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Holistic Lesson Plan 4

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Note: If you are using this model as a prototype, please look at both the objective and the activities provided for each domain very carefully. In order for a lesson to qualify as "holistic" there has to be a clear intention, either in the statement of the objective or in the activities provided, for growth to occur in that domain.

Subject Area: Choir

Grade Level: High School (9th Grade)

Aim: Students will develop an understanding of music notation.

Goal: Students will become proficient at reading rhythms by sight.

*Note: This plan was created before the development of Wisconsin Model Academic Standards -- If you use this plan as a prototype for a general class, please include The WI Standards. If it is an individual client plan, that is not necessary.

Holistic Objectives:

Cognitive Objective: When reading music, students will identify rhythmic patterns using triplets. They will be able to differentiate between motives that employ triplets and those that use patterns comprised of rhythms based on divisions of 2 or 4.

Procedures:

- Using copies of music we have previously studied in class, students will be asked to pick out the location of triplet patterns found within the music.
- The student will circle triplet patterns found within their music.
- As a class, the teacher will led the group in comparing and contrasting between triplet motives and rhythms divided into groupings of 2 or 4s a homework assignment, students will write a paragraph in the journals they keep assessing the use of a triplet pattern within music that is generally based on rhythmic divisions of 2 or 4.

Affective Objective: Students will feel the juxtaposition of the beat when hearing music that includes quarter-note triplet patterns extended over two beats. They will justify a composer's use of such a pattern with respect to its affective quality.

Procedures:

As a class, we will listen to a section of a piece of music that includes quarter-note triplet patterns.

- Students will respond to the feelings they experienced as a result of hearing the musical selection, paying specific attention to the relationship the quarter-note triplet section(s) had with the rest of the piece.
 - Students will then divide into small groups and, through discussion, examine what caused any affective movements they may have experienced while listening to the music. They may incorporate other musical elements, but the emphasis should be upon the use of rhythm within the piece.
 - After the students have been given sufficient time, group leaders will report their findings to the whole class. Other members of the class will be given the opportunity to react to the ideas of other groups.
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Psychomotor Objective: Students will speak, sing, and clap rhythmic motives that include triplet patterns as they read music from sight.

Procedures:

- Students will be given a passage of music that includes triplet patterns. As a class, we will speak the rhythm of the piece using Kodaly rhythm syllables. Once there is evidence that the class is comfortable with this, we will speak the text together in rhythm. -Next, the class will clap the rhythm of the piece. Finally, we will incorporate pitch into the song and sing it, playing particular attention to the triplet patterns. Once the students have grasped the piece, the teacher will ask for volunteers to create body percussion accompaniments to the piece as we perform it two or three more times.
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