

General Music: Grade 4

Sample General Music: Grade 4 Learning Plan

Big Idea/ Topic

FORM

Connecting Theme/Enduring Understanding:

Form helps us organize music into different sections. We can find many patterns in the form of music.

Essential Questions:

What is form?

How do we describe form?

How do we find the form of a piece of music?

Standard Alignment

CREATING

ESGM4.CR.2 Compose and arrange music within specified guidelines.

- d. Arrange rhythmic patterns to create simple forms and instrumentation.

PERFORMING

ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.

ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.

RESPONDING

ESGM4.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda).
- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin).

ESGM4.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.

CONNECTING

ESGM4.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.

Instructional Design

This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a distance learning setting, whether “plugged/virtual” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.

FOUNDATIONAL INFORMATION:

Music is made of repeating and contrasting sections. Songs we know and are familiar with have repeating and contrasting sections.

CONCEPTS:

- Form is how we organize music into sections
- We can label form using letters that describe when they occur in a song (e.g., ABA form)
- Form can follow specific patterns

VOCABULARY:

Form, Sections, Rondo Form

LINKS:

- <https://www.youtube.com/watch?v=3knQAUN1kcY>
- [Music: General Music: Grade 4: Distance Learning Plan: PowerPoint](#)
- [Music: General Music: Grade 4: Distance Learning Plan: Unplugged PowerPoint](#)
- [Music: General Music: Grade 4: Distance Learning Plan: Pre-Learning PowerPoint](#)

VIRTUAL STUDENT SUPPLIES:

- Internet-connected device with audio/video/microphone capabilities
- Headphones (with a microphone if available)
- Drums/homemade instrument

UNPLUGGED STUDENT SUPPLIES:

- Unplugged student packet
- Phone for communicating with the teacher

TEACHER SUPPLIES:

- A device with audio/video and screen sharing capabilities
- Flipgrid account (see below for Teacher Guide to Setting Up Flipgrid Assignments)
- Phone or [Google Voice](#) for communicating with “unplugged” students

DISTANCE LEARNING PLAN:

OPENING (Asynchronous):

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- **Activity #1: Intro to Form Pre-Learning Slides (approx. 15 mins)**

Before hosting students on a digital platform, share the Intro to Form Pre-Learning PowerPoint images via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent (see below).

WORK SESSION (Synchronous):

STUDENT AND TEACHER PROCEDURES

LIVE DIGITAL CLASSROOM SESSION (approx. 45 mins):

At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. For many of the video conferencing platforms, there are dial-in options that may be a helpful substitute for students who have access to a telephone as a backup if there are computer issues or lack of internet/devices.

- **Activity #3 Intro to Sevens (approx. 15 mins)**

Utilizing the screen sharing feature on your district's approved digital platform, share video for "Sevens" (<https://www.youtube.com/watch?v=3knQAUN1kcY> – link on Slide 13). Stop the video after the initial performance (approx. 25 seconds into the video). Have students identify the form (could be in the platform's chat, via a poll, students unmute to verbally respond, etc.). On Slide 14, discuss how forms can sometimes be random, and sometimes they follow a pattern. Have students listen as you perform "Sevens" in rondo form (ABACA) for the class. On Slide 15, discuss Rondo form. Have students identify how the pattern works and what it would look like if it kept going (ABACADAEA etc.).

- **Activity #4: Student Assignment Introduction (approx. 15 mins)**

On Slide 15, have the class learn/practice each section with the remainder of the video. Lead students in performing Sevens in rondo form, using a drum, table, pots, and pans, or whatever they may have available at home (make sure the students are on mute). Model how to create additional patterns that can be extended beyond the written sections. Have students suggest new forms that follow patterns and have the class try them. As before, type in the students' suggested forms onto to slide to guide students' performance of these additional forms. If needed/as time permits, have students create alternative body percussion/choreography (either simplified or more advanced) and share with the class. Introduce the lesson assignment (slides 17 and 18). Model each step as needed. Via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent, share the student checklist and performance rubric to guide students' performance (see below).

