

Sample Band I Learning Plan

Big Idea/Topic

FUNDAMENTALS OF RHYTHM AND PITCH READING

Connecting Theme/Enduring Understanding:

Posture and position directly affect your tone production as an instrumentalist.

Essential Questions:

Why do we need a method to count and clap rhythms?

What are the pitches in my clef?

Why is practice important?

Standard Alignment

PERFORMING

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

- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

HSBB.PR.3 Read and identify elements of notated music.

- a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
- c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

RESPONDING

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

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).

HSBB.RE.2 Respond to music and music performances of themselves and others.

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).

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:

Before the lesson begins, the teacher must practice and know how to clap and read/count all rhythms in the exercises and be able to read pitches on both the bass (fancy F) and treble (fancy G) clefs. Students have a basic understanding that pitches on the treble clef are higher and pitches on the bass clef are lower as well as a basic understanding of identifying, notating and reading basic rhythm symbols and their note values.

CONCEPTS:

- What is pulse and how does pulse interact with the metronome?

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- Why do we tap our foot?
- What is the purpose of counting out loud?
- Why do we need to know the treble clef or bass clef letter names?

VOCABULARY:

Beat, Pulse, Meter, Subdivision, Metronome, G Clef, F Clef, Treble, Bass

LINKS:

<https://www.youtube.com/playlist?list=PLZq8VL8QVR5v3yOJxU-Ild-gBsylov1TZ>

[Music: Band I: Distance Learning Plan: PowerPoint](#)

STUDENT SUPPLIES:

- A device with audio/video capabilities
- Instrument
- Chair
- Music Stand (if available at home)
- Manuscript Paper (Free Download Here: https://makingmusicfun.net/htm/printit_manuscript.php)

UNPLUGGED STUDENT SUPPLIES:

- Unplugged Student Packet
- Instrument
- Pencil
- Chair
- Music Stand (if available at home)
- Manuscript Paper (in Unplugged Student Packet)
- Phone (for a one-on-one teacher phone call)

TEACHER SUPPLIES:

- A device with audio/video capabilities
- Flipgrid account (see below for helpful Flipgrid resources)
- An instrument for modeling (could also use pictures or videos of professional musicians on each instrument)

DISTANCE LEARNING PLAN:

PRE-LEARNING ACTIVITY #1

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 the Rhythm Clapping Videos and follow along with counting and clapping the rhythms for 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 **MUST WATCH AT LEAST 5 VIDEOS** in preparation for the upcoming lesson.

- **Rhythm Clapping Videos:**
 - <https://www.youtube.com/playlist?list=PLZq8VL8QVR5v3yOJxU-Ild-gBsylov1TZ>

PRE-LEARNING ACTIVITY #2

For the second pre-learning activity, have students develop four mnemonic devices of their own creation as a way for them to remember the letter names of the pitches of the lines and spaces on the treble and bass clef staves. Students will submit their mnemonic devices via [Padlet.com](https://padlet.com) (see student assignment instructions below).



Remind students that they can be as creative or comical as they want to be, but they must be school-appropriate.

- **Mnemonic Device #1:** EGBDF
- **Mnemonic Device #2:** FACE
- **Mnemonic Device #3:** GBDFA
- **Mnemonic Device #4:** ACEG

WORK SESSION:

STUDENT AND TEACHER PROCEDURES

LIVE DIGITAL CLASSROOM SESSION (approx. 30 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, a lack of internet or technology capabilities.

- **Activity #1: Icebreaker: Poll 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 “Poll of the Day.” Create and share a poll with students using a free poll creator such as [Poll-Maker.com](https://www.poll-maker.com). These polls can be random, silly, or specific to the lesson such as: “How comfortable are you with counting and clapping rhythms?” Use this poll as a quick diagnostic assessment to see where your students are at the beginning of the lesson and what you need to focus your attention on in the subsequent instruction to follow this activity.
- **Activity #2: Rhythm Discussion (approx. 10 mins)**
Transition students to a time of discussion and review. Remind students of the videos they watched prior to the live digital classroom session. Discuss: *What are the steps to clap and count a rhythm perfectly?* Using the Lesson Plan 3 PowerPoint, share the teacher’s screen with students, and go over the steps to accurately count and clap rhythms efficiently and effectively.
Step #1: Check the Meter
Step #2: Identify Rhythm Symbols and their Value
Step #3: Slow Practice and Add On
Step #4: Practice Makes Permanent!
- **Activity #3: Pitch Discussion (approx. 10 mins)**
Transition in the discussion to pitch and its connections to math. Inform students about the origins of the treble and bass clefs and then a review of the organization of the lines and spaces of the staff. It would be a good assessment at this point to have students share some of their Music Mnemonic Devices that they created before the live digital classroom session during this time.

ASYNCHRONOUS STUDENT ASSIGNMENT

- **Activity #4: Digital Assignment: Flipgrid (approx. 15+ mins)**
For this assignment, students will use [Flipgrid.com](https://flipgrid.com) to submit recordings of their performance of clapping and counting rhythms. They will upload a recording of themselves clapping and counting at least 5 rhythms of their choice from the rhythms provided to practice, perform, record, and submit their final performances. See the Flipgrid Student Assignment document to share with students.

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- **Activity #5: Digital Assignment: Kahoot! (approx. 10 mins)**

For this assignment, students will use [Kahoot.it](https://kahoot.it) to take a short quiz on the lines and spaces on the treble clef. See the Kahoot Student Assignment document to share with students. Challenge students to complete this quiz as fast as possible. The faster the response, the more points you get in the game! Correct answers and correct answer streaks get you more points as well!

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, a lack of internet or technology capabilities.

