

Sample General Music: Grade 6 Learning Plan

Big Idea/Topic

BEAT & RHYTHM

Connecting Theme/Enduring Understanding:

Beat and rhythm are foundational concepts in music. Finding the beat, reading, creating, and performing rhythms are essential parts of music.

Essential Questions:

What is beat and how do find it?

What is rhythm?

What is the difference between beat and rhythm?

Standard Alignment

CREATING

MSGM6.CR.1 Improvise melodies, variations, and accompaniments.

- b. Improvise simple rhythmic and melodic variations.

PERFORMING

MSGM6.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- b. Play by ear simple rhythms, melodies, and harmonic accompaniments.

MSGM6.PR.3 Read and Notate music.

- a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation).
- b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests).

RESPONDING

MSGM6.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use these criteria to assess the quality and effectiveness of their own and other's performances, compositions, and arrangements, and to implement constructive suggestions for improvement.

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 virtual setting, whether “plugged” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.

FOUNDATIONAL INFORMATION:

Basic ideas about what steady beat and rhythm are from each student's previous formal (in school) and informal (at home) musical experiences.

CONCEPTS:

- Beat & Rhythm, and the connection between them

- Creating & Improvising rhythms using body percussion

VOCABULARY:

Beat, rhythm, body percussion, improvisation

LINKS:

[Music: General Music: Grade 6: Distance Learning Plan: PowerPoint](#)

STUDENT SUPPLIES:

- Device with audio/video capabilities
- Headphones (with a microphone if available)
- Pencil and paper

UNPLUGGED STUDENT SUPPLIES:

- Unplugged Student Packet
- Phone (for one-on-one teacher phone call)

TEACHER SUPPLIES:

- Device with audio/video capabilities
- Flipgrid account (see above links for helpful resources)
- Music tracks including various genres and styles

DISTANCE LEARNING PLAN:

PRE-LEARNING OPENING ACTIVITY:

Before hosting students on a digital platform, share these links (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent) to students and have them view these videos to pique their interest into the upcoming lesson at least one or two days in advance to give them time to watch the videos and explore on their own. Students can choose which videos to watch, but they **MUST WATCH AT LEAST 5 DIFFERENT VIDEOS**. Provide prompting questions as they explore these videos on body percussion such as:

1. What are your thoughts about body percussion?
2. How many different body parts did you notice people using for their body percussion?
3. Were any sounds or objects used other than their bodies to make rhythms?
4. How did the music change when more body percussion rhythms were added?
5. Can you follow along and perform the rhythms using body percussion in the videos?

Body Percussion Examples:

<https://www.youtube.com/watch?v=Bj9JINeD9gw>
<https://www.youtube.com/watch?v=l0XdDKwFe3k>
<https://www.youtube.com/watch?v=o10drRI3VQ0>
<https://www.youtube.com/watch?v=6jHIR0qEzmg>
<https://www.youtube.com/watch?v=qO3KeFpltdQ>
<https://www.youtube.com/watch?v=sb-2VsE2y-U>

<https://www.youtube.com/watch?v=zsXOehynKJ8>
<https://www.youtube.com/watch?v=v3LqD3zC7AU>
<https://www.youtube.com/watch?v=YMomWUnFtE4>
<https://www.youtube.com/watch?v=HnLGmtF6Giw>
https://www.youtube.com/watch?v=AiX_c3dKtTM
https://www.youtube.com/watch?v=TP8_GAer9ji

WORK SESSION:

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. Be sure to share with students about the learning goals and standards that will be covered in this lesson (see above). If necessary, the teacher may also choose to pre-record this lesson and share it with students asynchronously. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities.

- **Activity #1: Icebreaker: Question of the Day (approx. 5 mins)**

Once all students are logged on, tell students to introduce themselves by saying their name (even if the class knows their name) and answering the “Question of the Day.” These questions have usually one-word or very brief answers. The Question of the Day can be random, or specific to the lesson such as: “What was your favorite body percussion video from the list that was sent to you?”

- **Activity #2: Pass the Microphone: Digital Class Discussion (approx. 10 mins)**

Transition students to a time of discussion. Remind students of the videos they watched before the live classroom session. Ask students the questions listed above to guide student responses. Make sure that each student participates in the discussion. A good strategy to use for group discussion participation is to ask students to “pass the microphone” to another person after they have answers. The teacher asks a question, then “passes the mic” to a student, who answers the question and then “passes” to another student. Continue this until each student has a chance to respond to at least one of the questions.

