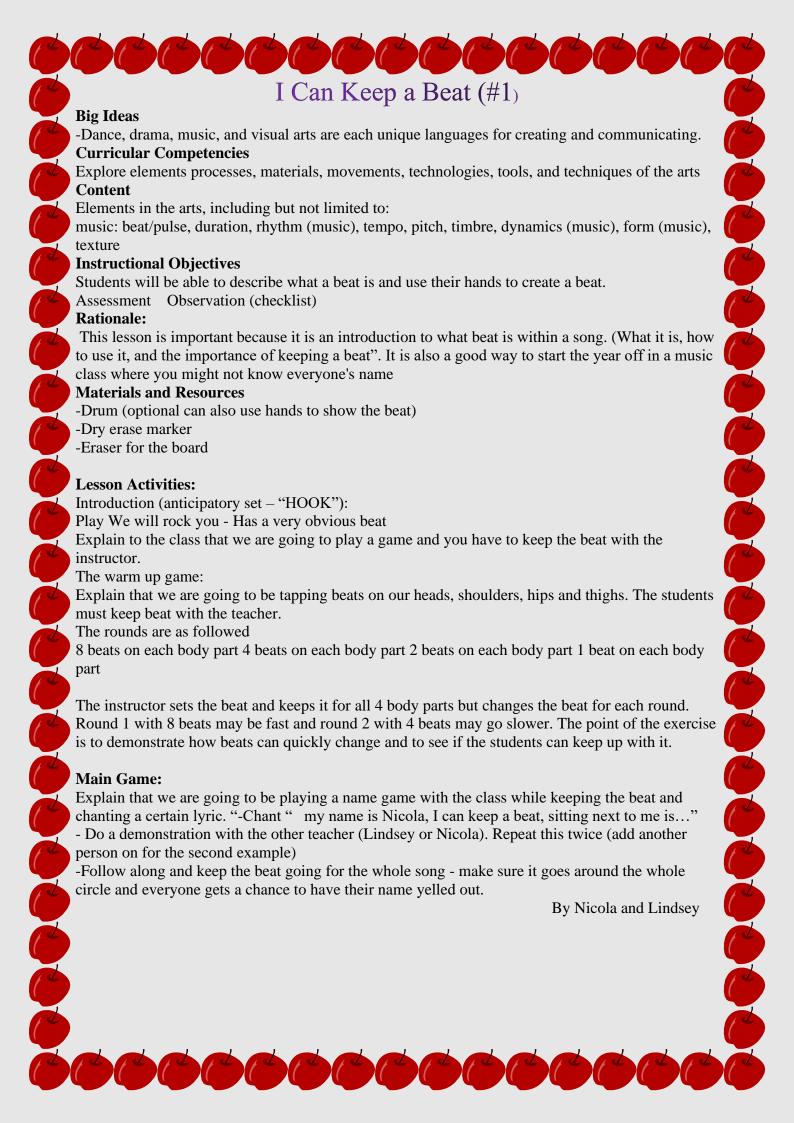
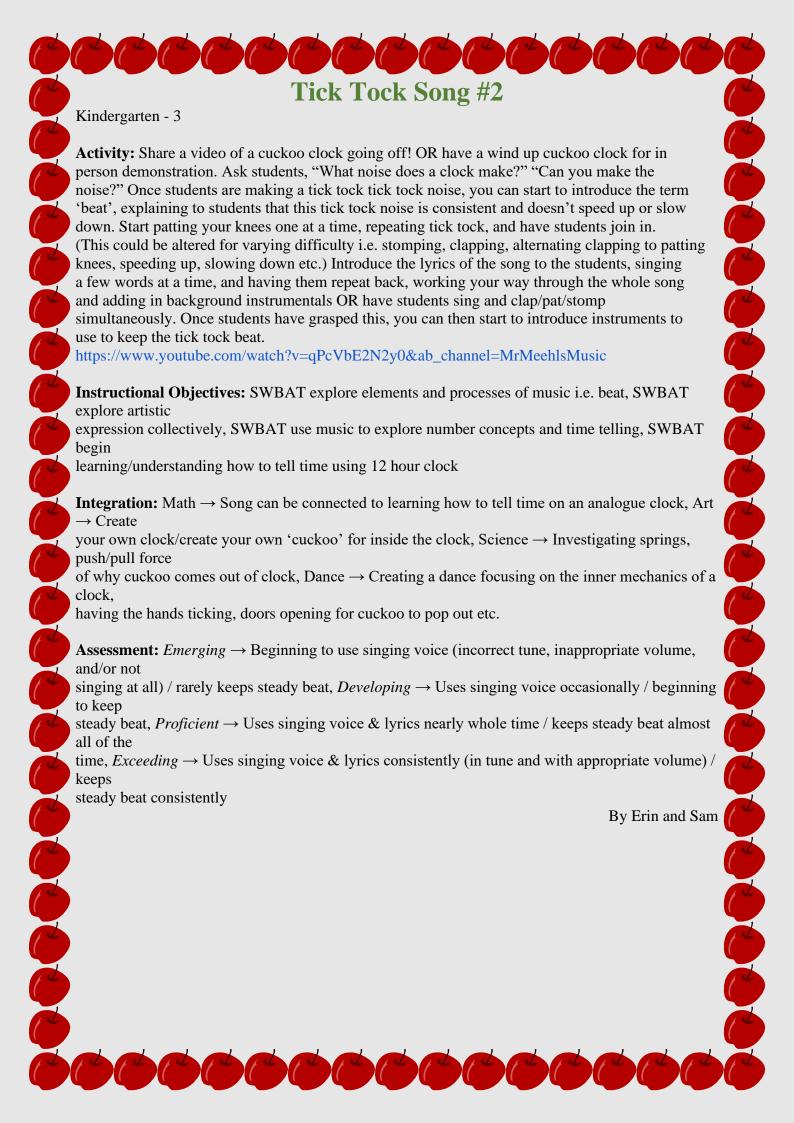
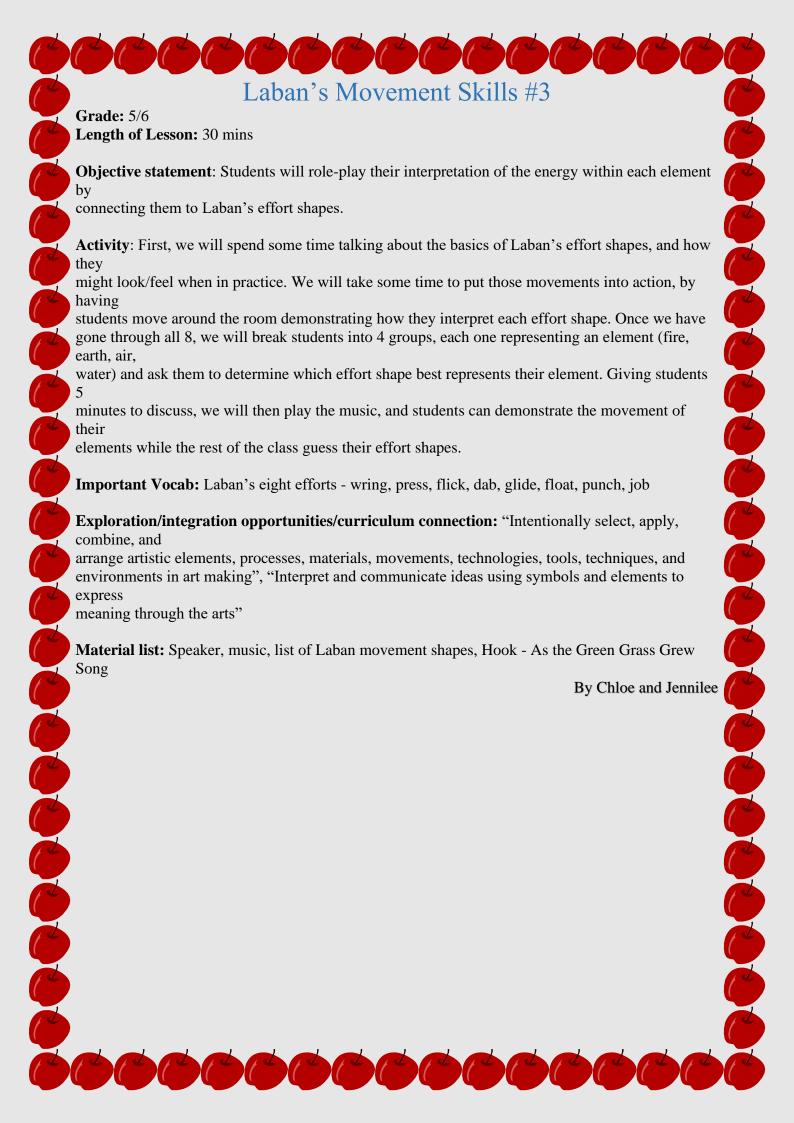
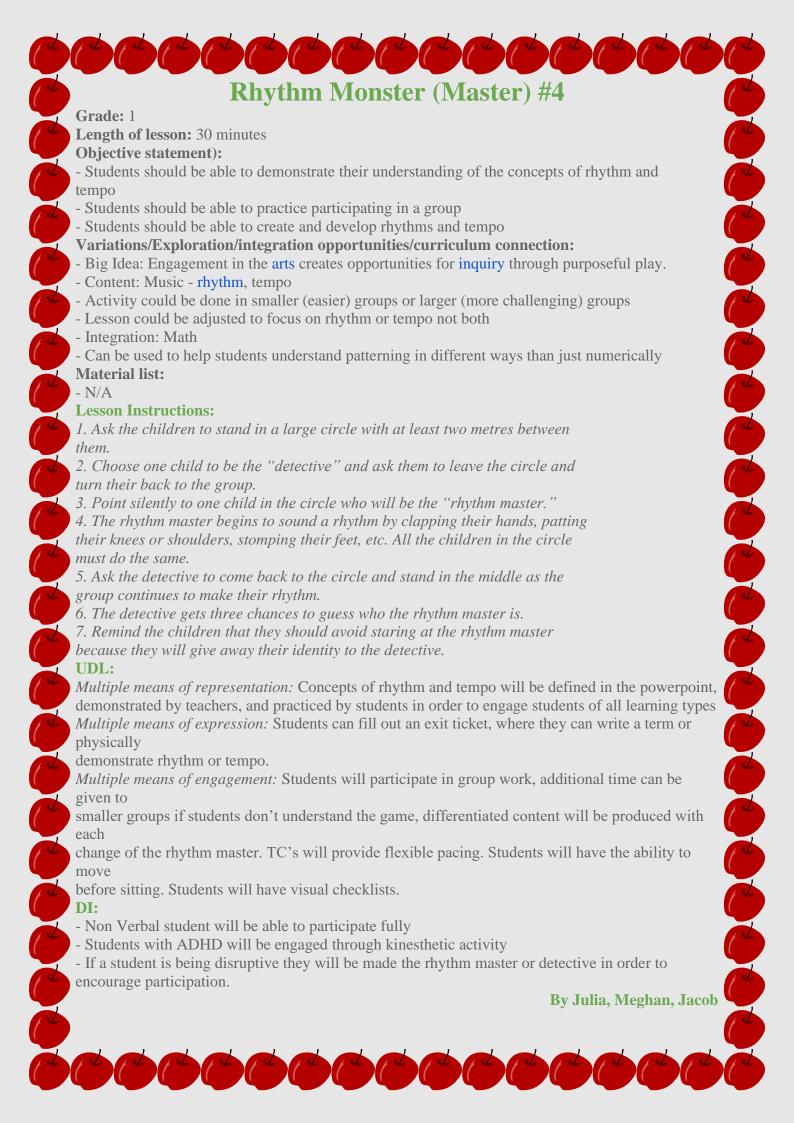
EDVP 4110 Music Portfolio

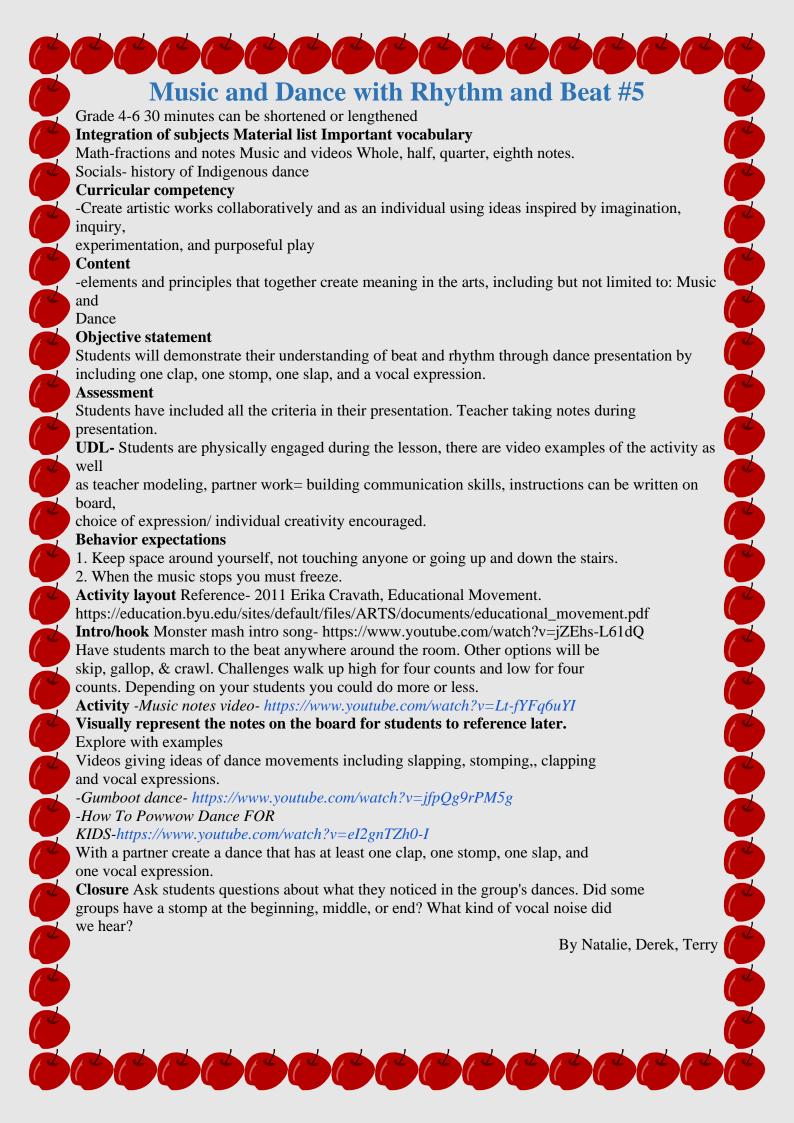
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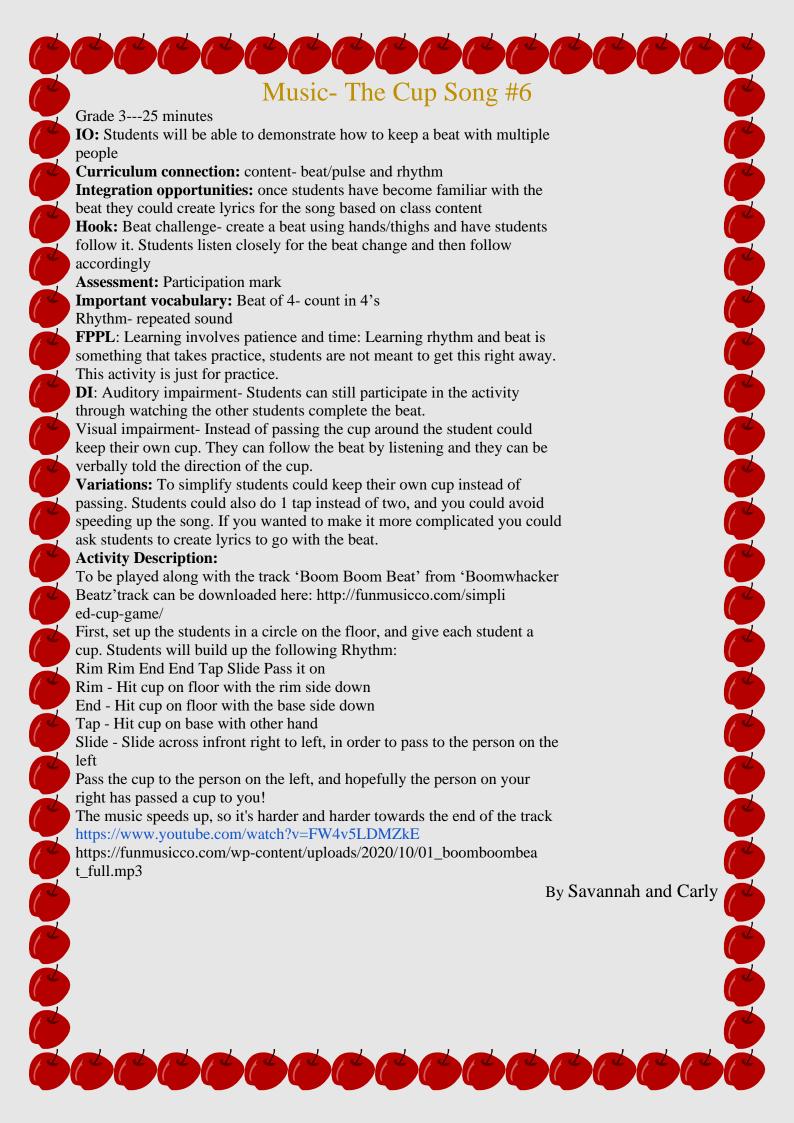