ASYNCHRONOUS STUDENT ASSIGNMENT:

- **Activity #5: Student Performance: Flipgrid Forms (approx. 20 mins)**

Have students create and record themselves performing a new, original form for "Sevens" that follows a pattern (either a pattern such as Rondo or a new pattern). Have Students upload their recordings to [Flipgrid.com](https://flipgrid.com) (see below for Student Flipgrid Assignment Instructions and Teacher Guide to Setting Up Flipgrid Assignments). Require students to respond to at least four peers' videos to identify the pattern of the form that the student used by extrapolating to at least 3 additional sections.

UNPLUGGED DISTANCE LEARNING VARIATION:

UNPLUGGED PRE-LEARNING ACTIVITY

- **Activity #1: Intro to Form Pre-Learning Learning Packet (approx. 15 mins)**

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Parents and students will pick up the Unplugged Student Packet and go through the information at students' own pace (see below OR General Music: Grade 4: Unit 4: Lesson Plan 3: Find the Form PowerPoint: Unplugged Student Packet Version).

UNPLUGGED WORK SESSION VARIATION:

- Set up a date and time during the teacher's office hours in which the student and teacher can communicate via phone. During this time, the teacher can go over the information in the Unplugged Packet with the student and answer any questions the student (or parent) might have regarding the lesson concepts and/or assignment requirements. Many digital platforms (Microsoft Teams, Google Classroom, etc.) feature options to "call" mobile and home phone numbers so that the teacher does not have to use his/her personal number to contact these families. Group calls can also be set up this way to be able to contact multiple students needing the "unplugged" option simultaneously. For the purposes of musical performance, it would be preferable if students could utilize the phone's speakerphone setting, if possible/available.
- **Activity #2: Packet Review (approx. 20 mins – may vary depending on the needs of the student)**
Review the concept of "Form" and ask the student if he/she has any questions. Have the student share his/her new form for "Twinkle, Twinkle Little Star" by performing it over the phone. Then, referencing the PowerPoint slides/Unplugged Packet, guide the student as he/she practices each rhythm on Slide 11, followed by the full form (all four rhythms). Reference Slide 12 to guide the student in using these rhythms to create new forms, explaining that although there are only three rhythms, the form itself can have more than three sections if a section occurs more than once in the form. Then, use Slide 13 as a guide to discuss Rondo form and Slide 14 to help the student practice performing the rhythms in Rondo form. Next, reference Slide 15 to model how to use the rhythms to create new forms that follow a pattern. Finally, direct students to the Unplugged Student Checklist and Unplugged Performance Rubric on slides 16 and 17 to help guide students with this assignment. Discuss any questions the student may have about the assignment.

UNPLUGGED STUDENT ASSIGNMENT VARIATION:

- **Unplugged Activity #3: Creating a New Form (approx. 20 mins)**
Have students work independently to create a new, original form following a pattern of their choice using the rhythms in the Unplugged Packet, their own original 8-beat rhythms, or a combination thereof.
- **Unplugged Activity #4: Form Assessment – Performance and Identification (approx. 20 mins)**
Set up a day and time during the teacher's office hours in which the student and teacher can communicate via phone. Have the student perform their original form over the phone (on speakerphone or video call, if possible). Provide feedback for the student as necessary. If possible, another option could be that the parent could record a video of the student performing their body percussion rhythm and sending it to the teacher via email. Then, the teacher will perform the rhythms in four different forms and the student will be asked to identify the form of each performance (e.g., ABAC form, ABBA form, ABCBA form, ABACA form). Note: the form identification section of the rubric is not included in the student packet.

Evidence of Student Success

Diagnostic:

- Identify repeating and contrasting sections in music, creating a new form using "Twinkle, Twinkle Little Star"

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Formative:

- Identify, describe, and perform the pattern of rondo form

Summative:

- Create a new, original form via Flipgrid for virtual and phone call for unplugged

Distance Learning Supports

DIFFERENTIATED LEARNING:**INCREASED RIGOR:**

Students needing an extra challenge can take the extra step to create new sections for “Sevens” rather than just using the existing sections for their own form arrangements.