- **Activity #3: Beat + Rhythm (approx. 10 mins)**

Take time to explain the difference between beat and rhythm, especially how colloquially beat and rhythm are seen as synonymous, though theoretically, they are different (yet connected). Using concrete metaphors such as beat is like the foundation of a house and rhythm is the walls, hallways, doors, rooms of the house that can be renovated to suit the needs of the homeowner helps students understand the difference between beat and rhythm more clearly. Beat is the foundation of music and is the steady, constant pulse you feel when you listen to music—it never changes (but can be described by the speed at which the beat moves—tempo). The rhythms are played “on top of the beat” and can repeat or change frequently to make the music more interesting. If all rhythms were the same or never changed, music would be very boring! To have rhythms—you must have beat! Continuing to use the digital platform, share the audio from the teacher’s computer. Play this instrumental track (<https://www.youtube.com/watch?v=qzo8fRwWHc>) for students and have them keep the beat on their bodies (students’ choice, dancing to the beat would work). Observe students as they are doing this (knowing that students’ maybe “off the beat” due to differing connectivity speeds). When doing this activity, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback.

- **Activity #4: Rhythm Review (approx. 5 mins)**

Using the digital platform, share the teacher’s screen with students. Show students the Lesson Plan 1 PowerPoint for a review of simple rhythms learned previously in K-5 General Music. This could be used as a diagnostic assessment (through discussion and observation) of what students understand about beat and rhythm, and what students can recall about rhythm symbols and their duration.

- **Activity #5: Body Percussion Rhythms (approx. 15 mins)**

Continuing to use the Lesson Plan 1 PowerPoint, the teacher goes over some basic body percussion ideas and how they can be associated with the rhythms just reviewed. For instance, a quarter note can be represented as a clap, snap, stomp, or pat as they all can make one sound on one beat. The teacher models what these body percussion movements look like, and then have students practice the body percussion movements. An example of body percussion rhythm is included in the Lesson Plan 1 PowerPoint



for each rhythm symbol for students to practice as well as one body percussion rhythm with question marks. Ask for a student volunteer to create body percussion for the class using the blank body percussion rhythm, and students practice. There are many body percussion rhythm examples and opportunities in the PowerPoint for student volunteers to create their own rhythms during the live classroom session. Inform students that there are MANY other ways you can create rhythms using body percussion (as they may have seen in the Body Percussion Video Examples). They can use these body percussion movements as a baseline for their assignment!

- **Activity #6: Student Assignment Introduction (approx. 5 mins)**

With any remaining live class time, introduce their assignment after the live classroom session. Students will improvise and create their own 16-beat rhythm on their paper (using the rhythm symbols reviewed in the Lesson Plan 1 PowerPoint). After they have created their 16-beat rhythm, have students add body percussion to their rhythms and practice. Encourage students to be creative and create body percussion movements for their rhythms using the movements discussed in class, ones that watched in the example videos or ones they create themselves! Then, students will record their videos (using the instrumental track as an accompaniment or not—their choice) and submit via Flipgrid. See below for more detailed instructions, a student checklist, and a rubric to share with students as well.

ASYNCHRONOUS STUDENT ASSIGNMENT

- **Activity #7: Student Performance: Flipgrid Body Percussion Rhythms (approx. 20 mins)**

For this activity, students will use [Flipgrid.com](https://flipgrid.com) to submit their recordings of their body percussion rhythms for peer-review and teacher feedback/grading as a summative assessment. See links below for how to get set-up with Flipgrid and other uses for it while teaching digitally. This assignment could be due within a week of the live classroom session depending on school/district requirements and schedules.

UNPLUGGED DISTANCE LEARNING VARIATION:

UNPLUGGED PRE-LEARNING ACTIVITY

Parents and students will pick up Unplugged Student Packet (see attached) and go through the information at students' own pace. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities.

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UNPLUGGED ACTIVITY VARIATION

- **Activity #1: Teacher One-on-One Phone Call (approx. 20 mins)**
Set up a date and time during the teacher's office hours in which the student and teacher can communicate via phone. The teacher will discuss the questions in the live classroom session with the student. The teacher will discuss beat and rhythm and how they are connected. 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 and assignment requirements.
- **Activity #2: Body Percussion Practice (approx. 10 mins)**
Using the PowerPoint slides in the Unplugged Student Packet, the student will go through and practice the body percussion and example rhythms. On each of these slides in the packet there is a blank rhythm for students to improvise and make up their own body percussion movements that connect to the rhythm.

UNPLUGGED STUDENT ASSIGNMENT VARIATION

- **Activity #1: Creating Body Percussion Rhythms (approx. 20 mins)**
Students will improvise and create their own 16-beat rhythm and add body percussion to it. Using the Unplugged Packet, students will cut out the rhythms/body percussion movement boxes and organize them as they see fit. After they have created their 16-beat rhythm, have students add the body percussion movements to their rhythms and practice. Encourage students to be creative and create body percussion movements for their rhythms using the movements discussed in the teacher one-on-one phone call or ones they create themselves!
- **Activity #2: Performing Body Percussion Rhythms (approx. 10 mins)**
Set up a day and time during the teacher's office hours in which the student and teacher can communicate via phone. The student will perform their body percussion rhythms for their teacher over the phone (on speakerphone or video call, if possible). The teacher will 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 and/or text message. See below for a student checklist and a rubric to share with students as well.

