

March 22 and 23

<b>Subject/Grade:</b> Arts Ed., Phys. Ed., K <b>Lesson Title:</b> Patterns in Music <b>Teacher:</b> Miss Kirsch	
<b>Stage 1: Identify Desired Results</b>	
<b>Outcome(s)/Indicator(s):</b> <u>Arts Education:</u> CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres.  h. Describe basic decisions made in creating music expressions (e.g., sounds to be used in the piece, loud parts, soft parts, order of sounds).  l. Contribute to inquiry about elements of music (e.g., What sounds can we combine to make different patterns/rhythms?).  <u>Physical Education:</u> PEK.6 Rhythmical Movement Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.  b. Move to music adjusting the speed of movement in time to the rhythm of the music and the intensity of the sound.  c. Move body in time to the beat of the music while keeping feet in one spot and remaining balanced (e.g., move arms only, move hips only, bend up and down at the knees).	
<b>Key Understandings: ('I Can' statements)</b> <ul style="list-style-type: none"><li>• I can describe the order of sounds.</li><li>• I can combine sounds to make a pattern.</li><li>• I can adjust the speed of my movement to the rhythm of the music.</li><li>• I can move in time to the beat of music.</li></ul>	<b>Essential or Key Questions:</b> <ul style="list-style-type: none"><li>• What order are my sounds in?</li><li>• What sounds can I combine to make a pattern?</li><li>• How can I adjust my movement to match the music's rhythm?</li><li>• How can I move in time to the beat of music?</li></ul>
<b>Prerequisite Learning:</b> <ul style="list-style-type: none"><li>• I can use instruments and my voice to make sounds and songs.</li><li>• I can listen to sounds around me.</li></ul>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"><li>• Discussions</li><li>• Questioning</li><li>• Circle Time</li></ul>	

- Song / Video
- Small group activity

### Stage 2: Determine Evidence for Assessing Learning

*Formative:* I will walk around and observe students while they are working with their small groups. I will get students to show me a music pattern.

### Stage 3: Build Learning Plan

<p style="text-align: right;">20-25 minutes total</p> <p><b>Set (Engagement):</b> <span style="float: right;"><b>Length of Time:</b> 8 min</span></p> <ul style="list-style-type: none"> <li>• Can anyone tell me what a pattern is! That’s right! A pattern is something that repeats.</li> <li>• I would like to show you a picture of an Indigenous Star Blanket. What I would like you to look at is the pattern in the blanket. Do you see how some of the colours repeat in the pattern? This is a pattern we can see with our eyes.</li> <li>• Did you know we can also hear patterns, not just see them? That’s right, we can hear patterns in music. We might clap our hands, then stomp our foot, or we might just clap a pattern (demonstrate).</li> <li>• Let’s listen for patterns in this song we’re going to do called the clapping machine! <a href="#">Clapping Machine</a> (stop at 2:30) *Get students to stand up for the song.</li> </ul> <p><b>Development:</b> <span style="float: right;"><b>Length of Time:</b> 7 min</span></p> <ul style="list-style-type: none"> <li>• Get students to sit in a circle (pattern cards will go on the floor in front of me for demonstration).</li> <li>• I have some cards here that represent three different actions. <ul style="list-style-type: none"> <li>○ Clapping (hands), snapping (fingers), and stomping (foot)</li> <li>○ If I put three clapping cards beside each other can we read that pattern? (clap - clap - clap)</li> <li>○ What about if I add two snapping cards in that pattern? (clap - snap - clap - snap - clap), etc.</li> <li>○ (Do more examples together).</li> </ul> </li> <li>• I will now put you in groups of about three so you can work together to create your own patterns.</li> </ul> <p><b>Learning Closure:</b> <span style="float: right;"><b>Length of Time:</b> 5-10 min</span></p> <ul style="list-style-type: none"> <li>• I have set up spots around the room for each group. Each spot has the same amount of pattern cards. As a group - working together - you will build a pattern, then try playing the pattern together. Students will go</li> </ul>	<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Indigenous starblanket picture</li> <li>• iPad and screen for song</li> <li>• <a href="#">Clapping Machine</a> (stop at 2:30)</li> <li>• Pattern print-outs for each station to use</li> </ul> <p><b>Possible Adaptations/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Students could work with a partner or small group depending on class size for the pattern creation activity.</li> <li>• For more difficulty, students could have a blank card where they choose their own sound to add to the music patterns they create.</li> </ul> <p><b>Management Strategies:</b></p> <ul style="list-style-type: none"> <li>• Remind students to raise their hands when answering questions.</li> <li>• Put students into random groups for activity.</li> <li>• Outline clear purpose of activities.</li> </ul> <p><b>Safety Considerations:</b></p>
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to a station with their group to build their own patterns.

- Remind students to share pattern cards.
- Remind students to be mindful of those around them. Be kind and work together in your stations.

**Stage 4: Reflection**

*(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)*