UNPLUGGED ACTIVITY VARIATION

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- **Activity #1: Teacher One-on-One Phone Call (approx. 20 mins)**
Set up a date and time during the teacher's "digital office hours" in which the student and teacher can communicate via phone. The teacher will go over the information that is discussed and reviewed on the live digital classroom session with the student. During this time, the teacher can go over the information in the Unplugged Student Packet with the student and answer any questions the student (or parent) might have regarding the lesson and assignment requirements.
- **Activity #2: Clapping and Counting Rhythms Practice (approx. 10 mins)**
Using the PowerPoint slides in the Unplugged Student Packet, the student will go through and practice the clapping and counting rhythms. This can happen multiple times over the course of the week and should become a continued practice as they develop their skills as a musician.

UNPLUGGED STUDENT ASSIGNMENT VARIATION

- **Activity #3: Musical Mnemonic Devices (approx. 5 mins)**
Have the student develop four mnemonic devices of their own creation as a way for them to remember the letter names of the pitches of the lines and spaces on the treble and bass clef staves. Set up a day and time during the teacher's office hours in which the student and teacher can communicate via phone. Students will submit their mnemonic devices via a photo of their work in a text and/or email to the teacher. Remind students that they can be as creative or comical as they want to be, but they must be school-appropriate. **#1: EGBDF // #2: FACE // #3: GBDFA // #4: ACEG**
- **Activity #4: Clapping and Counting Rhythms Performance (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 clapping and counting rhythms for their teacher over the phone (on speakerphone or video call, if possible). The student must select **AT LEAST 5** rhythms of their choice to perform for the teacher over the phone. They **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4. While performing, the student should say which rhythms they chose prior to clapping and counting, ex. "*This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc.*" The teacher will provide feedback for the student as necessary. If possible, another option could be that the parent could send a video of the student performing their 5 chosen rhythms and sending it to the teacher via email and/or text message. See below for a student checklist to use as a guide.
- **Activity #5: Treble and Bass Clef Lines and Spaces Quizzes (approx. 5 mins)**
This is more of a challenge for students than an actual quiz. See the attached quizzes in the Unplugged Student Packet. The students should complete the quizzes in the suggested amount of time with 100% accuracy! They can use the Mnemonic Devices that they created earlier if they choose. If the student cannot complete the quiz in the timeframe, they can take it again until they are successful!

Evidence of Student Success

DIAGNOSTIC ASSESSMENT

- Informal diagnostic poll via digital platform or one-on-one teacher phone call (unplugged variation)

FORMATIVE ASSESSMENT

- Informal teacher observation of students' performance of [Kahoot.it](https://kahoot.it) Treble/Bass Clef Pitch Quizzes via digital platform or one-on-one teacher phone call (unplugged variation)

SUMMATIVE ASSESSMENT



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

Distance Learning Supports

DIFFERENTIATED LEARNING:

INCREASED RIGOR:

Students can teach another person such as a family member about the fundamentals of rhythm and pitch reading. Can students challenge their family members to learn how to read music? Students can serve as peer mentors for another student. Students can clap and count more difficult rhythms on their own. Students can strive to complete their clef quiz faster. Students can learn the clef that they do not play.

ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher.

Engaging Families

DIGITAL SUPPORT MATERIALS: (See Below)

- Padlet Assignment Student Instructions
- Kahoot Assignment Student Instructions
- Flipgrid Assignment Student Instructions
- Student Checklist
- Student Rubric

UNPLUGGED VARIATION SUPPORT MATERIALS: (See Below)

- Unplugged Student Packet
 - PowerPoint Slides
 - Student Checklists
 - Student Rubric

PRE-LEARNING ASSIGNMENT STUDENT INSTRUCTIONS

INSERT
QR
CODE
HERE

1. Go to www.padlet.com or download the Padlet app.
2. Enter this URL into your browser: **INSERT PADLET URL HERE** or scan this QR code using the app:



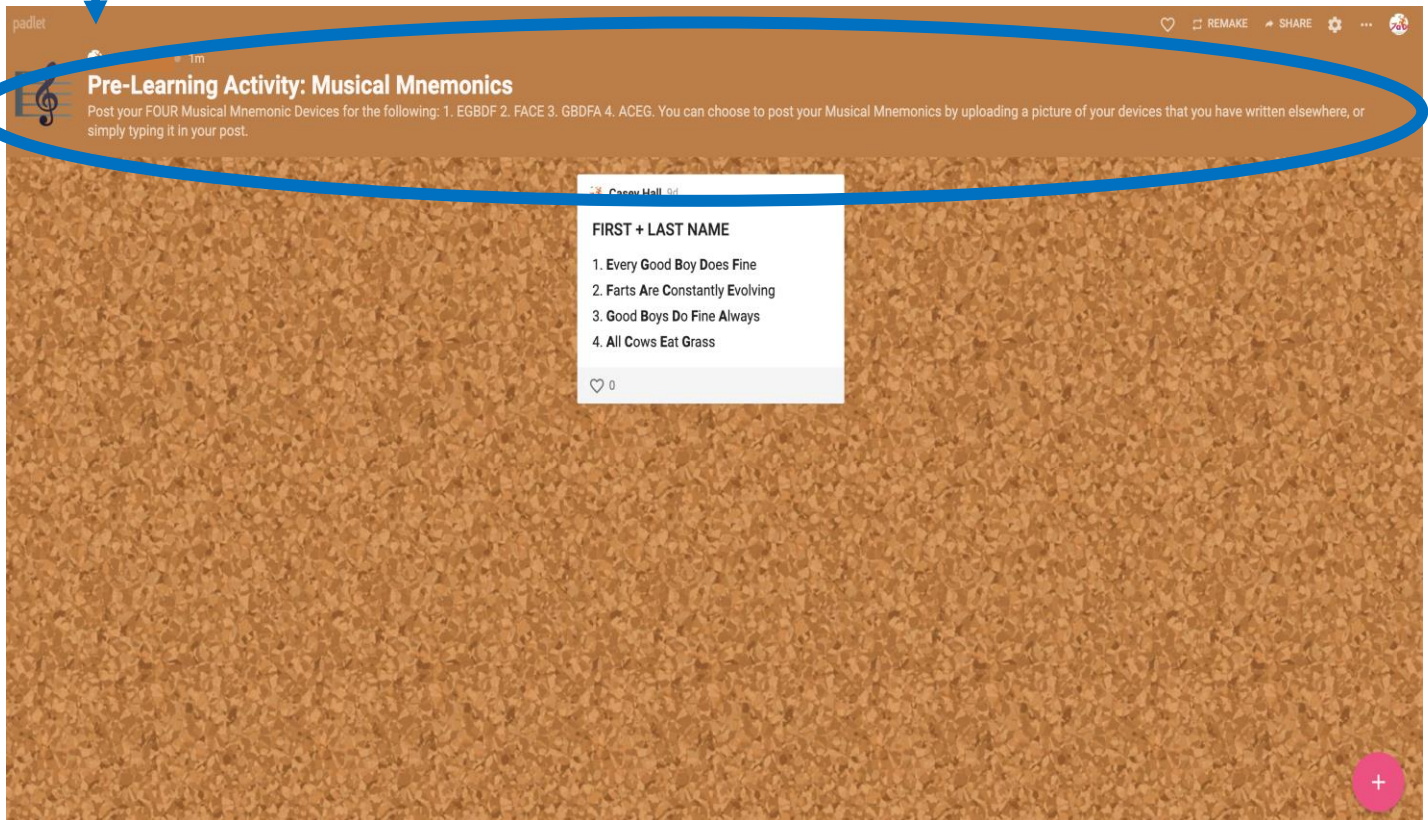
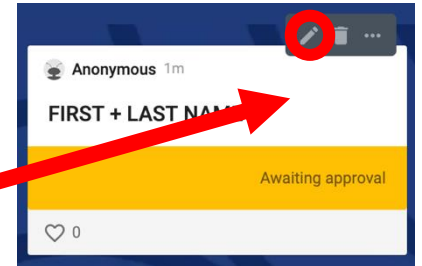
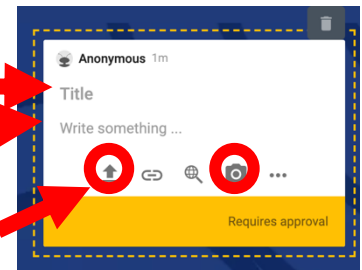
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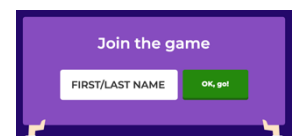


