

SMT Music Session 1: Grades TK-2

Apples!

Part 3 of 3



The activity/activities are due via upload on Seesaw or emailing to jtrent@smtschool.net by **Monday, September 28.**

No late work will be accepted without special arrangement in advance with Dr. Trent.

Daily Greeting: Hello Song

Sing our opening song and be sure to say hello to each of your classmates right after me!

Grade TK: https://youtu.be/MOZW_Gc75-8

Grade K: <https://youtu.be/09zylsoEN74>

Grade 1: <https://youtu.be/bGpo99gk2Yc>

Grade 2: https://youtu.be/jLO_mvfcAWA

Assignment 1 of 2: Composition

Create your own 16-beat song about apples. Use your imagination! It can be a silly song if you would like, and it doesn't need to rhyme. It just needs to be told in rhythm with a steady beat. You can click the link to hear a steady beat with a metronome.

<https://www.metronomeonline.com> You can go faster or slower by clicking on the outside of the circle. The number tells you how many beats per minute, which is how we can tell exactly how fast or how slow our music is going. You can even record yourself with the metronome. It can help you to keep the beats even and steady.

Here is an example of a composition. I made the chart below to show you how I built my song. <https://youtu.be/Q7wZzH-ggXA>

Beat 1	Beat 2	Beat 3	Beat 4
Chop-chop 	chop-chop 	all the 	apples 
Roll the 	dough 	nice and 	flat. 
Put the 	dough in - 	to the 	pie pan. 
Pour the 	apples 	pat, pat 	pat! 

You do not have to make a chart like this when you write your song. The chart is here to help you see how I divided my 16 steady beats into 4 + 4 + 4 + 4, which is the most common, most typical way that we put rhythms together. Notice that all boxes have faster (eighth) notes except three, which have a slower (quarter) note.

Make a video and perform your composition. First, perform your composition by chanting and clapping it. Then, mime the activities that match your word choice. Upload it to Seesaw.

Assignment: 2 of 2: Apple Rhythm Chart

Directions: Look at the Apple Chart below and read the names of the apples in steady-beat rhythm. Go from left to right and row to row. Follow my performance of the Chart in the video example, and you'll know just what to do.

https://youtu.be/RSQ_Pn0US_s

Apple Card-Chart Rhythm-Builder

Say or the entire arrangement without stopping, that is, without missing a beat! Tap your hand on each apple as you name it. Make an audio or video recording of your rhythm chant and upload it to Seesaw or email the video to jtrent@smtschoo.net.

Apple Cards Chart



Rome



Jazz



Pippin



Fuji



Gala



Braeburn



Jonathan



McKintosh



Jonagold



Granny Smith



Honeycrisp



Gingergold



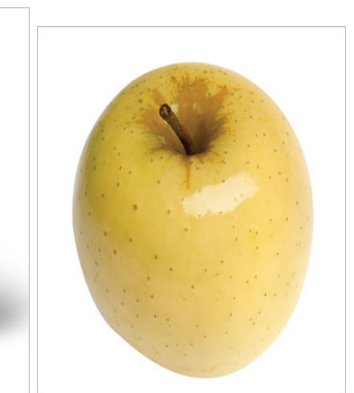
Cameo



Gravenstein



Red Delicious



Golden Delicious

Unit Standards:

MU.K-4.1.4 Students sing ostinatos, partner songs, and rounds

MU.K-4.2.1 Students perform on pitch and in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

MU.K-4.2.4 Students echo short rhythms and melodic patterns

MU.K-4.3.2 Students improvise simple rhythmic and melodic ostinato accompaniments.

Objectives:

Students will associate the building blocks of rhythmic patterns with the names of apples. They will sing and use body-percussion to perform two rhythmic patterns in different combinations. They will explore movement possibilities themed around harvesting apples and cooking with them. They will choose to make an artwork, compose a song or engage in discussion.

Rubric:

Task: Demonstrate steady beat through movement

No evidence	Working towards standard	At Standard	Above Standard
No demonstration of beat	Beat is not steady/consistent or does not match the beat of the music	Demonstrates steady beat that matches the beat of the music	Demonstrates creativity beyond expectation

Task: Perform quarter and eighth note patterns from notation

No evidence	Working towards standard	At Standard	Above Standard
Performs no notes	Performs some rhythms incorrectly or without steady beat	Performs all 4 beats of the rhythm accurately, maintaining steady beat	Performs rhythms fluently, quickly, and accurately. Demonstrates creativity beyond expectation

Task: Create a 16 - beat phrase made up of quarter and eighth notes

No evidence	Working towards standard	At Standard	Above Standard
Performs no notes	Uses some correct rhythms and some incorrect rhythms	Accurately performs rhythms	Demonstrates creativity beyond expectation

This unit was inspired by the book *Apples*, text and pictures by Ken Robbins, published by Atheneum Books for Young Readers, Copyright © 2002 by Ken Robbins, in addition to *Purposeful Pathways: Possibilities for the Elementary Music Classroom, Book One* by Roger Sams and Beth Ann Hepburn, found through musicselementary.com, in addition to a posting by Matthew Stensrud, found through teachingwithorff.com. The song *Every Good Boy Does Fine* appears in Plank Road Publishing's Music K-8 Magazine.