ADAPTED ASSIGNMENT:

Students requiring a simplification can use the existing sections from “Sevens,” and/or use only the simpler sections from “Sevens” for their own form arrangement, and/or be provided simplified body percussion patterns to use in lieu of the more complicated patterns in the original version.

Engaging Families

DIGITAL SUPPORT MATERIALS:

- [Sevens YouTube Video](#)
- Flipgrid Assignment Student Instructions (see below)
- A New Form Student Checklist – Virtual (see below)
- Body Percussion Rhythm Rubric (see below)
- General Music: Grade 4: Unit 4: Lesson Plan 3: PowerPoint Virtual Student Pre-Learning Version (see below)

UNPLUGGED VARIATION SUPPORT MATERIALS:



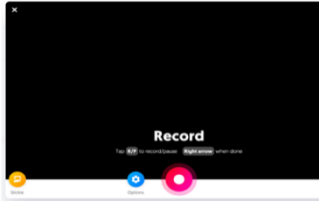
- General Music: Grade 4: Unit 4: Lesson Plan 3: PowerPoint Unplugged Student Packet Version (see below)
- A New Form Student Checklist – Virtual (see below)
- Body Percussion Rhythm Rubric (see below)

All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.



FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT
QR CODE
HERE

1. Go to www.flipgrid.com or download the Flipgrid app.
 2. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
 3. Once in the grid, click on: 
 4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
 5. It's time to record your new form! You have 1 minute and 30 seconds to perform your form. You can record as many times as you may need, but the final video you submit will be the video that is graded. **ONE VIDEO SUBMISSION PER STUDENT.**
- 
6. Press next and then review your recording.
 7. If you are happy with your recording, **TITLE YOUR FORM VIDEO.**
 8. Snap a selfie!
 9. Press Submit! Congrats! You sent in your body percussion rhythms assignment!
 10. Be sure to check back and comment on four other students' videos to describe their form and extend it by three additional sections.
 11. The Body Percussion Rhythms Assignment is due on **INSERT DATE HERE.** The comments on other videos portion of the assignment is due on **INSERT DATE HERE.**

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A New Form Student Checklist - Virtual

- ☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- ☐ I have created my new form with AT LEAST FOUR SECTIONS and have checked that it FOLLOWS A PATTERN
- ☐ I have checked that each time A repeats it has the same rhythm/movements, each time B repeats it has the same rhythm/movements, etc. The rhythms/movements are either ones we practiced in the live classroom session, ones I have created myself (total of 8 beats per rhythm/section), or a combination of both. I made creative choices to make my performance interesting.
- ☐ I can maintain a steady beat while I practice and perform my rhythms/movements.
- ☐ I can perform my entire form with 100% accuracy. (Are you sure? Can you perform your form at least 5 times without making a mistake? Can you perform the whole thing to other people like your family without making a mistake or stopping? If not, KEEP PRACTICING until you can!)
- ☐ I have recorded and submitted my video using Flipgrid.
- ☐ I have viewed **AT LEAST 4 OTHER STUDENTS’** performances and responded by typing my answer about the pattern they created and extending it by at least 3 sections.

A New Form Student Checklist - Unplugged

- ☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. (If you still have questions, set up a time to call the teacher during office hours.)
- ☐ I have created my new form with AT LEAST FOUR SECTIONS and have checked that it FOLLOWS A PATTERN
- ☐ I have checked that each time A repeats it has the same rhythm/movements, each time B repeats it has the same rhythm/movements, etc. The rhythms/movements are either ones from the packet, ones I have created myself (total of 8 beats per rhythm/section), or a combination of both. I made creative choices to make my performance interesting.
- ☐ I can maintain a steady beat while I practice and perform my rhythms/movements.
- ☐ I can perform my entire form with 100% accuracy. (Are you sure? Can you perform your form at least 5 times without making a mistake? Can you perform the whole thing to other people like your family without making a mistake or stopping? If not, KEEP PRACTICING until you can!)