- Once in the padlet, click on:
- In the TITLE section, type **YOUR FIRST + LAST NAME** in the space provided!
- In the space entitled "Write something..." answer the questions in the prompt at the top of the screen.
- Upload a picture of your mnemonic devices by pressing the upload button, take a picture directly by using the app, or simply writing your responses in the post itself.
- Proofread your response before finishing and make sure that the picture submitted can be clearly seen for proper feedback.
- Click off of your response and it will automatically save. Need to edit? Hover over your response and click the pencil button to edit.
- The Posture + Position Assignment is due on **INSERT DATE HERE.**
- Have other questions? Message the teacher during "digital office hours."



KAHOOT ASSIGNMENT INSTRUCTIONS



- Go to www.kahoot.it on your device.
- Enter this game pin: **INSERT GAME PIN HERE** that says:
- Once in the game, join the game by typing **YOUR FIRST + LAST NAME** in the space provided!

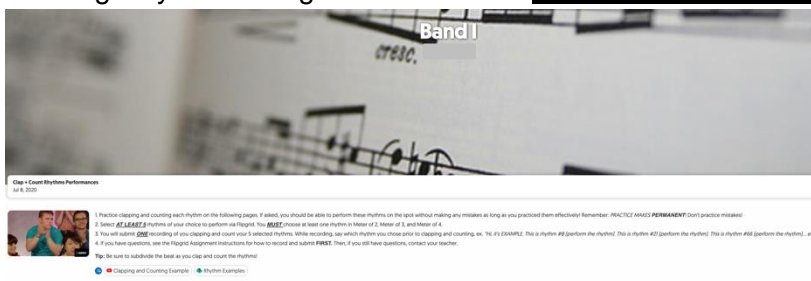
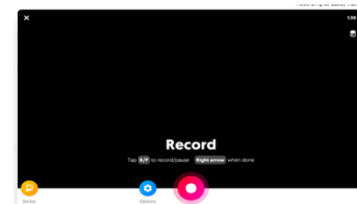


4. Play the game!
5. The Kahoot Assignment is due on **INSERT DATE HERE.**

FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT
QR CODE
HERE

6. Go to www.flipgrid.com or download the Flipgrid app.
7. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
8. Once in the grid, click on: 
9. Then type **YOUR FIRST + LAST NAME** in the space provided! You **DO NOT** need to put in an email.
10. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
11. It's time to record your rhythms! You have 1 minute and 30 seconds to perform your 5 selected rhythms! You can record as many times as you may need, but the final video you submit will be the video that is graded. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."
- ONE VIDEO SUBMISSION PER STUDENT.**
12. Press next and then review your recording.
13. If you are happy with your recording, **TITLE YOUR CLAPPING AND COUNTING RHYTHM VIDEO.**
14. Snap a selfie!
15. Press Submit! Congrats! You sent in your body percussion rhythms assignment!
16. The Clapping and Counting Rhythms Assignment is due on **INSERT DATE HERE.**



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FLIPGRID ASSIGNMENT RHYTHM EXAMPLES

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes *as long as you practiced them effectively!* Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.