Evidence of Student Success

DIAGNOSTIC ASSESSMENT

- Informal teacher observation using visual/aural checks for comprehension of student performance during the beat activity via digital platform or one-on-one teacher phone call (unplugged variation)

FORMATIVE ASSESSMENT

- Informal teacher observation using visual/aural checks for comprehension of student performance during the rhythm activity via digital platform or one-on-one teacher phone call (unplugged variation)

SUMMATIVE ASSESSMENT

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- Teacher observation of student performances via [Flipgrid.com](https://flipgrid.com) or one-on-one teacher phone call (unplugged variation)

Distance Learning Supports

DIFFERENTIATED LEARNING:

INCREASED RIGOR:

Students needing an extra challenge can create more advanced body percussion rhythm patterns or choreograph rhythmic accompaniment to the music.

ADAPTED ASSIGNMENT:

Students requiring a physical adaptation can use the appropriate body percussion of their choice as they are able. students requiring other adaptation can perform steady beat and rhythms with appropriate scaffolding from the teacher or a peer.

Engaging Families

DIGITAL SUPPORT MATERIALS: (See Below)

- Flipgrid Assignment Student Instructions
- Student Checklists



UNPLUGGED VARIATION SUPPORT MATERIALS: (See Below)

- Unplugged Student Packet
 - PowerPoint Slides
 - Student Checklists

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: 

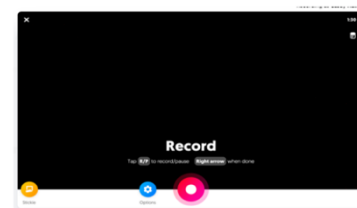
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4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
5. It's time to record your body percussion rhythms! You have 1 minute and 30 seconds to perform your body percussion rhythms! You can record as many 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 BODY PERCUSSION RHYTHM VIDEO.**
8. Snap a selfie!
9. Press Submit! Congrats! You sent in your body percussion rhythms assignment!
10. The Body Percussion Rhythms Assignment is due on **INSERT DATE HERE.**



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!

0 Responses 0 Replies 0.0h of shared learning

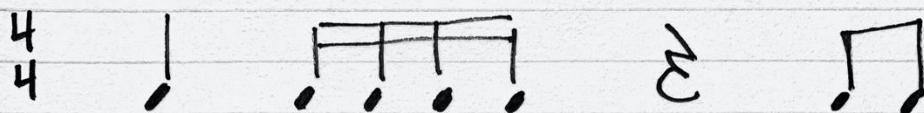


Body Percussion Rhythm Creation Example:



EXAMPLE

BODY PERCUSSION RHYTHMS

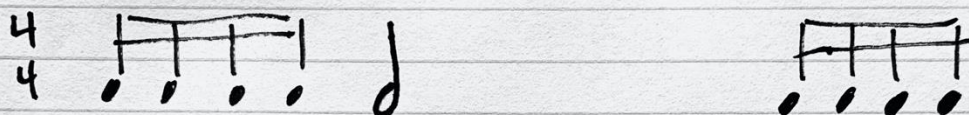


STOMP

PAT

(Rest)

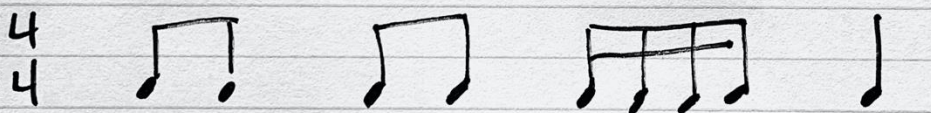
SNAP



PAT

CLAP + SLIDE

PAT

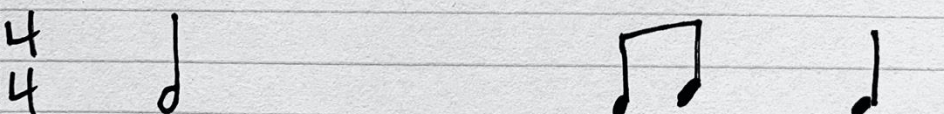


STOMP

CHEST

ARM FLAP

END



STOMP + SLIDE

SNAP

STOMP

Body Percussion Rhythm Student Checklist

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- ☐ 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 16-beat rhythm using correct notation and a variety of rhythm symbols.
- ☐ I have added body percussion movements to my rhythm. The body percussion movements are either movements discussed in the live classroom session, movements seen in the example videos, or movements I have created myself that match the rhythm. I made creative choices to make my performance interesting.
- ☐ I can maintain a steady beat while I practice and perform my body percussion rhythms.
- ☐ I chose to use the optional instrumental track in my performance or used another school-appropriate song in the background as I performed my rhythms. You may also choose to not use any background music and just do it by yourself!
- ☐ I can perform my body percussion rhythms with 100% accuracy. (Are you sure? Can you perform your rhythms at least 5 times without making a mistake? Can you perform them to other people like your family without making a mistake? If not, KEEP PRACTICING until you can!)
- ☐ I have recorded and submitted my video using Flipgrid.
- ☐ I have viewed **AT LEAST 3 OTHER STUDENTS’** performances and gave them appropriate and constructive feedback.

