



EDVP 4110

Music Portfolio

Lamech Fuzzen- 2022



I Can Keep a Beat (#1)

Big Ideas

-Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Curricular Competencies

Explore elements processes, materials, movements, technologies, tools, and techniques of the arts

Content

Elements in the arts, including but not limited to:

music: beat/pulse, duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture

Instructional Objectives

Students will be able to describe what a beat is and use their hands to create a beat.

Assessment Observation (checklist)

Rationale:

This lesson is important because it is an introduction to what beat is within a song. (What it is, how to use it, and the importance of keeping a beat". It is also a good way to start the year off in a music class where you might not know everyone's name

Materials and Resources

-Drum (optional can also use hands to show the beat)

-Dry erase marker

-Eraser for the board

Lesson Activities:

Introduction (anticipatory set – “HOOK”):

Play We will rock you - Has a very obvious beat

Explain to the class that we are going to play a game and you have to keep the beat with the instructor.

The warm up game:

Explain that we are going to be tapping beats on our heads, shoulders, hips and thighs. The students must keep beat with the teacher.

The rounds are as followed

8 beats on each body part 4 beats on each body part 2 beats on each body part 1 beat on each body part

The instructor sets the beat and keeps it for all 4 body parts but changes the beat for each round.

Round 1 with 8 beats may be fast and round 2 with 4 beats may go slower. The point of the exercise is to demonstrate how beats can quickly change and to see if the students can keep up with it.

Main Game:

Explain that we are going to be playing a name game with the class while keeping the beat and chanting a certain lyric. “-Chant “ my name is Nicola, I can keep a beat, sitting next to me is...”

- Do a demonstration with the other teacher (Lindsey or Nicola). Repeat this twice (add another person on for the second example)

-Follow along and keep the beat going for the whole song - make sure it goes around the whole circle and everyone gets a chance to have their name yelled out.

By Nicola and Lindsey



Tick Tock Song #2

Kindergarten - 3

Activity: Share a video of a cuckoo clock going off! OR have a wind up cuckoo clock for in person demonstration. Ask students, “What noise does a clock make?” “Can you make the noise?” Once students are making a tick tock tick tock noise, you can start to introduce the term ‘beat’, explaining to students that this tick tock noise is consistent and doesn’t speed up or slow down. Start patting your knees one at a time, repeating tick tock, and have students join in. (This could be altered for varying difficulty i.e. stomping, clapping, alternating clapping to patting knees, speeding up, slowing down etc.) Introduce the lyrics of the song to the students, singing a few words at a time, and having them repeat back, working your way through the whole song and adding in background instrumentals OR have students sing and clap/pat/stomp simultaneously. Once students have grasped this, you can then start to introduce instruments to use to keep the tick tock beat.

https://www.youtube.com/watch?v=qPcVbE2N2y0&ab_channel=MrMeehlsMusic

Instructional Objectives: SWBAT explore elements and processes of music i.e. beat, SWBAT explore artistic expression collectively, SWBAT use music to explore number concepts and time telling, SWBAT begin learning/understanding how to tell time using 12 hour clock

Integration: Math → Song can be connected to learning how to tell time on an analogue clock, Art → Create your own clock/create your own ‘cuckoo’ for inside the clock, Science → Investigating springs, push/pull force of why cuckoo comes out of clock, Dance → Creating a dance focusing on the inner mechanics of a clock, having the hands ticking, doors opening for cuckoo to pop out etc.

Assessment: *Emerging* → Beginning to use singing voice (incorrect tune, inappropriate volume, and/or not singing at all) / rarely keeps steady beat, *Developing* → Uses singing voice occasionally / beginning to keep steady beat, *Proficient* → Uses singing voice & lyrics nearly whole time / keeps steady beat almost all of the time, *Exceeding* → Uses singing voice & lyrics consistently (in tune and with appropriate volume) / keeps steady beat consistently

By Erin and Sam



Laban's Movement Skills #3

Grade: 5/6

Length of Lesson: 30 mins

Objective statement: Students will role-play their interpretation of the energy within each element by connecting them to Laban's effort shapes.

Activity: First, we will spend some time talking about the basics of Laban's effort shapes, and how they might look/feel when in practice. We will take some time to put those movements into action, by having students move around the room demonstrating how they interpret each effort shape. Once we have gone through all 8, we will break students into 4 groups, each one representing an element (fire, earth, air, water) and ask them to determine which effort shape best represents their element. Giving students 5 minutes to discuss, we will then play the music, and students can demonstrate the movement of their elements while the rest of the class guess their effort shapes.

