

<b>Lesson Title</b>	<b>Celebrate Along the Way</b>	<b>Medium</b>	<b>Music</b>
<b>Curricular Unit</b>	<b>Looking at the Bigger Picture</b>	<b>Lesson #</b>	<b>6</b>

**Lesson Goals**

<b>Socio-emotional</b>	Looking at the bigger picture
<b>Artistic</b>	Elements of Music: • duration • intensity • pitch • timbre
<b>Academic</b>	N/A

**Lesson Details (45 minutes total)**

<b>Opening Routine</b> Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>
<b>Warm Up</b> Time: 12 mins	Working with 3-4 different rhythms, explore each rhythm first in a call and response format and then passing it around the circle.
<b>Lesson Intro</b>	Combine with warm-up.
<b>Brain break</b> Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
<b>Main Lesson</b> Time: 20 mins	<p>Review learned rhythm a few times. Share that this rhythm will be part of the performance piece to be performed at the end of the session for friends and family.</p> <p>Congratulate students on their determination to learn the challenging phrase and celebrate with a few rounds of freeze dance. Teacher will play the drums as the accompaniment for the game. Students who become out are invited to play along with the teacher.</p> <p>Rehearse piece one last time before closing class.</p>
<b>Cool down/Closing</b> Time:	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>

**Materials**

drums

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Looking at the bigger picture	Student was able to understand that current work was part of a greater project	Student was able to demonstrate how the current work was associated with a greater project	Student was able to articulate how the current work supported the greater project
<b>Artistic Skill</b>			
Elements of Music: • duration • intensity • pitch • timbre	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
<b>Academic Skill</b>			
N/A			