Body Percussion Rhythm Rubric

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
MSGM6.CR.1 Creating Rhythms	The student created a 16-beat rhythm using correct notation using a variety of rhythm symbols.	The student created a 16-beat rhythm using correct notation and a variety of rhythm symbols with 1 mistake	The student created a 16-beat rhythm using correct notation and a variety of rhythm symbols with 2 mistakes.	The student created a less than 16-beats of rhythm with more than 3 mistakes and used few rhythm symbols.	The student did not participate.	
MSGM6.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.	
MSGM6.PR.3 Identify, Reading, and Notating Rhythms	The student can identify and articulate the meaning of 90% or more symbols in a given piece.	The student can identify and articulate the meaning of 80% or more symbols in a given piece.	The student can identify and articulate the meaning of 70% or more symbols in a given piece.	The student can identify or articulate the meaning of less than 70% of the symbols in a given piece.	The student cannot identify or articulate the meaning of any symbol. Or the student chose not to participate.	
Total Points						

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Unplugged Student Packet

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Rhythm Review + Body Percussion

Grade 6: Unit 1: Lesson Plan 1

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Beat

is something we all have in common! It is the steady pulse of music and doesn't change. It is the foundation of music and is what you feel when you listen to music.

Who taps their feet or nods their head to music while you listen?
(that's the beat!)



Offering a holistic education to **each and every child** in our state.



Rhythms

are patterns of long sounds and silences. They can repeat (ostinato) or change frequently. Rhythms give music its distinct cultural, stylistic, and unique characteristics that make music different and interesting!

Why does Latin music sound or feel different than Indian music, for example?

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Rhythm Review



Quarter Note

(1 Beat, 1 Sound)

You may have used Ta or Du or something else to read this rhythm before, but for now we will use the beat number it is on to read the rhythm!



Quarter Rest

(1 Beat of Silence)

You may have used Shh, finger to lips, or something else to read this rhythm before, but for now just show a quarter rest by silently nodding our heads on the beat.



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Rhythm Review



Barred Eighth Notes

(1 Beat, 2 Sounds)

You may have used Ti-Ti/Du-De/Ta-Di or something else to read this rhythm before, but for now we will use the beat number and say "and" after to read the rhythm!



Barred Sixteenth Notes

(1 Beat, 4 Sounds)

You may have used Ti-Ki-Ti-Ki/Ta-Ka-Di-Mi or something else to read this rhythm before, but for now we will use the beat number and say "e-&a" after it.



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Rhythm Review



Half Note

(2 Beats, 1 Sound)

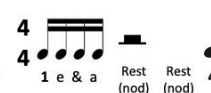
You may have used Ta-ah or Du-u or something else to read this rhythm before, but for now we will use the beat number it is on and hold it for 2 beats to read the rhythm!



Half Rest

(2 Beats of Silence)

You may have used Shh, finger to lips, or something else to read this rhythm before, but for now just show a half rest by silently nodding our heads on the beat.



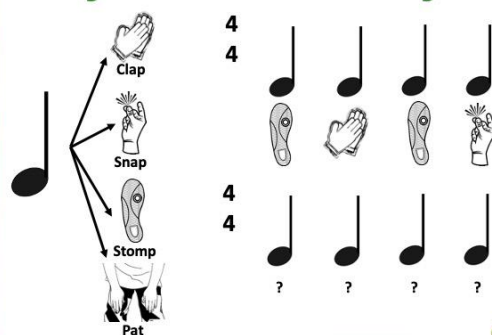
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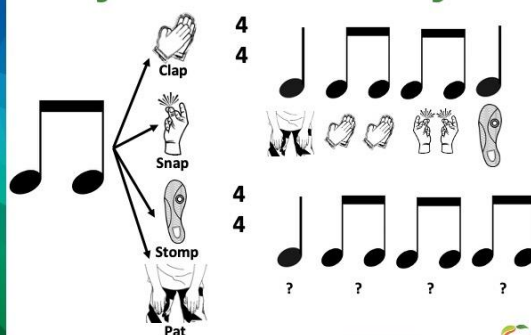
Body Percussion Rhythms