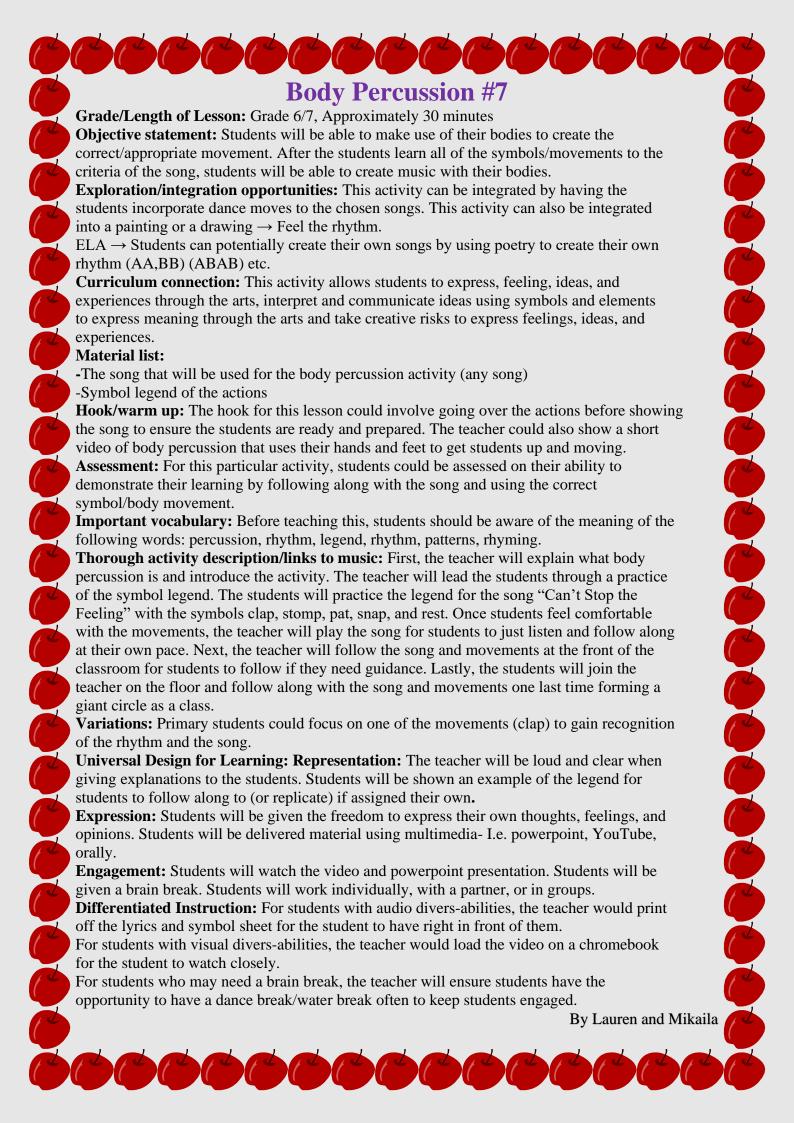


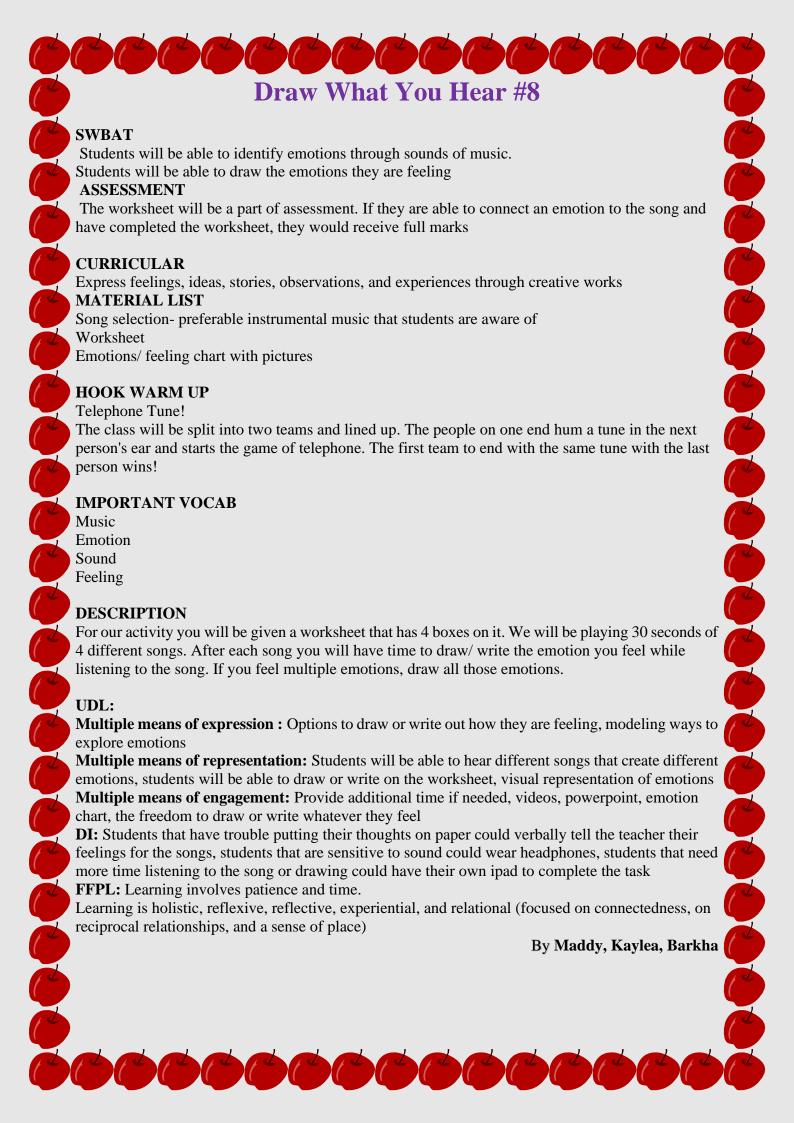


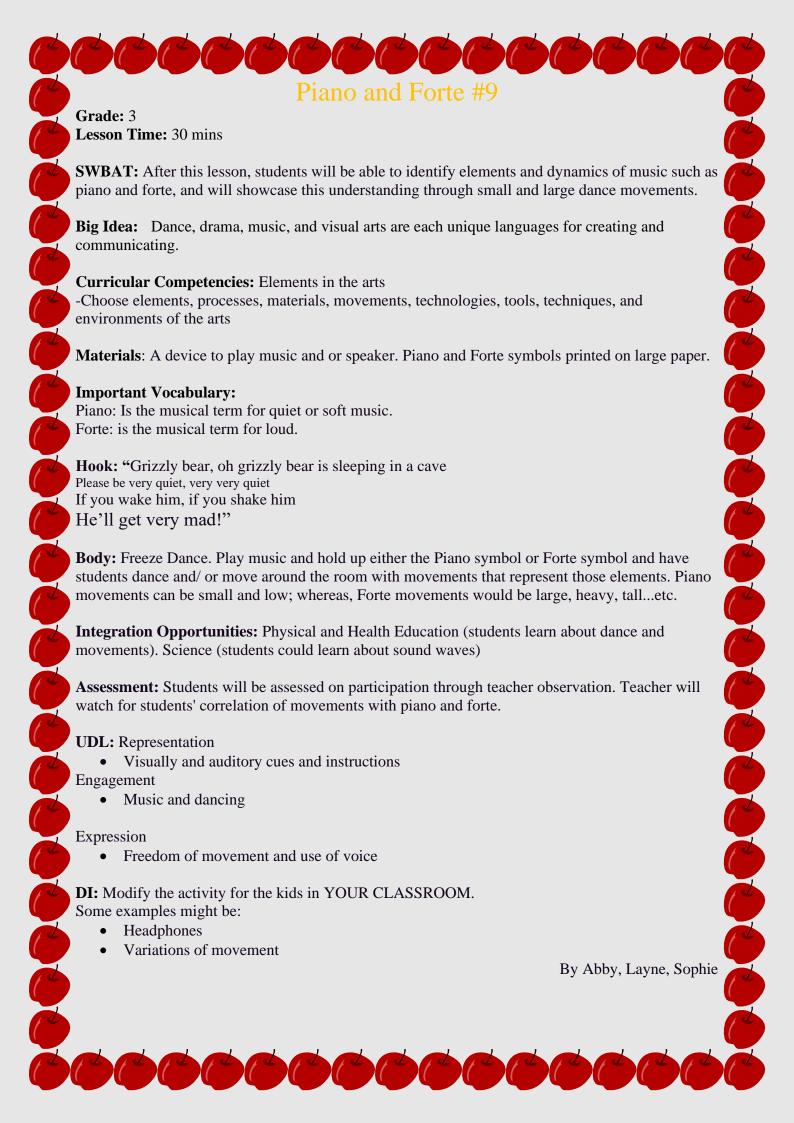


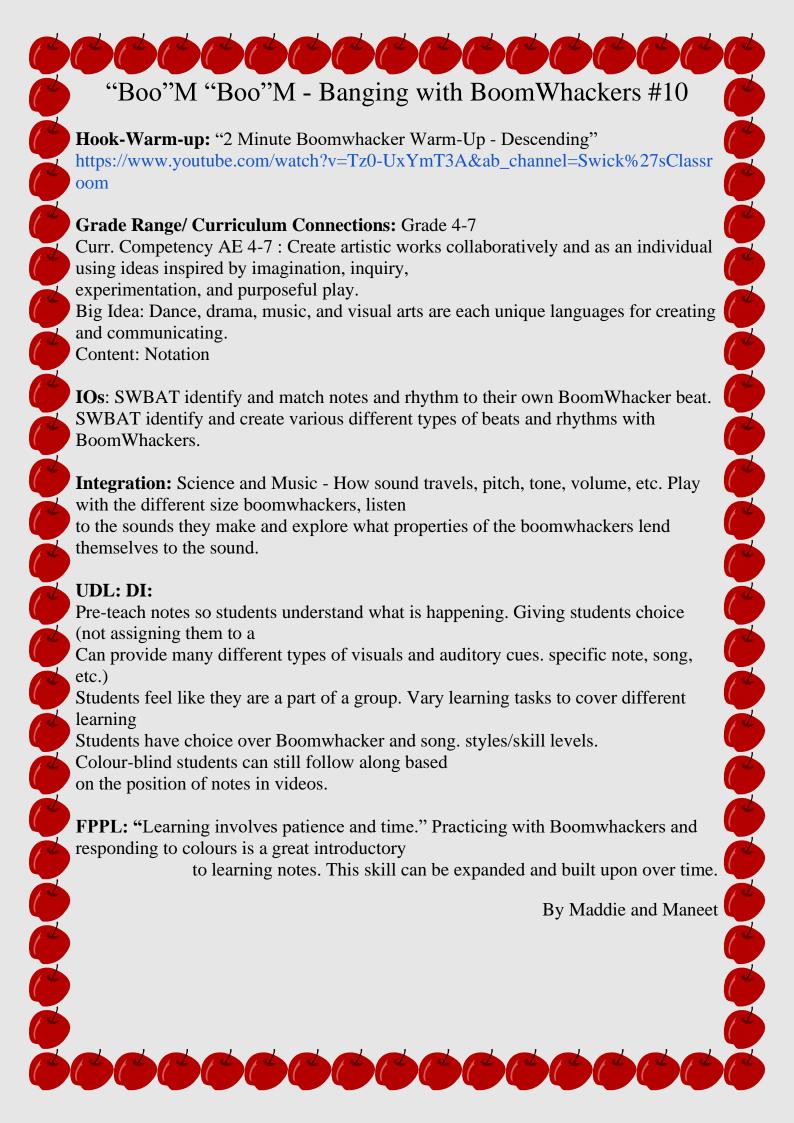




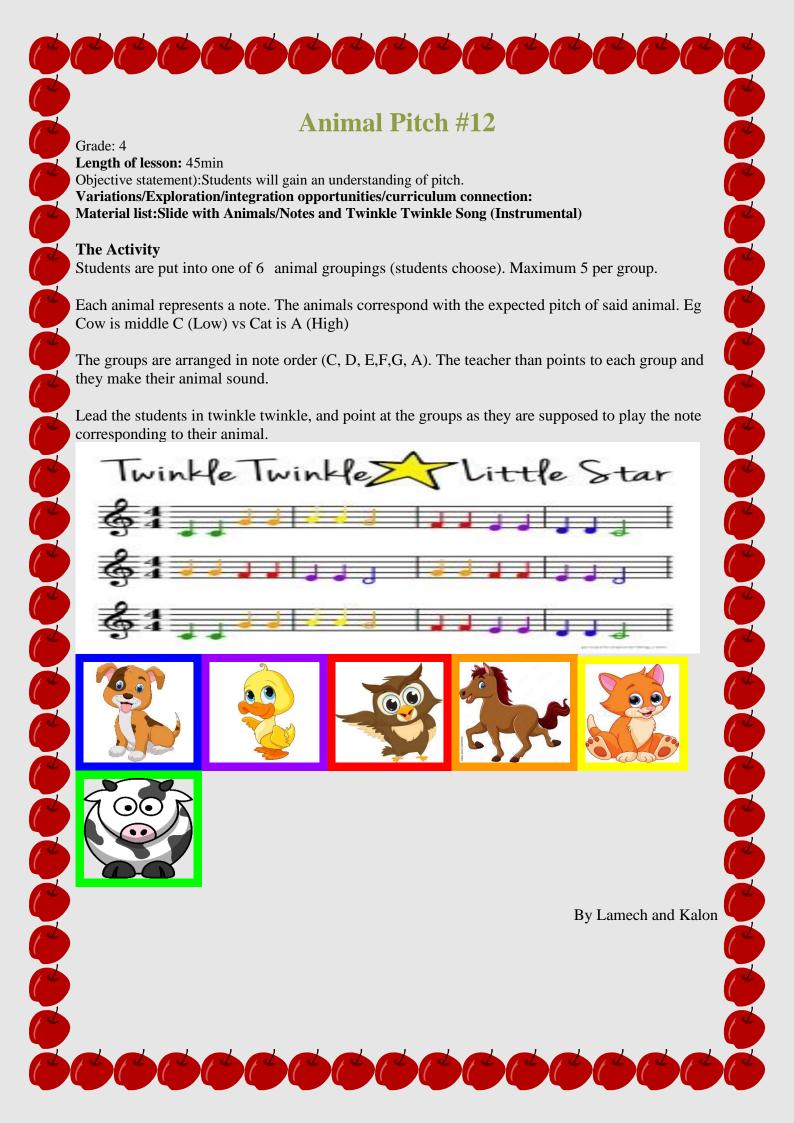








Secwepemc Story Soundtracks #11 Title / grade / length Secwepemc Story Soundtracks Grade 4 