Body Percussion Rhythm Rubric – Virtual AND Unplugged

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
ESGM4.CR.2 Arranging rhythm patterns and creating simple forms	The form follows a pattern that can be extended beyond the performance AND the student performs each repeating section the same way each time (each A sounds the same, each B sounds the same) with no errors.	The form follows a pattern that can be extended beyond the performance AND the student performs each repeating section the same way each time with 1-2 errors.	The form either does not follow a pattern that can be extended beyond the performance OR the student performs each repeating section the same way each time with 1-2 errors.	The form does not follow a pattern that can be extended beyond the performance AND the student did not perform each repeating section the same way each time.	The student did not to participate.	
ESGM4.PR.2 Performing Rhythms	The student performs the rhythm accurately while maintaining the steady beat.	The student performs the rhythm accurately while maintaining the steady beat with 90% or more accuracy.	The student performs the rhythm accurately while maintaining the steady beat with 80% or more accuracy.	The student can read less than 70% of the rhythm accurately and pauses often during the assessment.	The student did not to participate.	
ESGM4.RE.1 Listen to, analyze, and describe music	The student correctly identifies the form and pattern in all four responses.	The student correctly identifies the form and pattern in three responses.	The student correctly identifies the form and pattern in two responses.	The student correctly identifies the form and pattern in one response.	The student cannot identify the form and pattern in any response, OR the student chose not to participate.	
Total Points						

Unplugged Student Packet

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Finding the Form

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What is Form?

Form is how we organize music into sections.

For example, the song "Twinkle, Twinkle Little Star" has THREE sections.

Sing through the song to determine where one section ends and another begins! Check your answer on the next slide.

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What is Form?

The three sections are divided this way:

☀ Twinkle, twinkle, little star, how I wonder what you are. ☀
💎 Up above the world so high, like a diamond in the sky. 💎
☀ Twinkle, twinkle, little star, how I wonder what you are. ☀

Are any sections the same? Are all three different?

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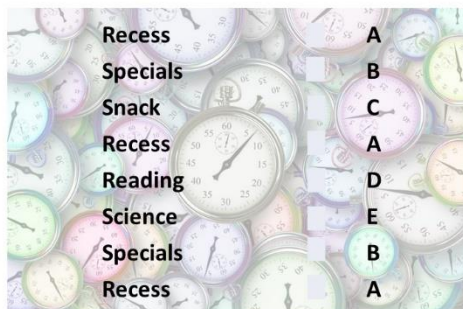
What is Form?

One way we can label the form of a song is to use letters to describe *when* they occur in a piece of music, like when activities occur in a schedule.

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Imaginary Schedule



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Label the Form

Notice in the imaginary schedule that the same activities get the same letter each time. For example, "Recess" is the first, fourth, and eighth activity in the schedule, but it is always labeled as "A".

Using letters, how would we label form of Twinkle, Twinkle Little Star? Check your answer on the next slide.

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Label the Form

We would say the form of "Twinkle, Twinkle" is ABA:

A: Twinkle, twinkle, little star, how I wonder what you are. ☀️
B: Up above the world so high, like a diamond in the sky. 💎
A: Twinkle, twinkle, little star, how I wonder what you are. ☀️

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Make a New Form

What if we put the sections in a different order? How would that change the form?

A: Twinkle, twinkle, little star, how I wonder what you are.
A: Twinkle, twinkle, little star, how I wonder what you are.
B: Up above the world so high, like a diamond in the sky.

This new form would be labeled AAB.

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Make a New Form

Twinkle, twinkle, little star, how I wonder what you are.
Up above the world so high, like a diamond in the sky.
Up above the world so high, like a diamond in the sky.

This new form would be labeled ABB.

How else can we rearrange the song? Bring your ideas to our class meeting!

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Share Your New Form

How did you rearrange the song? How would we label your new form? Be ready to perform your new form and label it during the teacher phone call!

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Make a New Form

Practice each line of rhythm individually. Then, perform all of them back-to-back. What form are they in? Check your answer on the next slide.



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Make a New Form

The rhythms on the last page are in ABCA form.

Using these three different rhythms, let's create some new forms that have four or more sections!