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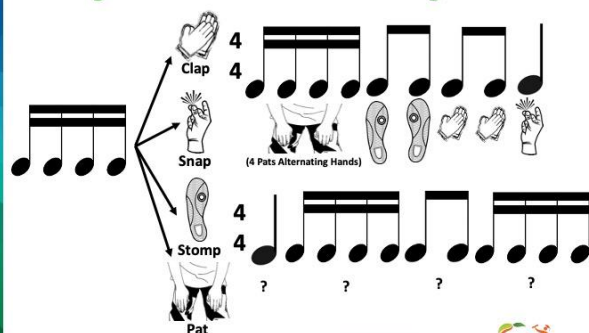
Body Percussion Rhythms



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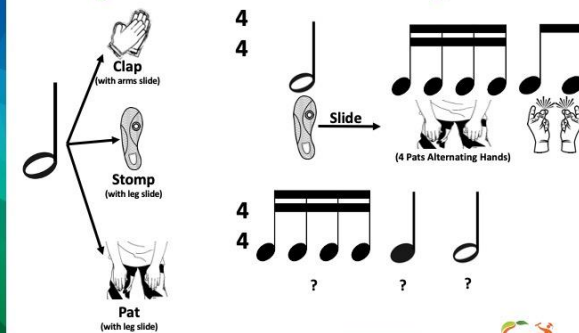
Body Percussion Rhythms



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Body Percussion Rhythms



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Unplugged Body Percussion Rhythms Activity

1. Cut these rhythm symbol boxes out.
2. Create a 16-beat body percussion rhythm. Make sure that you pay attention to the number of beats each note gets as some notes get more than one beat! (Don't copy the example!)

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3. Be Creative! Want to do a body percussion movement that is not listed here? Feel free to change it!
4. Practice your rhythm.
5. Perform your rhythm to school appropriate music (or not, your choice!)
6. Make more rhythms for fun!



Clap

Quarter Note
(1 Beat, 1 Sound)



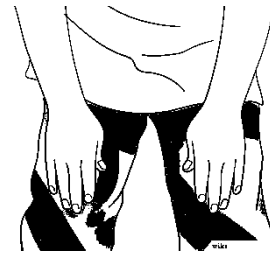
Stomp

Quarter Note
(1 Beat, 1 Sound)



Snap

Quarter Note
(1 Beat, 1 Sound)



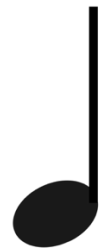
Pat

Quarter Note
(1 Beat, 1 Sound)



Clap

Quarter Note
(1 Beat, 1 Sound)



Stomp

Quarter Note
(1 Beat, 1 Sound)

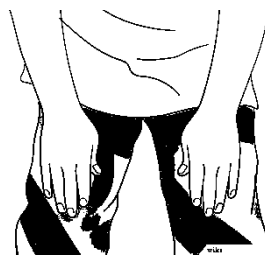




Snap

Quarter Note

(1 Beat, 1 Sound)



Pat

Quarter Note

(1 Beat, 1 Sound)



Clap

Quarter Note

(1 Beat, 1 Sound)



Stomp

Quarter Note

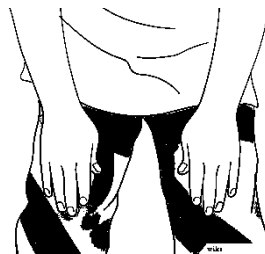
(1 Beat, 1 Sound)



Snap

Quarter Note

(1 Beat, 1 Sound)



Pat

Quarter Note

(1 Beat, 1 Sound)



Clap

Quarter Note

(1 Beat, 1 Sound)



Stomp

Quarter Note

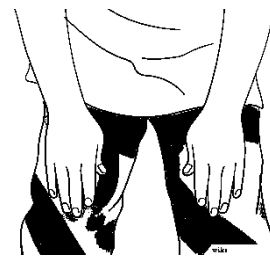
(1 Beat, 1 Sound)



Snap

Quarter Note

(1 Beat, 1 Sound)



Pat your lap

Quarter Note

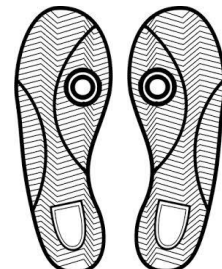
(1 Beat, 1 Sound)



2 Claps

Barred Eighth Notes

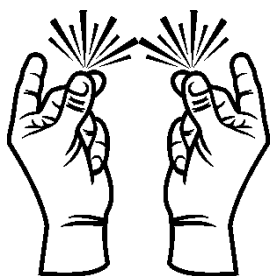
(1 Beat, 2 Sounds)



2 Stomps

Barred Eighth Notes

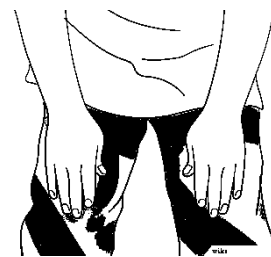
(1 Beat, 2 Sounds)



2 Snaps

Barred Eighth Notes

(1 Beat, 2 Sounds)