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29 


39 

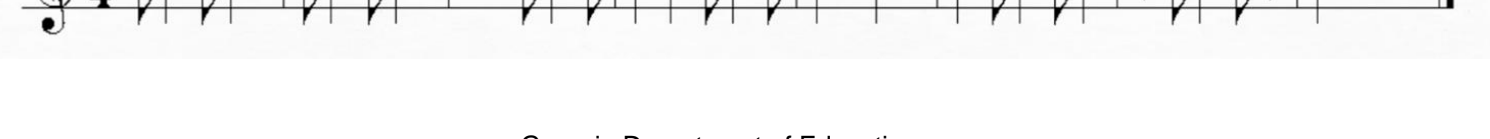
41 

49 

64 

66 



69 



Digital Student Assignment Checklist

- ☐ **PRE-LEARNING ASSIGNMENT:** I have watched at least 5 of the clapping and counting videos.
<https://www.youtube.com/playlist?list=PLZq8VL8QVR5v3yOJxU-Ild-qBsylv1TZ>
- ☐ **PRE-LEARNING ASSIGNMENT:** I have created my Musical Mnemonic Devices and posted them to Padlet.
- ☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. If I still have questions, it is my responsibility to set up a time to call the teacher during “digital office hours.”
- ☐ I have practiced ALL of the rhythms until I can perform them perfectly.
- PRACTICE MAKES PERMANENT!**
- ☐ I can maintain the beat while I practice and perform the rhythms (with or without a metronome).
- ☐ I can perform my chosen 5 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 selected one rhythm of my choice in the meter of 2 to record.
- ☐ I have selected one rhythm of my choice in the meter of 3 to record.
- ☐ I have selected one rhythm of my choice in the meter of 4 to record.
- ☐ I have selected two other rhythms of my choice to record.
- ☐ 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.

Clapping and Counting Rhythm Rubric

Criteria	Drifting (0-1 Points)	Moving in Right Direction 2-3 points	Valuable Performance 4 points	Our Goal 5 points	Score
HSBB.PR.3.c Preparation Binder, appropriate music, instrument, paper, pencil, etc	The student rarely or never practices the required materials. The student rarely or never completes assignments.	The student often does not practice the required materials. The student often does not complete assignments	The student usually practices required materials. The student usually completes assignments.	The student consistently practices required materials. He/she demonstrates exemplary preparation of musical material	
HSBB.PR.3.c Posture Correct Posture: Feet on the floor, head level, spine curved, hands positioned, shoulders relaxed	The student rarely or never uses good playing posture. He/she is not taking steps to improve and often needs prompting to correct posture	The student often does not use good playing posture. He/she is taking steps to improve and sometimes needs prompting to correct posture.	The student usually uses good playing posture. He/she is taking steps to improve and usually does not need prompting to correct posture	The student consistently uses good playing posture and rarely needs prompting to correct posture.	
HSBB.PR.3.c Counting	The student shows little understanding of the counting method. He/she often needs to be reminded of the counts. Student does not use or implement the system well.	The student shows some understanding of the counting method. He/she sometimes needs to be reminded of the counts.	The student shows a good understanding of the counting method. He/she is rarely incorrect.	The student shows an excellent understanding of the counting method He/she is rarely incorrect. Student implements the method with almost no flaws.	
HSBB.PR.3.c Pulse	The student shows little understanding of how counts interact with the pulse from the metronome. Multiple occurrences of clapping and counting out of time.	The student shows some understanding of how counts interact with the pulse from the metronome. Some occurrences of clapping and counting out of time.	The student shows a good understanding of how counts interact with the pulse from the metronome. Very few occurrences of clapping and counting out of time.	The student shows an excellent understanding of how counts interact with the pulse from the metronome. Almost no occurrences of clapping and counting out of time.	
Overall Score	Drifting 0 or more	Moving in the Right Direction 10 or more	Valuable Performance 15 or more	Our Goal 18 or more	

Band 1: Unit 1: Lesson Plan 3

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Unplugged Student Packet

Fundamentals of Rhythm + Pitch Reading

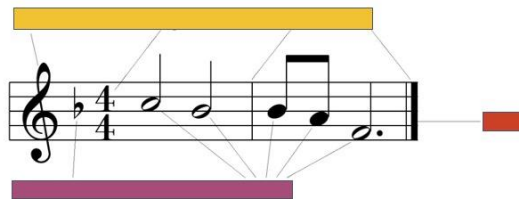
HS Band 1: Unit 1: Lesson Plan 3

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Notation Review

Here's some common notation symbols in music. How many can you name?

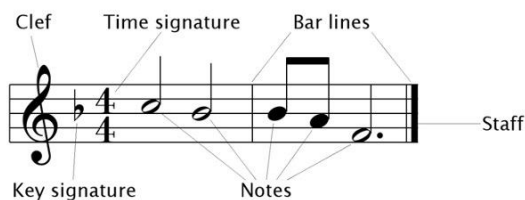


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Notation Review

Here's some common notation symbols in music. How many can you name?



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Rhythm Review



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	Name	counting
	Whole note	1-2-3-4
	Half note	1-2-
	Dotted half note	1-2-3-
	Quarter note	1
	Dotted quarter note, eighth	1&2 &
	Eighth notes (pair) and single	1&
	Syncopated	1-&2-&
	Sixteenth notes	1-e-&-a-
	Pair of sixteenth notes and an eighth note	1-e-&-
	Eighth note and a pair of sixteenth notes	1-&-a-

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Most Common Rhythms

Rhythm Review



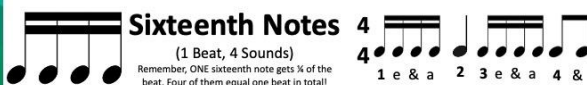
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Rhythm Review



Barred



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Rhythm Review



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Rhythm Review



What does the dot do?

The dot can technically be attached to any rhythmic symbol it wants to. However, it is most commonly attached to a half note, quarter note, and eighth note. The job of the dot is to take half of the value of the note it is next to, and then add it back to the total value of the note. In this case, the dot is next to a half note (2 beats). Half of 2 is 1. The dot takes that and adds it to the total note value (2 + 1 = 3).

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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #1: Check the Meter



The **Time Signature** tells you two things:

1. How many beats are in a measure
2. What type of note gets the beat

For now, focus on the **TOP** number to figure out what meter the rhythm is in!

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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #2: Identify Rhythm Symbols and their Value



Identify the familiar rhythm symbols and their beat value as well as how to count them for each measure. If you need help figuring it out how to count an unfamiliar rhythm symbol, ask a friend or teacher for help!