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A New Form

"**Rondo form**" is a form in which the A section is repeated after every contrasting section: ABACA. It is a pattern that can keep going even longer: ABACADAEA etc.

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A New Form

Perform the three rhythms below in rondo form: ABACA.

A: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

B: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

C: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

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A New Form

Now, use these rhythms (or create your own) to make a new form that follows your own pattern!

A: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

B: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

C: ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪

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A New Form Student Checklist

- ☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. (If you still have questions, set up a time to call the teacher during office hours.)
- ☐ I have created my new form with **at least four sections** and have checked that it follows a **pattern**.
- ☐ I have checked that each time A repeats it has the same rhythm/movements, each time B repeats it has the same rhythm/movements, etc. The rhythms/movements are either ones we practiced in the live classroom session, ones I have created myself (total of 8 beats per rhythm/section), or a combination of both. I made creative choices to make my performance interesting.
- ☐ I can **maintain a steady beat** while I practice and perform my rhythms/movements.
- ☐ I can perform my entire form with **100% accuracy**. (Are you sure? Can you perform your form at least 5 times without making a mistake? Can you perform the whole thing to other people like your family without making a mistake or stopping? If not, KEEP PRACTICING until you can!)

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A New Form Student Rubric

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)
ESGM4.CRL2 Arranging rhythm patterns and creating simple forms	The form follows a pattern that can be extended beyond the performance AND the student performs each repeating section the same way each time (each A sounds the same, each B sounds the same) with no errors.	The form follows a pattern that can be extended beyond the performance AND the student performs each repeating section the same way each time with 1-2 errors.	The form either does not follow a pattern that can be extended beyond the performance OR the student performs each repeating section the same way each time with 1-2 errors.	The form does not follow a pattern that can be extended beyond the performance AND the student did not perform each repeating section the same way each time.	The student did not participate.
ESGM4.PRL2 Performing Rhythms	The student performs the rhythm accurately while maintaining the steady beat.	The student performs the rhythm accurately while maintaining the steady beat with 90% or more accuracy.	The student performs the rhythm accurately while maintaining the steady beat with 80% or more accuracy.	The student can read less than 70% of the rhythm accurately and pauses often during the assessment.	The student did not participate.

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Teacher Guide to Setting Up Flipgrid Assignments: (EXAMPLE)

The screenshot shows the Flipgrid interface. At the top, there's a navigation bar with 'My Activity', 'My Grids' (selected), 'MixTapes', '#GridPals', 'Disco Library', and 'Shorts'. Below this, the page title is 'Grid Details' for 'General Music Grade 6'. A large colorful abstract image is featured. To the right, it says 'General Music Grade 6' with a 'Share' button and an 'Actions' dropdown. Below this, it shows 'Jul 8, 2020' and 'Flip Code: genmusic6example' with an 'Add a CoPilot' button. The main section has tabs for 'Topics' and 'Students'. Under 'Topics', there's a table with one topic: 'Body Percussion Rhythms'. The table has columns for 'Actions', 'Title', and 'Last Response'. The 'Body Percussion Rhythms' row is highlighted, showing '0 Videos + Pinned Topic', a 'View' button, an 'Active' status, a 'Share' button (circled in red), and an 'Actions' dropdown. A red arrow points from the 'Share' button in the table to the 'Topic Guest Mode' section in the next screenshot.

This screenshot shows the 'Body Percussion Rhythms Assignment' sharing options. It displays a link 'flipgrid.com/f8ea3674' with a 'Copy' button. Below this, there are social media sharing icons. The 'Topic Guest Mode' section is circled in red, showing a toggle switch that is turned on. Below this, there's another link 'flipgrid.com/605c2eb0' with a 'Copy' button. At the bottom, there's a checkbox 'Allow guests to record' which is checked, and a 'Create new link' button. A red arrow points from the 'Share' button in the previous screenshot to the 'Topic Guest Mode' section.

Make sure that when you share the assignment with students that you select the “Topic Guest Mode” and “Allow guests to record” options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.