2 Pats (one on each leg)

Barred Eighth Notes

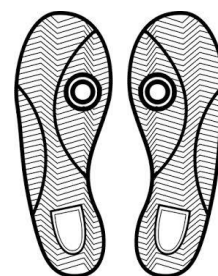
(1 Beat, 2 Sounds)



2 Claps

Barred Eighth Notes

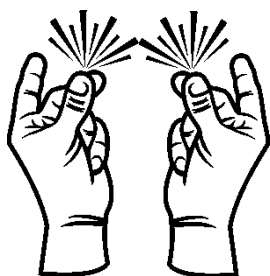
(1 Beat, 2 Sounds)



2 Stomps

Barred Eighth Notes

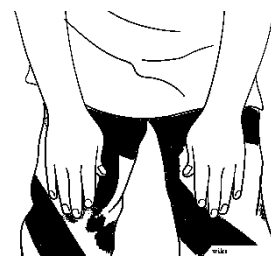
(1 Beat, 2 Sounds)



2 Snaps

Barred Eighth Notes

(1 Beat, 2 Sounds)



2 Pats (one on each leg)

Barred Eighth Notes

(1 Beat, 2 Sounds)

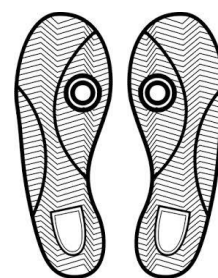




2 Claps

Barred Eighth Notes

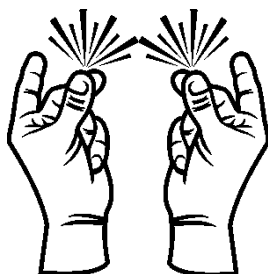
(1 Beat, 2 Sounds)



2 Stomps

Barred Eighth Notes

(1 Beat, 2 Sounds)



2 Snaps

Barred Eighth Notes

(1 Beat, 2 Sounds)



2 Pats (one on each leg)

Barred Eighth Notes

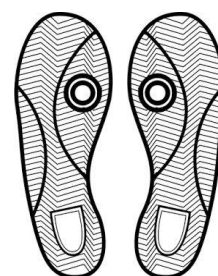
(1 Beat, 2 Sounds)



2 Claps

Barred Eighth Notes

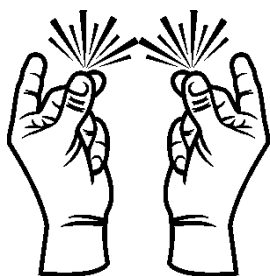
(1 Beat, 2 Sounds)



2 Stomps

Barred Eighth Notes

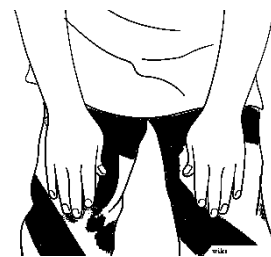
(1 Beat, 2 Sounds)



2 Snaps

Barred Eighth Notes

(1 Beat, 2 Sounds)



2 Pats (one on each leg)

Barred Eighth Notes

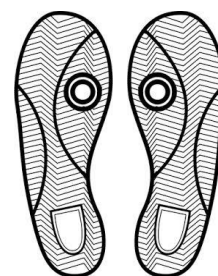
(1 Beat, 2 Sounds)



4 Claps

Barred Sixteenth Notes

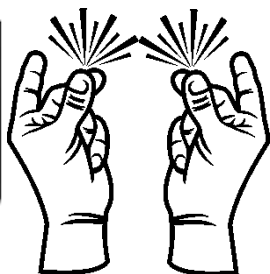
(1 Beat, 4 Sounds)



4 Stomps

Barred Sixteenth Notes

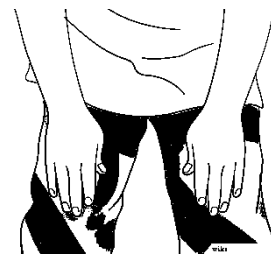
(1 Beat, 4 Sounds)



4 Snaps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)



4 Pats (alternating on each leg)

Barred Sixteenth Notes

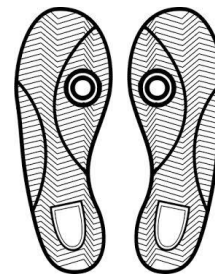
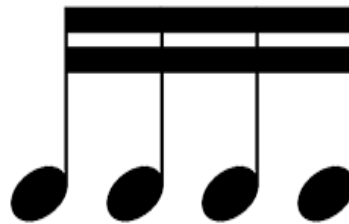
(1 Beat, 4 Sounds)



4 Claps

Barred Sixteenth Notes

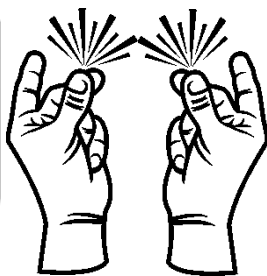
(1 Beat, 4 Sounds)