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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #3: Slow Practice + Add On



Keeping a slow tempo (using a metronome), clap and count the rhythm, measure by measure. Once comfortable clapping and counting each measure individually, add another measure on until you can clap and count the entire rhythmic passage successfully.

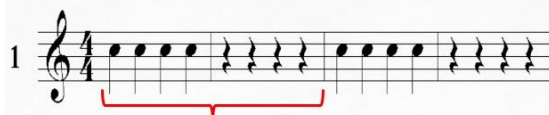
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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #3: Slow Practice + Add On



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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #3: Slow Practice + Add On



Keeping a slow tempo (using a metronome), clap and count the rhythm, measure by measure. Once comfortable clapping and counting each measure individually, add another measure on until you can clap and count the entire rhythmic passage successfully.

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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #3: Slow Practice + Add On



Keeping a slow tempo (using a metronome), clap and count the rhythm, measure by measure. Once comfortable clapping and counting each measure individually, add another measure on until you can clap and count the entire rhythmic passage successfully.

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Rhythm Review

Steps to Counting and Clapping Rhythms

Step #4: Practice makes PERMANENT!!!



You've probably heard the phrase: "practice makes perfect." But what if you practice something incorrectly? Will it ever be perfect? NO!

Practice makes PERMANENT. If you practice a mistake, it will become permanent and will never be perfect. So practice slowly and patiently until you can clap and count the rhythm ACCURATELY, EVERY TIME so it becomes perfectly permanent!

Once you can clap and count the rhythm without any mistakes MANY times, then begin to increase the speed of the beat to the required or suggested tempo marking.

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Music + Math Connection:

Did You Know?

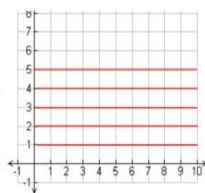
The staff is a graph

X axis = duration, Y axis = pitch

pitch—the high and low sounds in music

duration—how long a note or rest lasts

We describe duration in number of beats, or parts of beats.



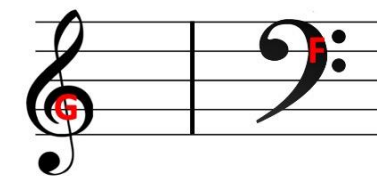
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Pitch Review

The G Clef (Treble Clef)
Originally the treble clef was written as a "G" to signal where G was on the treble clef staff. Over time, it became fancier and fancier until it became what we see today! Notice the "swirl" circles the Line G!

The F Clef (Bass Clef)
Originally the bass clef was written as an "F" to signal where F was on the bass clef staff. Over time, it became fancier and fancier until it became what we see today! Notice the Line F is in the middle of the two dots!



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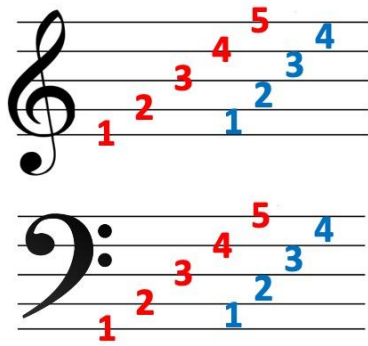
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Pitch Review The Lines + Spaces



HIGH

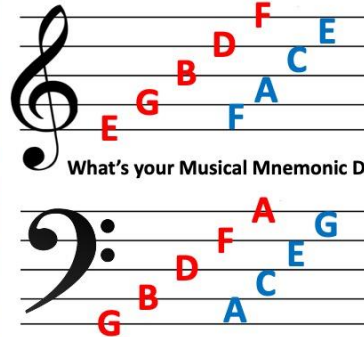


LOW



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Pitch Review The Lines + Spaces



HIGH



LOW



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What's your Musical Mnemonic Device?

Goal: Complete this quiz in 45 seconds.

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45 Second Bass Clef Quiz

Tyree

For numbers 1-30 write the appropriate letter.



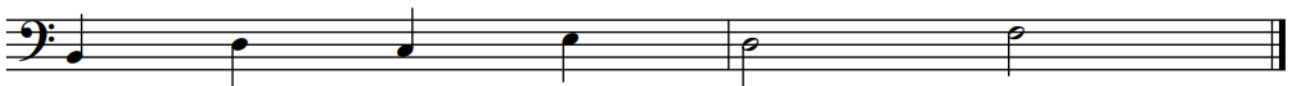
1. 2. 3. 4. 5. 6. 7. 8.



9. 10. 11. 12. 13. 14. 15. 16.



17. 18. 19. 20. 21. 22. 23. 24.



25. 26. 27. 28. 29. 30.

Goal: Complete this quiz in 75 seconds.

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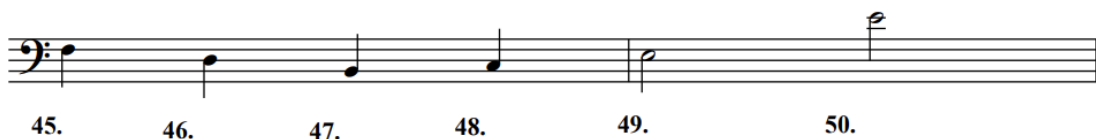
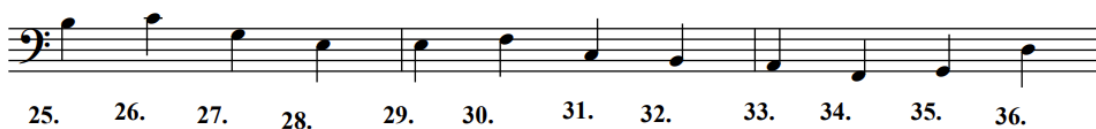
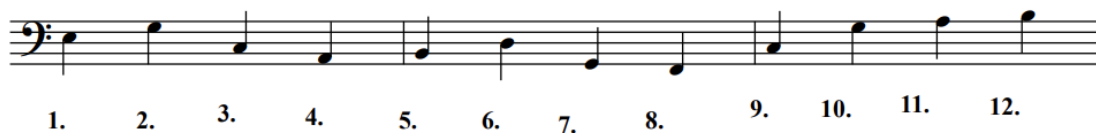
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75 Second Bass Clef Quiz

Tyree

For numbers 1-60 write the appropriate letter.