Topic Details

Assignment

1. Write a 16-beat rhythm on a piece of paper (don't copy the example)
2. Add body percussion to the rhythms
3. Practice your body percussion rhythms
4. Log into Flipgrid and record your body percussion performance!



Body Percussion Rhythms Assignment

Jul 8, 2020

Flip Code: [f8ea3674](#)

Guest Code: [605c2eb0](#)

1. Write a 16-beat rhythm on a piece of paper (don't copy the example)
2. Add body percussion to the rhythms
3. Practice your body percussion rhythms
4. Log into Flipgrid and record your body percussion performance!

Tip: Be as creative as possible! Double check your rhythms!

Share

Actions

Assignment View (Teacher)

Topics = Assignments

0 Responses

0 replies 0 views 0 hours of engagement

Export Data

Search Responses

Start the discussion!

Add a video or share this Topic with your students to have them record.

+ Record a Response

Share Topic

Topic Essentials

Title

Body Percussion Rhythms Assignment

Prompt

1. Write a 16-beat rhythm on a piece of paper (don't copy the example)
2. Add body percussion to the rhythms
3. Practice your body percussion rhythms
4. Log into Flipgrid and record your body percussion performance!

212/1000

Recording Time

1 minute 30 seconds

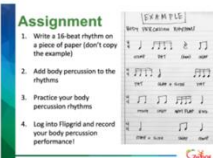
Video Moderation

New videos will be hidden from students until you activate them. Previously submitted videos will remain active.

[Learn more about Moderation.](#)

Focus **Optional**

Add a media resource to engage your students.



Delete to select a new Focus.

Delete Focus

Download Focus

Editing a Topic/Assignment View (Teacher)

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Topic Tip

Add a tip to help your students best answer the Topic.

Be as creative as possible! Double check your work for accuracy!

Editing a Topic/Assignment View
(Teacher)... continued

Topic Attachments

Attach up to 9 external links (OneNote, Google Docs, Dropbox, YouTube, etc.) to this Topic.

Feature Link

https://www.youtube.com/watch?v=_qzo8fRwWHc

Add another Attachment

Attachment Title

Optional Instrumental Track

27/30



Topic Status

Status

Make your Topic Active, Frozen (view-only) or Hidden.

Active

Launch & Freeze Dates

Schedule an Active (12:01am) and Frozen (11:59pm) date. Your timezone is set to America/New_York. [Update your timezone.](#)

07/09/2020 → Never



Video Features

Video and Selfie Styles

Students can add filters, stickers, drawing, and text to their videos and selfies.

Selfies Only

Video Editing

Students can trim and rearrange video clips.



Video Title

Students can add a title (80 characters max). Add hashtags for searchability.



Attachment Link

Allow students to include an external link with their video (e.g., OneNote, Google Doc, etc.).



View Count

Display the number of views a video has received.



Likes

Allow students to like other student videos.



Sticky Notes

Allow students to add sticky notes while they are recording.



Student-to-Student Replies

Allow students to Reply via video to another student.



Feedback

Basic Feedback

Provide basic feedback on a Response based on student verbalization and clarity of expressed ideas.

Custom Feedback

Build and assign custom feedback rubrics based on the needs and qualifications of your classroom.

Provide basic feedback on a video based on student verbalization and clarity of expressed ideas.

☒ Ideas

☒ Performance

☐ Save changes to my default settings

Cancel

Update Topic

Georgia Department of Education

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General Music Grade 6

Casey Hall

Body Percussion Rhythms Assignment

Jul 8, 2020

Assignment

1. Write a 16-beat rhythm on a piece of paper (don't copy the example)
2. Add body percussion to the rhythms
3. Practice your body percussion rhythms
4. Log into Flipgrid and record your body percussion performance!

Tip: Be as creative as possible! Double check your work for accuracy!

[View](#) [Optional Instrumental Track](#)

1. Write a 16-beat rhythm on a piece of paper (don't copy the example)

2. Add body percussion to the rhythms

3. Practice your body percussion rhythms

4. Log into Flipgrid and record your body percussion performance!

Topic/Assignment Student View

0 Responses 0 Replies [0.0h of shared learning](#)



Moderated

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