4 Stomps

Barred Sixteenth Notes

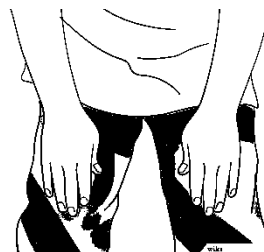
(1 Beat, 4 Sounds)



4 Snaps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)



4 Pats (alternating on each leg)

Barred Sixteenth Notes

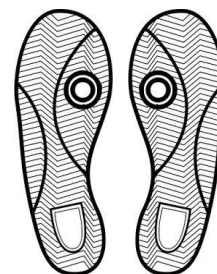
(1 Beat, 4 Sounds)



4 Claps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)



4 Stomps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)





4 Snaps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)



4 Pats (alternating on each leg)

Barred Sixteenth Notes

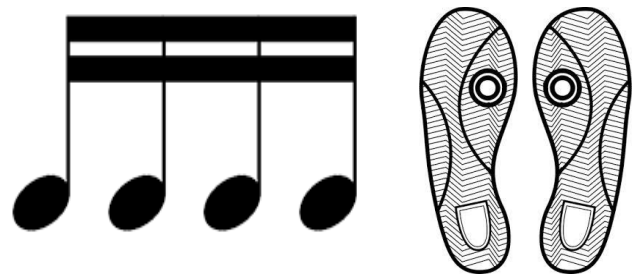
(1 Beat, 4 Sounds)



4 Claps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)



4 Stomps

Barred Sixteenth Notes

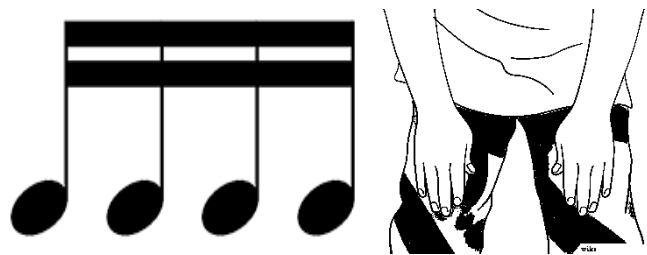
(1 Beat, 4 Sounds)



4 Snaps

Barred Sixteenth Notes

(1 Beat, 4 Sounds)

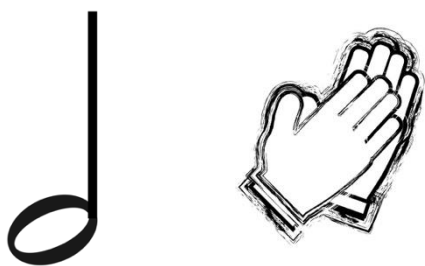


4 Pats (alternating on each leg)

Barred Sixteenth Notes

(1 Beat, 4 Sounds)

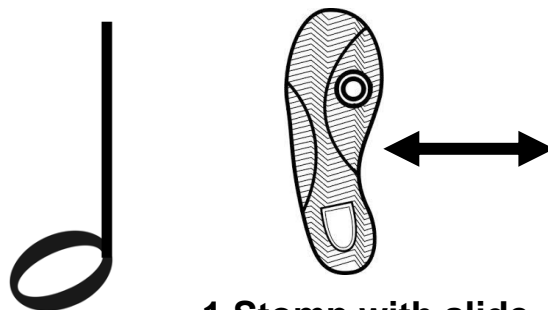




1 Clap with arm slide

Half Note

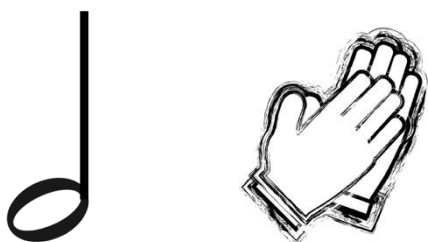
(2 Beats, 1 Sound)



1 Stomp with slide

Half Note

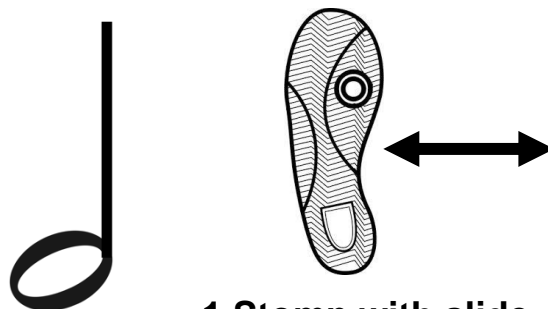
(2 Beats, 1 Sound)



1 Clap with arm slide

Half Note

(2 Beats, 1 Sound)



1 Stomp with slide

Half Note

(2 Beats, 1 Sound)



1 Pat with leg slide

Half Note

(2 Beats, 1 Sound)



1 Pat with leg slide

Half Note

(2 Beats, 1 Sound)



No Sound!