Important Vocab: Laban's eight efforts - wring, press, flick, dab, glide, float, punch, job

Exploration/integration opportunities/curriculum connection: "Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making", "Interpret and communicate ideas using symbols and elements to express meaning through the arts"

Material list: Speaker, music, list of Laban movement shapes, Hook - As the Green Grass Grew Song

By Chloe and Jennilee

Rhythm Monster (Master) #4

Grade: 1

Length of lesson: 30 minutes

Objective statement):

- Students should be able to demonstrate their understanding of the concepts of rhythm and tempo
- Students should be able to practice participating in a group
- Students should be able to create and develop rhythms and tempo

Variations/Exploration/integration opportunities/curriculum connection:

- Big Idea: Engagement in the [arts](#) creates opportunities for [inquiry](#) through purposeful play.
- Content: Music - [rhythm](#), tempo
- Activity could be done in smaller (easier) groups or larger (more challenging) groups
- Lesson could be adjusted to focus on rhythm or tempo not both
- Integration: Math
- Can be used to help students understand patterning in different ways than just numerically

Material list:

- N/A

Lesson Instructions:

1. Ask the children to stand in a large circle with at least two metres between them.
2. Choose one child to be the “detective” and ask them to leave the circle and turn their back to the group.
3. Point silently to one child in the circle who will be the “rhythm master.”
4. The rhythm master begins to sound a rhythm by clapping their hands, patting their knees or shoulders, stomping their feet, etc. All the children in the circle must do the same.
5. Ask the detective to come back to the circle and stand in the middle as the group continues to make their rhythm.
6. The detective gets three chances to guess who the rhythm master is.
7. Remind the children that they should avoid staring at the rhythm master because they will give away their identity to the detective.

UDL:

Multiple means of representation: Concepts of rhythm and tempo will be defined in the powerpoint, demonstrated by teachers, and practiced by students in order to engage students of all learning types

Multiple means of expression: Students can fill out an exit ticket, where they can write a term or physically demonstrate rhythm or tempo.

Multiple means of engagement: Students will participate in group work, additional time can be given to smaller groups if students don't understand the game, differentiated content will be produced with each change of the rhythm master. TC's will provide flexible pacing. Students will have the ability to move before sitting. Students will have visual checklists.

DI:

- Non Verbal student will be able to participate fully
- Students with ADHD will be engaged through kinesthetic activity
- If a student is being disruptive they will be made the rhythm master or detective in order to encourage participation.

By Julia, Meghan, Jacob

Music and Dance with Rhythm and Beat #5

Grade 4-6 30 minutes can be shortened or lengthened

Integration of subjects Material list Important vocabulary

Math-fractions and notes Music and videos Whole, half, quarter, eighth notes.

Socials- history of Indigenous dance

Curricular competency

-Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Content

-elements and principles that together create meaning in the arts, including but not limited to: Music and Dance

Objective statement

Students will demonstrate their understanding of beat and rhythm through dance presentation by including one clap, one stomp, one slap, and a vocal expression.

Assessment

Students have included all the criteria in their presentation. Teacher taking notes during presentation.

UDL- Students are physically engaged during the lesson, there are video examples of the activity as well

as teacher modeling, partner work= building communication skills, instructions can be written on board,

choice of expression/ individual creativity encouraged.

Behavior expectations

1. Keep space around yourself, not touching anyone or going up and down the stairs.
2. When the music stops you must freeze.

Activity layout Reference- 2011 Erika Cravath, Educational Movement.

https://education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf

Intro/hook Monster mash intro song- <https://www.youtube.com/watch?v=jZEhs-L61dQ>

Have students march to the beat anywhere around the room. Other options will be skip, gallop, & crawl. Challenges walk up high for four counts and low for four counts. Depending on your students you could do more or less.

Activity -Music notes video- <https://www.youtube.com/watch?v=Lt-fYFq6uYI>

Visually represent the notes on the board for students to reference later.

Explore with examples

Videos giving ideas of dance movements including slapping, stomping,, clapping and vocal expressions.

-Gumboot dance- <https://www.youtube.com/watch?v=jfpQg9rPM5g>

-How To Powwow Dance FOR

KIDS-<https://www.youtube.com/watch?v=eI2gnTZh0-I>

With a partner create a dance that has at least one clap, one stomp, one slap, and one vocal expression.

Closure Ask students questions about what they noticed in the group's dances. Did some groups have a stomp at the beginning, middle, or end? What kind of vocal noise did we hear?