of lesson 30 - 45 mins Objective statement -Students will be able to: (IO, SWBAT) Integrate percussion instruments into a traditional Secwepemc story to dramatize and enhance performance Integration / Arts Education (Music) Big Ideas: curriculum Artists experiment in a variety of ways to discover new possibilities connection Dance, drama, music, and visual arts are each unique languages for creating and communicating Arts 4 Content music: dynamics (music), form (music), texture drama: character, time, place, plot, tension, mood and focus traditional and contemporary Aboriginal arts and arts-making processes Social Studies 4 Content the history of the local community and of local First Peoples communities Arts 4 Curricular Competencies CC3: Explore identity, place, culture, and belonging through arts experiences CC4: Explore relationships among cultures, societies, and the arts **Material list** Basket of various rhythm instruments and noise makers Secwepemc stories from the book Secwepemc People, Land, and Laws 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** -Secwepemc vocabulary Storytelling Soundtrack Dramatize Thorough activity Students are put into groups of 4 - 5 and given a traditional Secwepemc story. They description / links to choose a storyteller and actors and the rest of the group provides the dramatic music 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 **UDL** Engagement Foster collaboration and community Action and Expression Physical movement Choice in performance DI Students who are mute or selectively mute can still participate by using an instrument. By Stephanie, Jamie, Lacee



