Percussion Instruments (hand-held drums, djembes, maracas, cymbals, xylophones, glockenspiels, triangles, rhythm sticks, cabasas, guiros, recorders, etc), copies of written guidelines/music for students and/or overhead projector and transparencies of guidelines/music.

Procedure: Teach the students two upbeat songs with interesting rhythms, in this case, the title song from Celebrations Around The World! and Carnival, using piano score /CD(available with purchase) and overhead projector/photocopies. After the students have learned the lyrics, they may add percussion accessories to compliment the performance, but be careful to ensure that they do not drown out the accompaniment or voices. Next class: using the same instruments (plus recorders, xylophones, and glockenspiels, if you have them), begin developing a rhythmic improvisation that has several different sections such as A-B or A-B-A. Use Question & Answer, Contrast, Repetition, Ostinato, or other techniques or combinations. Melodic instruments could take a melodic fragment from either of the songs or both and keyboards could do a harmonic pattern or ostinato while recorders play the melody. When the improvisation has been agreed upon, it should be written down, using either traditional notational or informal guidelines. Next class: combine the two songs previously learned with the improvised routine in the middle

Extension activities: Develop routines that use a variety of forms, instruments, multicultural themes. Encourage students' creativity. Practice the routine(s) sufficiently for a performance.

Bibliography/discography:

Celebrations Around The World!, S.K. Albrecht, L. Brownsey, M. Lunn Lantz; copyright Alfred Publishing (CD included; limited photocopy right permitted in school of purchase)

Hand Drumming ensembles, C.A. Grosso; copyright Alfred Publishing

Hand Drumming essentials, C. A. Grosso; copyright Alfred Publishing