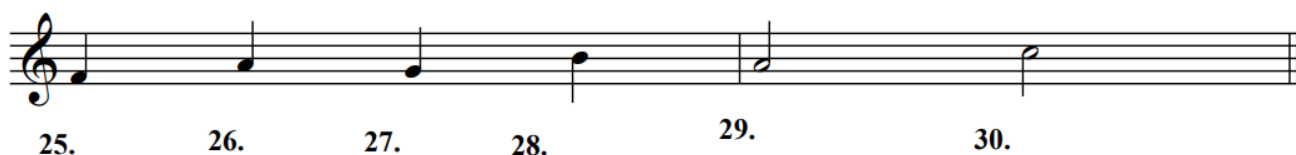
Goal: Complete this quiz in 45 seconds.



45 Second Treble Clef Quiz

Tyree

For numbers 1-30 write the appropriate letter.



Goal: Complete this quiz in 75 seconds.



75 Second Treble Clef Quiz

Tyree

For numbers 1-60 write the appropriate letter.



Unplugged Student Assignment Checklist

☐ **PRE-LEARNING ASSIGNMENT:** I have picked up my Unplugged Student Packet.



☐ I have looked over the lesson information and have no more questions for my teacher about the assignment. If I still have questions, it is my responsibility to set up a time to call the teacher during “digital office hours.”

☐ I have practiced ALL of the attached rhythms until I can perform them perfectly.

PRACTICE MAKES PERMANENT!

☐ I can maintain the beat while I practice and perform the rhythms (with or without a metronome).

☐ I can perform my chosen 5 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 selected one rhythm of my choice in the meter of 2 to perform.

☐ I have selected one rhythm of my choice in the meter of 3 to perform.

☐ I have selected one rhythm of my choice in the meter of 4 to perform.

☐ I have selected two other rhythms of my choice to perform.

☐ I have set up a day and time during my teacher’s “digital office hours” to perform my chosen 5 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.

☐ I have created my Musical Mnemonic Devices and wrote them down on a piece of paper. If possible, I have sent a picture of these to my teacher via email or text.

☐ I have completed the Treble and Bass Clef Line and Spaces Quiz to my teacher via text or email.

Clapping and Counting Rhythm Rubric

Criteria	Drifting (0-1 Points)	Moving in Right Direction 2-3 points	Valuable Performance 4 points	Our Goal 5 points	Score
HSBB.PR.3.c Preparation <small>Binder, appropriate music, instrument, paper, pencil, etc</small>	The student rarely or never practices or has required materials. The student rarely or never completes assignments.	The student often does not practice or have required materials. The student often does not complete assignments.	The student usually practices and has required materials. The student usually completes assignments.	The student consistently practices and has required materials. He/she demonstrates exemplary preparation of musical material	
HSBB.PR.3.c Posture <small>Correct Posture: Feet on the floor, head level, spine curved, hands positioned, shoulders relaxed</small>	The student rarely or never uses good playing posture. He/she is not taking steps to improve and often needs prompting to correct posture	The student often does not use good playing posture. He/she is taking steps to improve and sometimes needs prompting to correct posture.	The student usually uses good playing posture. He/she is taking steps to improve and usually does not need prompting to correct posture	The student consistently uses good playing posture and rarely needs prompting to correct posture.	
HSBB.PR.3.c Counting	The student shows little understanding of the counting method. He/she often needs to be reminded of the counts. Student does not use or implement the system well.	The student shows some understanding of the counting method. He/she sometimes needs to be reminded of the counts.	The student shows a good understanding of the counting method. He/she is rarely incorrect.	The student shows an excellent understanding of the counting method He/she is rarely incorrect. Student implements the method with almost no flaws.	
HSBB.PR.3.c Pulse	The student shows little understanding of how counts interact with the pulse from the metronome. Multiple occurrences of clapping and counting out of time.	The student shows some understanding of how counts interact with the pulse from the metronome. Some occurrences of clapping and counting out of time.	The student shows a good understanding of how counts interact with the pulse from the metronome. Very few occurrences of clapping and counting out of time.	The student shows an excellent understanding of how counts interact with the pulse from the metronome. Almost no occurrences of clapping and counting out of time.	
Overall Score	Drifting 0 or more	Moving in the Right Direction 10 or more	Valuable Performance 15 or more	Our Goal 18 or more	



UNPLUGGED CLAPPING AND COUNTING RHYTHMS ASSIGNMENT RHYTHM EXAMPLES

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes *as long as you practiced them effectively!* Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via with your teacher over the phone. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will set up a day and time during the teacher's "digital office hours" to perform your chosen 5 rhythms. While performing, say which rhythm you chose prior to clapping and counting, ex. "This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."

8 

11 

17 

18 

21 

26 


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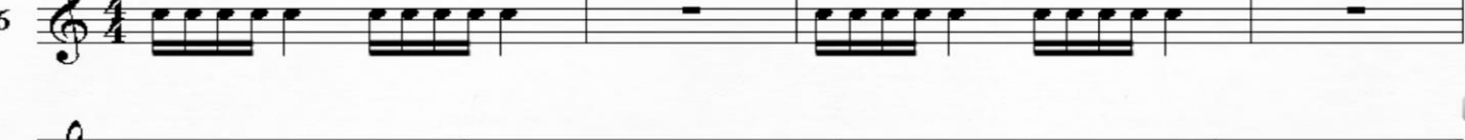
29 


39 

41 

49 

64 

66 



69 



Teacher's Guide to Digital Teaching and Learning

GaDOE Fine Arts Resources:

- <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/>

Orchestra Resources:

- <https://www.thestrad.com/playing-and-teaching/elements-of-alexander-technique-discovering-a-natural-approach-to-string-playing/2044.article>

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>

Padlet Resources:

- Padlet Video Tutorials: <https://www.youtube.com/padlet>
- Getting Started with Padlet: <https://jn.padlet.com/category/38-getting-started>

Kahoot Resources:

- Kahoot Support Center: <https://support.kahoot.com/hc/en-us>
- Kahoot Teacher Resources: <https://kahoot.com/blog/2018/09/04/professional-development-kahoot-teacher-resources/>



Here is an example of how you could use Flipgrid for the Counting and Clapping Student Assignment:

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 'Grid Details' page for 'Band I' is displayed. It features a video thumbnail of musical notation, the title 'Band I', a date of 'Jul 8, 2020', a 'Flip Code: bandlexample', and an 'Add a CoPilot' button. There are 'Share' and 'Actions' buttons. Below the grid details, there's a section for 'Topics' and 'Students'. Under 'Topics', there's a table with one topic: 'Clap + Count Rhythms...'. The 'Share' button for this topic is circled in red.