By Natalie, Derek, Terry

Music- The Cup Song #6

Grade 3---25 minutes

IO: Students will be able to demonstrate how to keep a beat with multiple people

Curriculum connection: content- beat/pulse and rhythm

Integration opportunities: once students have become familiar with the beat they could create lyrics for the song based on class content

Hook: Beat challenge- create a beat using hands/thighs and have students follow it. Students listen closely for the beat change and then follow accordingly

Assessment: Participation mark

Important vocabulary: Beat of 4- count in 4's

Rhythm- repeated sound

FPPL: Learning involves patience and time: Learning rhythm and beat is something that takes practice, students are not meant to get this right away. This activity is just for practice.

DI: Auditory impairment- Students can still participate in the activity through watching the other students complete the beat.

Visual impairment- Instead of passing the cup around the student could keep their own cup. They can follow the beat by listening and they can be verbally told the direction of the cup.

Variations: To simplify students could keep their own cup instead of passing. Students could also do 1 tap instead of two, and you could avoid speeding up the song. If you wanted to make it more complicated you could ask students to create lyrics to go with the beat.

Activity Description:

To be played along with the track 'Boom Boom Beat' from 'Boomwhacker Beatz' track can be downloaded here: <http://funmusicco.com/simplified-cup-game/>

First, set up the students in a circle on the floor, and give each student a cup. Students will build up the following Rhythm:

Rim Rim End End Tap Slide Pass it on

Rim - Hit cup on floor with the rim side down

End - Hit cup on floor with the base side down

Tap - Hit cup on base with other hand

Slide - Slide across in front right to left, in order to pass to the person on the left

Pass the cup to the person on the left, and hopefully the person on your right has passed a cup to you!

The music speeds up, so it's harder and harder towards the end of the track
<https://www.youtube.com/watch?v=FW4v5LDMZkE>

https://funmusicco.com/wp-content/uploads/2020/10/01_boomboombeat_full.mp3

By Savannah and Carly



Body Percussion #7

Grade/Length of Lesson: Grade 6/7, Approximately 30 minutes

Objective statement: Students will be able to make use of their bodies to create the correct/appropriate movement. After the students learn all of the symbols/movements to the criteria of the song, students will be able to create music with their bodies.

Exploration/integration opportunities: This activity can be integrated by having the students incorporate dance moves to the chosen songs. This activity can also be integrated into a painting or a drawing → Feel the rhythm.

ELA → Students can potentially create their own songs by using poetry to create their own rhythm (AA,BB) (ABAB) etc.

Curriculum connection: This activity allows students to express, feeling, ideas, and experiences through the arts, interpret and communicate ideas using symbols and elements to express meaning through the arts and take creative risks to express feelings, ideas, and experiences.

Material list:

- The song that will be used for the body percussion activity (any song)

- Symbol legend of the actions

Hook/warm up: The hook for this lesson could involve going over the actions before showing the song to ensure the students are ready and prepared. The teacher could also show a short video of body percussion that uses their hands and feet to get students up and moving.

Assessment: For this particular activity, students could be assessed on their ability to demonstrate their learning by following along with the song and using the correct symbol/body movement.

Important vocabulary: Before teaching this, students should be aware of the meaning of the following words: percussion, rhythm, legend, rhythm, patterns, rhyming.

Thorough activity description/links to music: First, the teacher will explain what body percussion is and introduce the activity. The teacher will lead the students through a practice of the symbol legend. The students will practice the legend for the song “Can’t Stop the Feeling” with the symbols clap, stomp, pat, snap, and rest. Once students feel comfortable with the movements, the teacher will play the song for students to just listen and follow along at their own pace. Next, the teacher will follow the song and movements at the front of the classroom for students to follow if they need guidance. Lastly, the students will join the teacher on the floor and follow along with the song and movements one last time forming a giant circle as a class.

Variations: Primary students could focus on one of the movements (clap) to gain recognition of the rhythm and the song.

Universal Design for Learning: Representation: The teacher will be loud and clear when giving explanations to the students. Students will be shown an example of the legend for students to follow along to (or replicate) if assigned their own.

Expression: Students will be given the freedom to express their own thoughts, feelings, and opinions. Students will be delivered material using multimedia- I.e. powerpoint, YouTube, orally.

Engagement: Students will watch the video and powerpoint presentation. Students will be given a brain break. Students will work individually, with a partner, or in groups.

Differentiated Instruction: For students with audio divers-abilities, the teacher would print off the lyrics and symbol sheet for the student to have right in front of them.

For students with visual divers-abilities, the teacher would load the video on a chromebook for the student to watch closely.

For students who may need a brain break, the teacher will ensure students have the opportunity to have a dance break/water break often to keep students engaged.