Quarter Rest

(1 Beat of Silence)



No Sound!

Quarter Rest

(1 Beat of Silence)



No Sound!

Quarter Rest

(1 Beat of Silence)



No Sound!

Quarter Rest

(1 Beat of Silence)



No Sound!

Half Rest

(2 Beats of Silence)


















No Sound!

Half Rest

(2 Beats of Silence)



UNPLUGGED EXAMPLE

 <p>Barred Eighth Notes (1 Beat, 2 Sounds)</p>	 <p>Barred Sixteenth Notes (1 Beat, 4 Sounds)</p>	 <p>Quarter Note (1 Beat, 1 Sound)</p>	 <p>Quarter Note (1 Beat, 1 Sound)</p>
 <p>Half Note (2 Beats, 1 Sound)</p>	 <p>Barred Sixteenth Notes (1 Beat, 4 Sounds)</p>	 <p>Barred Eighth Notes (1 Beat, 2 Sounds)</p>	
 <p>Barred Eighth Notes (1 Beat, 2 Sounds)</p>	 <p>Quarter Rest (1 Beat of Silence)</p>	 <p>Barred Eighth Notes (1 Beat, 2 Sounds)</p>	 <p>Quarter Note (1 Beat, 1 Sound)</p>
 <p>Quarter Note (1 Beat, 1 Sound)</p>	 <p>Barred Eighth Notes (1 Beat, 2 Sounds)</p>	 <p>Barred Sixteenth Notes (1 Beat, 4 Sounds)</p>	 <p>Quarter Note (1 Beat, 1 Sound)</p>

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Unplugged Body Percussion Rhythm 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 “digital office hours” over the phone.
- ☐ I have cut out my body percussion rhythm symbol boxes and created my 16-beat rhythm using correct notation and a variety of rhythm symbols (see Unplugged Example, DO NOT COPY THESE RHYTHMS!)
- ☐ I have added body percussion movements to my rhythm. The body percussion movements are either movements discussed over the phone or movements I have created myself that match the rhythm. I made creative choices to make my performance interesting.
- ☐ I can maintain a steady beat while I practice and perform my body percussion rhythms.
- ☐ I can perform my body percussion rhythms with 100% accuracy. (Are you sure? Can you perform your rhythms at least 5 times without making a mistake? Can you perform them to other people like your family without making a mistake? If not, KEEP PRACTICING until you can!)
- ☐ I have set up a day and time during my teacher’s “digital office hours” to perform my body percussion rhythms via phone call. Other options if possible, could be a video call, or send a recording of your performance via email and/or text message.

Unplugged Body Percussion Rhythm Rubric

Standard	Exemplary (4)	Proficient (3)	Approaching (2)	Limited Progress (1)	Insufficient Progress (0)	Score
MSGM6.CR.1 Creating Rhythms	The student created a 16-beat rhythm using correct notation using a variety of rhythm symbols.	The student created a 16-beat rhythm using correct notation and a variety of rhythm symbols with 1 mistake	The student created a 16-beat rhythm using correct notation and a variety of rhythm symbols with 2 mistakes.	The student created a less than 16-beats of rhythm with more than 3 mistakes and used few rhythm symbols.	The student did not to participate.	
MSGM6.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.	
MSGM6.PR.3 Identify, Reading, and Notating Rhythms	The student can identify and articulate the meaning of 90% or more symbols in a given piece.	The student can identify and articulate the meaning of 80% or more symbols in a given piece.	The student can identify and articulate the meaning of 70% or more symbols in a given piece.	The student can identify or articulate the meaning of less than 70% of the symbols in a given piece.	The student cannot identify or articulate the meaning of any symbol. Or the student chose not to participate.	
Total Points						

Teacher’s Guide to Digital Teaching and Learning

GaDOE Fine Arts Resources:

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- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

NAfME Resources:

- Virtual Learning Resources from NAfME: <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>
- Music Teacher Resource NAfME: <https://nafme.org/music-teacher-resources-school-closures/>

Video Conferencing Tips and Resources:

- <https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/>
- <https://www.cultofpedagogy.com/distance-learning/>

Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>

Here is an example of how you could use Flipgrid for the Body Percussion Rhythms Student Assignment:



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!

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

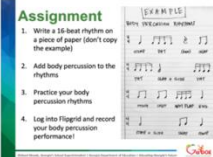
New videos will be hidden from students until you activate them. Previously submitted videos will remain active.

[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

Attachment Title

Optional Instrumental Track

27/30



Add another Attachment

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.

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

☒ Ideas

☒ Performance

Custom Feedback

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

☐ Save changes to my default settings

Cancel

Update Topic

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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!



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](#)

[Topic/Assignment Student View](#)

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



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