

<b>Lesson Title</b>	<b>Talking Drums</b>	<b>Medium</b>	<b>Music</b>
<b>Curricular Unit</b>	<b>Trying a new thing and facing challenges</b>	<b>Lesson #</b>	<b>2</b>

**Lesson Goals**

<b>Socio-emotional</b>	Trying a new thing and facing challenges
<b>Artistic</b>	Elements of Music: • duration • intensity • pitch • timbre
<b>Academic</b>	Choose words and phrases for effect.

**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** Lead a call and response with the drums, practicing several different rhythms.  
 Time: 10 mins

**Lesson Intro** Play a few rounds of musical chairs/standing spots with the teacher drumming as the music to move to. Students who become "out" can join the teacher in drumming.  
 Time: 8 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** Based on skill/comfort level observed in the last class, develop a 8-16 count rhythm that incorporates a difficult or challenging phrase. Be sure to preface that the phrase was meant to be challenging that the goal is to continue to work on the phrase until everyone in the class feels more comfortable with it. Noone should feel pressured to master the phrase today.  
 Time: 15 mins

Allow time for a discussion about how they felt about the challenging phrase.

**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**

drums, chairs or sit upons

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Trying a new thing and facing challenges	Student demonstrated willingness to try a new thing	Student was able to try a new thing and demonstrate a willingness to explore a further challenge	Student was able to try a new thing and identify a further challenge they were willing to face
<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>			
Choose words and phrases for effect.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language