By Lauren and Mikaila



Draw What You Hear #8

SWBAT

Students will be able to identify emotions through sounds of music.

Students will be able to draw the emotions they are feeling

ASSESSMENT

The worksheet will be a part of assessment. If they are able to connect an emotion to the song and have completed the worksheet, they would receive full marks

CURRICULAR

Express feelings, ideas, stories, observations, and experiences through creative works

MATERIAL LIST

Song selection- preferable instrumental music that students are aware of

Worksheet

Emotions/ feeling chart with pictures

HOOK WARM UP

Telephone Tune!

The class will be split into two teams and lined up. The people on one end hum a tune in the next person's ear and starts the game of telephone. The first team to end with the same tune with the last person wins!

IMPORTANT VOCAB

Music

Emotion

Sound

Feeling

DESCRIPTION

For our activity you will be given a worksheet that has 4 boxes on it. We will be playing 30 seconds of 4 different songs. After each song you will have time to draw/ write the emotion you feel while listening to the song. If you feel multiple emotions, draw all those emotions.

UDL:

Multiple means of expression : Options to draw or write out how they are feeling, modeling ways to explore emotions

Multiple means of representation: Students will be able to hear different songs that create different emotions, students will be able to draw or write on the worksheet, visual representation of emotions

Multiple means of engagement: Provide additional time if needed, videos, powerpoint, emotion chart, the freedom to draw or write whatever they feel

DI: Students that have trouble putting their thoughts on paper could verbally tell the teacher their feelings for the songs, students that are sensitive to sound could wear headphones, students that need more time listening to the song or drawing could have their own ipad to complete the task

FFPL: Learning involves patience and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

By Maddy, Kaylea, Barkha

Piano and Forte #9

Grade: 3

Lesson Time: 30 mins

SWBAT: After this lesson, students will be able to identify elements and dynamics of music such as piano and forte, and will showcase this understanding through small and large dance movements.

Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Curricular Competencies: Elements in the arts

-Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts

Materials: A device to play music and or speaker. Piano and Forte symbols printed on large paper.

Important Vocabulary:

Piano: Is the musical term for quiet or soft music.

Forte: is the musical term for loud.

Hook: “Grizzly bear, oh grizzly bear is sleeping in a cave

Please be very quiet, very very quiet

If you wake him, if you shake him

He’ll get very mad!”

Body: Freeze Dance. Play music and hold up either the Piano symbol or Forte symbol and have students dance and/ or move around the room with movements that represent those elements. Piano movements can be small and low; whereas, Forte movements would be large, heavy, tall...etc.

Integration Opportunities: Physical and Health Education (students learn about dance and movements). Science (students could learn about sound waves)

Assessment: Students will be assessed on participation through teacher observation. Teacher will watch for students' correlation of movements with piano and forte.

UDL: Representation

- Visually and auditory cues and instructions

Engagement

- Music and dancing

Expression

- Freedom of movement and use of voice

DI: Modify the activity for the kids in YOUR CLASSROOM.

Some examples might be:

- Headphones
- Variations of movement

By Abby, Layne, Sophie



“Boo”M “Boo”M - Banging with BoomWhackers #10

Hook-Warm-up: “2 Minute Boomwhacker Warm-Up - Descending”

https://www.youtube.com/watch?v=Tz0-UxYmT3A&ab_channel=Swick%27sClassroom

Grade Range/ Curriculum Connections: Grade 4-7

Curr. Competency AE 4-7 : Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Content: Notation

IOs: SWBAT identify and match notes and rhythm to their own BoomWhacker beat.

SWBAT identify and create various different types of beats and rhythms with BoomWhackers.

Integration: Science and Music - How sound travels, pitch, tone, volume, etc. Play with the different size boomwhackers, listen to the sounds they make and explore what properties of the boomwhackers lend themselves to the sound.

UDL: DI:

Pre-teach notes so students understand what is happening. Giving students choice (not assigning them to a

Can provide many different types of visuals and auditory cues. specific note, song, etc.)

Students feel like they are a part of a group. Vary learning tasks to cover different learning

Students have choice over Boomwhacker and song. styles/skill levels.

Colour-blind students can still follow along based on the position of notes in videos.

FPPL: “Learning involves patience and time.” Practicing with Boomwhackers and responding to colours is a great introductory to learning notes. This skill can be expanded and built upon over time.

