

**1<sup>st</sup> Grade Music – Jackson Elementary**  
Introduction to the Dotted Quarter Note

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Grade:           1<sup>st</sup> Grade          

Class:           General Music          

**1. State and National Standards:**

- i. Pennsylvania State Standards:
  - 1. 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 2. 9.1.3.H. Handle materials, equipment and tools safely at work and performance spaces.
- ii. National Standards:
  - 1. MU:Pr4.2.2a – Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

**2. Essential questions:**

- i. Why is rhythm needed to create music?
- ii. How do we represent rhythms with notation?

**3. Student learning outcomes (SLO):**

- i. Students will demonstrate the ability to perform rhythms on the drum.
- ii. Students will demonstrate understanding of the dotted quarter note.

**4. Prior knowledge:**

- i. Students will be familiar with rhythms using TaKaDiMi syllables
- ii. Students will be familiar with basic notation for syllables

**5. Materials needed:**

- i. Drums per student

**6. Organization:**

- i. This class will be taught entirely in full group organization.
- ii. Music class will last for 45 minutes per 1<sup>st</sup> Grade class.

**TEACHING PROCEDURES**

**A. Introduction:**

- i. Students should enter the classroom and go to their chairs
- ii. If they have their iPads with them, they should put them underneath their chairs

**B. Groundwork: Drum Circle Activities**

- i. Hit or Miss Game
  - 1. Emphasize listening
- ii. Rhythm Following
- iii. Call & Response Rhythms
  - 1. Use separated eighth notes and dotted quarters

**C. Engagement:** Notation & Dotted Quarter Note

- i. Review familiar notation
- ii. Introduce Dotted Quarter
  1. “Sometimes a single Ti can transform into a dot and become part of a Ta”
  2. Connect back to drum circle rhythms
  3. Combination of DQ and Eighth note equals 2 for rhythmic purposes.
- iii. Four beat compositions
  1. Put some together as a class
- iv. Sketches School
  1. Students should practice drawing their own rhythms
  2. Students should compose their own rhythms.
- v. Drumming Applications
  1. Reinforce the dotted quarter and eighth note rhythms on the drums, pointing out their presence as they occur.

**D. Assessment:**

- i. Student understanding will be evaluated informally throughout the rhythm identification process.

**E. Closure and summarizing strategy:**

- i. If more time is needed, return to drum activities, integrated elements of divided Ti-Tis rhythms to further assess understanding.
- ii. “The Music Time Is Over” Call & Response ending chant

**F. Assignments or practice requirements:**

- i. None

**Differentiation**

*Early finishers:* This class will be run in full group organization; there won't be early finishers.

*Remediation:* Instructions can be simplified for students struggling with the activities.

*Enrichment:* Students can focus on the tone of their drumming and can be more deliberate with their movements. Students can also play more complex rhythms during listening.

*Special Accommodations:* If students have any motor control issues when playing the drums, they can simplify the execution of techniques (i.e. hitting the drum quietly rather than using fingers independently). Students can also move in their chairs for the movement activity.

**Reflections on the lessons:**