This screenshot shows the sharing options for the 'Clap + Count Rhythms Performances' topic. It includes a 'Copy' button for the link 'flipgrid.com/f8ea3674'. Below this, there are social media sharing icons. A red circle highlights the 'Topic Guest Mode' section, which includes a toggle switch that is turned on. Below the toggle, there's another 'Copy' button for the link 'flipgrid.com/605c2eb0' and a checkbox labeled 'Allow guests to record' which is checked. A red arrow points from the 'Share' button in the previous screenshot to this 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



Clap + Count Rhythms Performances

[Share](#)[Actions](#)

Jul 8, 2020

Flip Code: [f8ea3674](#)Guest Code: [605c2eb0](#)

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

[Clapping and Counting Example](#)[Rhythm Examples](#)

Assignment View (Teacher)
Topics = Assignments

0 Responses

0 replies 0 views 0 hours of engagement

[Export Data](#)

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

33/35

Prompt

[Undo](#) [Redo](#) **B** *I* U [Link](#) [Image](#)

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.

884/1000

Recording Time

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](#)

Editing a Topic/Assignment View
(Teacher)

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Topic Tip

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

Be sure to subdivide the beat as you clap and count the rhythms!

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=FNmxLvtXewU8>

Attachment Title

Clapping and Counting Example

29/30



Feature Link

 <https://shealy-my.sharepoint.com/:b/g/personal/cas>

Attachment Title

Rhythm Examples

15/30



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.](#)

07/23/2020 → 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

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Band I

Topic/Assignment Student View

Clap + Count Rhythms Performances
Jul 8, 2020



1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 [perform the rhythm]. This is rhythm #21 [perform the rhythm]. This is rhythm #66 [perform the rhythm]... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

[Clapping and Counting Example](#) [Rhythm Examples](#)