By Maddie and Maneet

Secwepemc Story Soundtracks #11

Title / grade / length of lesson	Secwepemc Story Soundtracks Grade 4 30 - 45 mins
Objective statement - (IO, SWBAT)	Students will be able to: <ul style="list-style-type: none"> - Integrate percussion instruments into a traditional Secwepemc story to dramatize and enhance performance
Integration / curriculum connection	<p><i>Arts Education (Music) Big Ideas:</i></p> <ul style="list-style-type: none"> - Artists experiment in a variety of ways to discover new possibilities - Dance, drama, music, and visual arts are each unique languages for creating and communicating <p><i>Arts 4 Content</i></p> <ul style="list-style-type: none"> - music: dynamics (music), form (music), texture - drama: character, time, place, plot, tension, mood and focus - traditional and contemporary Aboriginal arts and arts-making processes <p><i>Social Studies 4 Content</i></p> <ul style="list-style-type: none"> - the history of the local community and of local First Peoples communities <p><i>Arts 4 Curricular Competencies</i></p> <ul style="list-style-type: none"> - CC3: Explore identity, place, culture, and belonging through arts experiences - CC4: Explore relationships among cultures, societies, and the arts
Material list	<ul style="list-style-type: none"> - Basket of various rhythm instruments and noise makers - Secwepemc stories from the book <i>Secwepemc People, Land, and Laws</i> by Marianne Ignace and Ronald E. Ignace: Story of the Salmon, Coyote Juggles His Eyes, Story of Mosquito, Story of Ant and Grasshopper, The Chipmunk and Owl Story, Story of Coyote and Salmon.
Hook / warm up	Students are broken into the groups that they will perform in. Each group is then given a moment to come up to the basket of instruments and test them out for 2 minutes while the other groups go over their stories.
Important vocabulary	<ul style="list-style-type: none"> - Secwepemc - Storytelling - Soundtrack - Dramatize
Thorough activity description / links to music	Students are put into groups of 4 - 5 and given a traditional Secwepemc story. They choose a storyteller and actors and the rest of the group provides the dramatic soundtrack using a variety of musical instruments or noise makers. They get time to practice and then will perform their story to the class.
UDL / DI	<p>UDL</p> <p><i>Engagement</i></p> <ul style="list-style-type: none"> - Foster collaboration and community <p><i>Action and Expression</i></p> <ul style="list-style-type: none"> - Physical movement - Choice in performance <p>DI</p> <ul style="list-style-type: none"> - Students who are mute or selectively mute can still participate by using an instrument.

By Stephanie, Jamie, Lacey

Animal Pitch #12

Grade: 4

Length of lesson: 45min

Objective statement): Students will gain an understanding of pitch.

Variations/Exploration/integration opportunities/curriculum connection:

Material list: Slide with Animals/Notes and Twinkle Twinkle Song (Instrumental)

The Activity

Students are put into one of 6 animal groupings (students choose). Maximum 5 per group.

Each animal represents a note. The animals correspond with the expected pitch of said animal. Eg Cow is middle C (Low) vs Cat is A (High)

The groups are arranged in note order (C, D, E, F, G, A). The teacher then points to each group and they make their animal sound.

Lead the students in twinkle twinkle, and point at the groups as they are supposed to play the note corresponding to their animal.



By Lamech and Kalon

Hear it! Clap it! Write it! #13

This is a great game for teaching young children the fundamentals of writing rhythms.

The Activity

Start by teaching each child how the 4/4 time signature works and explain what whole notes (semibreves), half notes (minims), quarter notes (crotchets), and eighth notes (quavers) are.

Give each child a dry erase marker and a plastic covered piece of cardboard with 16 squares (four rows of four). Then, clap out some basic rhythms and have the children clap them as well.

Ask the children to then write the rhythm into the squares. Gradually build up to more advanced rhythms.

Once the children have learned the basics, split them into groups and have them clap different rhythms to each other.



<https://kidactivities.net/music-games-for-the-classroom/>



Musical Chairs #14

Materials

A bag of unusual clothing and accessories (whacky hats, rubber noses, wigs)

Chairs

Music

Activity Description

Start by arranging the chairs in a circle. Turn the music on and have the children hand the bag of crazy items to one another in a clockwise direction.

When you press pause, the child holding the bag must grab an item from the bag and put it on. The child with the whackiest costume when the bag is empty is the winner.

Homemade drums #15

Activity Description

Use items like tin cans, empty yoghurt containers, boxes, and coffee containers. Clean the containers, then tape or glue some construction paper to the top to act as a drum head.

Your homemade drums can also be decorated with stickers, illustrations, or glitter to make them more attractive.

The children are then be placed into groups to form a percussive orchestra. They will be taught different rhythms and the teacher will use hand gestures to tell them when to start or stop playing.

<https://kidactivities.net/music-games-for-the-classroom/>