Hear it! Clap it! Write it! #13 This is a great game for teaching young children the fundamentals of writing rhythms.

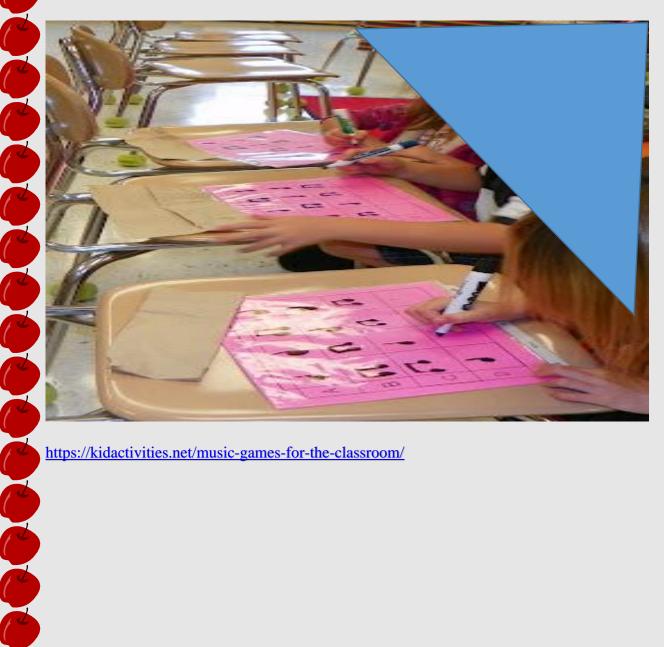
The Activity

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 eight 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/