0 Responses 0 Replies 0.0h of shared learning



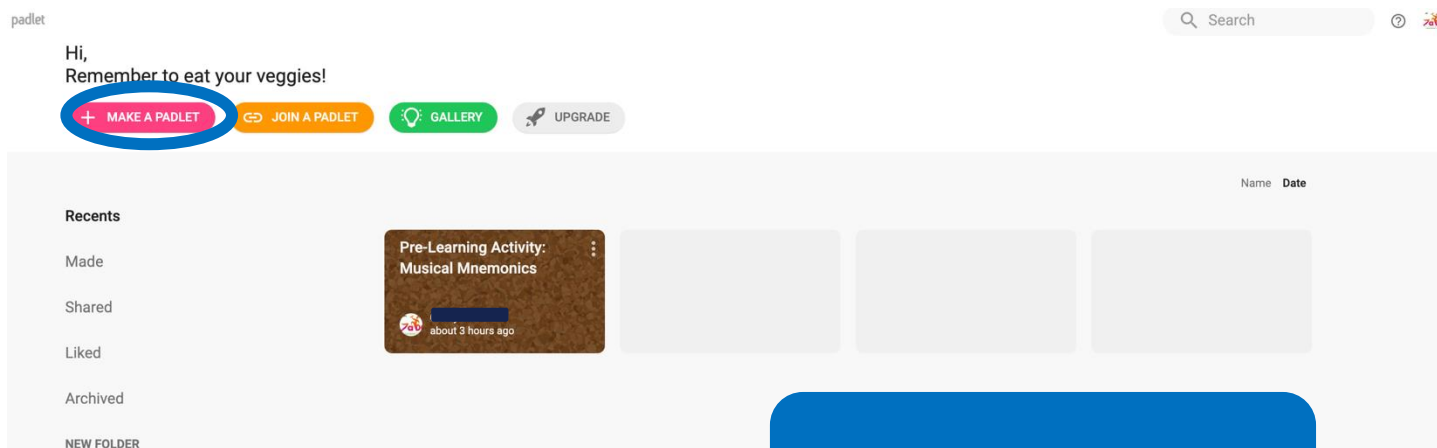
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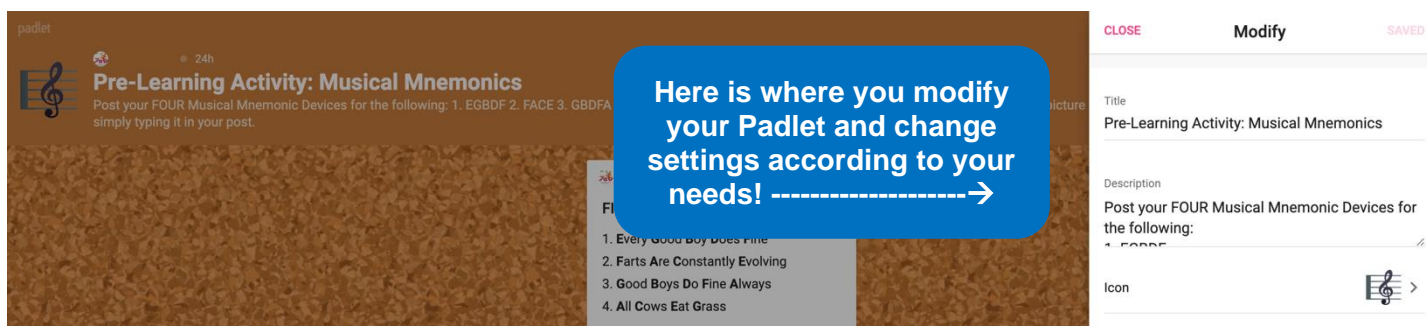
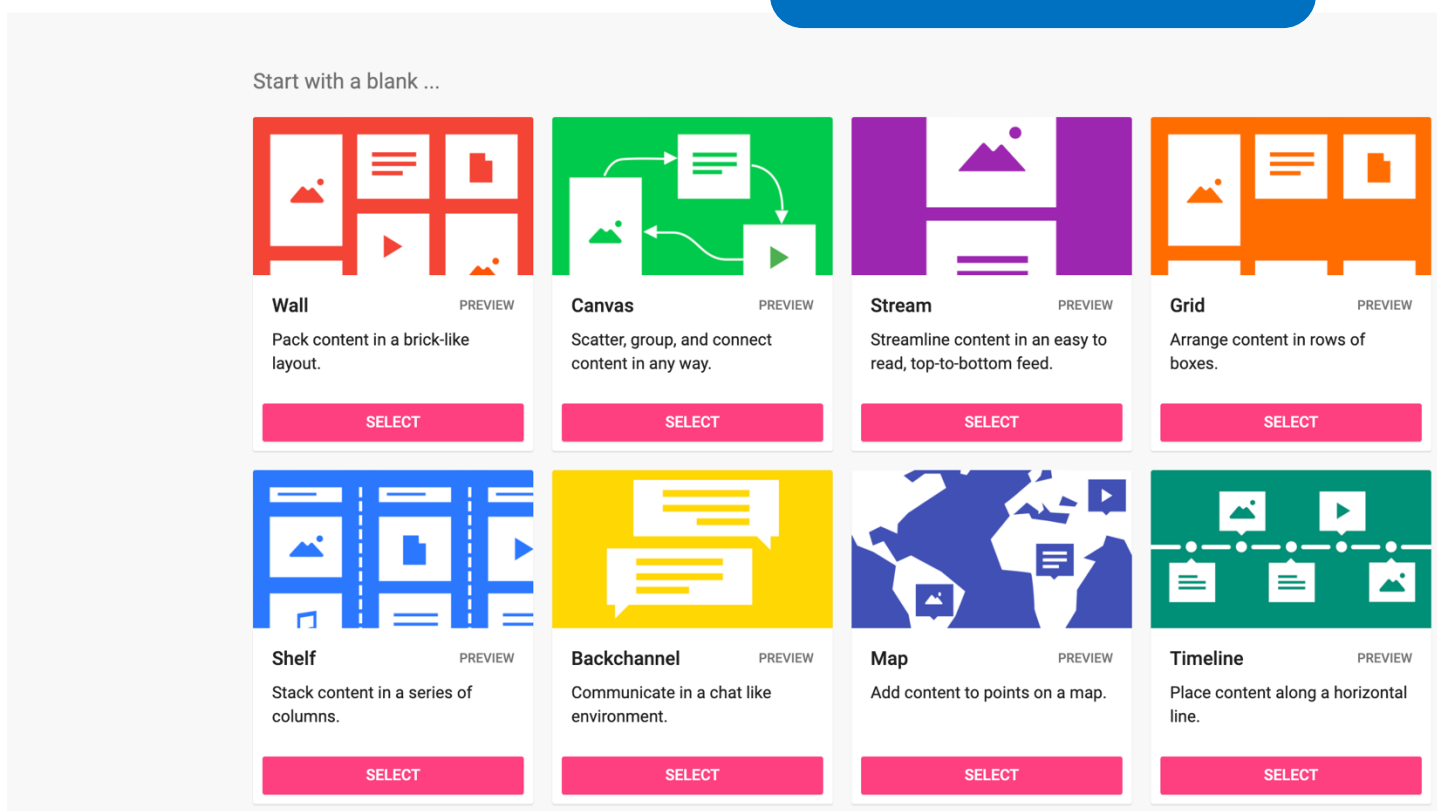
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Here is an example of how you could use Padlet for the Padlet Assignment:
After setting up your account, your Padlet should look similar to this:



Make a padlet



padlet

24h

Pre-Learning Activity: Musical Mnemonics

Post your FOUR Musical Mnemonic Devices for the following: 1. EGBDF 2. FACE 3. GBDFA 4. ACEG. You can choose to post your Musical Mnemonics by uploading a picture or simply typing it in your post.

Once saved, you can share the direct link to your students in multiple ways!

SHARE

padlet

24h

Pre-Learning Activity: Musical Mnemonics

Post your FOUR Musical Mnemonic Devices for the following: 1. EGBDF 2. FACE 3. GBDFA 4. ACEG. You can choose to post your Musical Mnemonics by uploading a picture or simply typing it in your post.

FIRST + LAST NAME

1. Every Good Boy Does Fine
2. Farts Are Constantly Evolving
3. Good Boys Do Fine Always
4. All Cows Eat Grass

0

Share

Invite members

ADD MEMBERS

Privacy

Secret
Keep the padlet hidden from the public. If I choose to share it with someone, they should be able to access it.

Visitors can write.

CHANGE PRIVACY

Share

Copy link to clipboard

Get QR code

Embed in your blog or your website

Email

Share on Facebook

Share on Twitter

Share on Google Classroom

Export

After setting up your account, your Kahoot! should look similar to this.

Kahoot!

Home Discover Kahoots Reports Groups

Share Create

Plan: Upgrade

My interests Add interests

Welcome,
Let's get started:

- 1
- 2
- 3

My Kahoots Team space


Create your first kahoot using one of our templates.

Create kahoot

Once logged in, click

Choose a way to play this kahoot

For virtual classrooms



Teach

Play a live game together with learners over video or in class

For self-paced learning



Assign

Assign a challenge game to learners who play it at their own pace

You can choose to do this in a LIVE game together or send students a self-paced version that they can completed when they are ready.

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