

Lesson Title	Performing choices	Medium	Music
Curricular Unit	Choice Making: Selecting preferred choice	Lesson #	5
Lesson Goals			
Socio-emotional	Choice Making: Identifying perferred choice		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
Academic	Write narratives to develop real or imagined experiences or events.		
Lesson Details (45 minutes total)			
Opening Routine	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.		
Time:			
Warm Up	Boom whacker scales: F Major		
Time: 8 mins	Provide students with boomwhackers, invite them to try to figure out where they should stand in line, and have them play the scale ascending and descending.		
Lesson Intro	Write out one 4/4 time measure of rhythm for everyone to see. Clap the rhythm and have the students respond first by clapping, and then with their book whackers. Once they seem to have the rhythm, invite them to play the rhythm one at a time in the F Major scale order, both ascending and descending.		
Time: 7 mins			
Brain break	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Time:			
Main Lesson	Introduce rest notes.		
Time: 20 mins	Remind students that while each 4/4 time measure only has four beats, they can chose how to put together the combination of notes they want to create those 4 beats.		
	Provide each student with a sheet of blank paper and invite them to create one measure of rhythm in 4/4 time. (They should be encouraged to write large and fill the paper) Collect everyone's measures.		
	Hang or hold up one paper and invite the student who created it to clap out the rhythm while the rest of the class responds. Alternatively, students may use drums to tap rhythm.		
	Say, "this is a great measure, but what is you had a choice to add a rest? Where might you add the rest?" Invite the students to chose what kind of rest they want and where they would place it (provide a few cards with rest notes on that they could tape over notes).		
	"Great choice" Now let's try to clap this out. Teacher claps altered rhythm and students repeat. Ask composer which version they perfer and hand their sheet back either with the added rest or without.		
	Repeat with as many students as possible.		
Cool down/Closing	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.		
Time:			
Materials			
boom whackers, blank paper and pencils/markers, tape, rest note cards			
Lesson Rubric			
Developing (1)		Adequate (2)	
		Excellence (3)	

Social/Emotional Skill

Choice Making: Identifying preferred choice	Students were able to name one or more choices available to them	Students were able to identify which choices they preferred	Students were able to identify one specific choice
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Artistic Skill

Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
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Academic Skill

Write narratives to develop real or imagined experiences or events.	Students were able to develop a narrative that may have inconsistencies in setting, characters, or point of view	Students were able to develop a narrative that adequately establishes setting, characters, or point of view	Students were able to develop a narrative with clear focus that effectively establishes setting, characters, or point of view
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