

## +-Stage 1 - Identify Desired Results

### Established Goals:

G

Singing, alone and with others, a varied repertoire of music. (NAFME 1)  
Performing on instruments, alone and with others, a varied repertoire of music. (NAFME 2)  
Improvising melodies, variations, and accompaniments. (NAFME 3)  
Composing and arranging music with specified guidelines. (NAFME 4)  
Reading and notating music. (NAFME 5)  
Listening to, analyzing, and describing music. (NAFME 6)  
Evaluating music and music performances. (NAFME 7)  
Understanding relationships between music, the other arts, and disciplines outside the arts. (NAFME 8)  
Understanding music in relation to history and culture. (NAFME 9)  
Understand how elements and principles combine within an art form to express ideas (ISBE 25.B.2 Music)  
Read and interpret the traditional music notation of note values and letter names (ISBE 26.A.2D Music)  
Sing or play acoustic or electronic instruments demonstrating technical skill (ISBE 26.B.2C)

### What understandings are desired?

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*Students will understand that. . .*

Overarching: Music is representative of history and culture.  
Topical: Rhythm is an integral component of South American music.  
Dance is an integral component of South American culture.

### What essential questions will be considered?

Q

What percussive instruments are common in South American music?  
What role does dance play in South American culture?  
What are different types of South American dances?

### What key knowledge and skills will students acquire as a result of this unit?

K

*Students will know. . .*

- that sambas, salsas, and mambos are types of South American dance.
- that most South American music uses drums and other percussion.
- that South American music usually contains lively rhythms.

- that the text of South American songs often portrays the daily life of a South American person.

*Students will be able to. . .*

S

- describe characteristics of South American dance
- sing a South American lullaby in Spanish
- create rhythmic patterns that complement South American music
- improvise dance movements while listening to South American music

## **Stage 2 - Determine Acceptable Evidence**

What evidence will show that students understand?

### **PT**

Students will improvise dance movements that incorporate elements of South American rhythm and beat.

Students will complete a worksheet that describes characteristics they observe about South American dances and music

**Other Evidence** (quizzes, tests, prompts, observations, dialogues, work samples):

**Student Self-Assessment and Reflection:**

### **SA**

1. What major insight did you glean from this learning experience?
2. What challenges did you encounter?
3. Which part was particularly helpful or enjoyable?
4. How may I improve the unit to assist your learning?

## Lesson Plan Day 1

State Standard: ISBE 26.A.2D Music

Name of Lesson: South American Beat and Rhythm

I. **Goal:** The students will explore the difference between beat and rhythm in South American music.

II. **Objectives:** TSWBAT keep a steady beat while listening to “Riquirran” with 100% accuracy as measured by teacher observation.

TSWBAT say and clap rhythms by modeling the teacher with 90% accuracy as measured by teacher observation.

TSWBAT sing “Cancion de cuna” by modeling the teacher with 85% accuracy as measured by teacher observation.

III. **Adaptations for Diverse Learners**

- large flashcards to accommodate for vision

IV. **Materials:** *The Rainforest Grew All Around* by Susan K. Mitchell; CD with the song “Riquirran”; rhythm flashcards; poster with words to “Cancion de cuna”

V. **Procedure:**

A. Set / Hook 7 min: “Over the next few days we’re going to learn a little bit about music from a very special place in the world. We’re going to read a book about this special place, and I need your help to tell the story.” Demonstrate how to sing the chorus and which parts the students repeat after me. Read *The Rainforest Grew All Around*. “This book was about the rainforest. On what continent do we find rainforests?”

B. Transition 1 min: “The first song we are going to learn about from South America is called ‘Riquirran.’ This is a very fun and playful song about the people of San Juan, which is a city in Puerto Rico.”

C. Main lesson 15 min:

- Play “Riquirran” on the stereo. Lead students in patsching (keeping the beat by tapping on their legs).
- Place rhythm flashcards at the front. Have students repeat each rhythm after me.
- Say a rhythm and ask students which flashcard I just said.
- Have students pick an order for the flashcards and everyone says the rhythm in that order.
- Place the flashcards in the order to Riquirran and everyone claps that rhythm.
- Play “Riquirran” again and have students clap along with the rhythm.
- Say “We just learned about a very playful South American song, and now we’re going to learn a lullaby.”
- Start teaching “Cancion de cuna” phrase by phrase.

D. Transition 1 min: Play recording of “Cancion de cuna”

E. Conclusion 1 min: “Great job today friends! Tomorrow we’re going to keep working on ‘Cancion de cuna’ and learn about another fun South American song!”

VI. **Assessment:** All measured through teacher observation and listening

VII. **Assignment:** No assignment

## **Lesson Plan Day 2**

State Standard: ISBE 26.B.2c Music

Name of Lesson: South American Melody and Rhythm

I. **Goal:** The students will explore melody and rhythm in South American music using pitched percussion

II. **Objectives:** TSWBAT sing “Cancion de cuna” with 90% accuracy as measured by teacher observation.

TSWBAT improvise melodies based on flashcards with 90% accuracy as measured by teacher observation.

TSWBAT improvise rhythmic patterns while listening to a recording of “Cantando Mentiras” with 90% accuracy as measured by teacher observation.

III. **Adaptations for Diverse Learners:** large flashcards for vision impairment

IV. **Materials:** melody flashcards; pitched percussion instruments; recording of “Cantando mentiras”; poster with words to “Cancion de cuna”

V. **Procedure:**

A. Set / Hook 30 sec: “Who can tell me the name of the song that we were learning yesterday?”

B. Transition 30 sec: “I need a volunteer to come up and hold this poster for the whole class to see. It’s going to be a reminder for the words to “Cancion de cuna.”

C. Main lesson 20 min:

- Review “Cancion de cuna” phrase by phrase, then add several phrases together
- Get out pitched percussion and split students into groups around each instrument
- Place melody flashcards on the board and have students improvise what they think those melody directions would sound like
- Take off all the bars except G and D and play recording of “Cantando mentiras” while students improvise rhythms on the G and D

D. Transition 30 sec: “Please put the mallets down next to the instruments.

E. Conclusion 1 min: “Thank you so much for all your work this week! I’ll be back next week and I think you’re really going to like what we do when I come back!”

VI. **Assessment:** Teacher observation and listening

VII. **Assignment:** No assignment

### Lesson Plan Day 3

State Standard: ISBE 25.B.2 Music

Name of Lesson: South American Dance

I. **Goal:** The students will learn about characteristics of South American dance

II. **Objectives:** TSWBAT describe characteristics of South American dance with 80% accuracy as measured by teacher observation and written assessment.  
TSWBAT improvise dance movements while listening to South American dance with 100% accuracy as measured by teacher observation.

III. **Adaptations for Diverse Learners:** anyone who has trouble writing can answer orally

IV. **Materials:** video clips of South American dances; recordings of South American music; worksheets

V. **Procedure:**

A. Set / Hook 1 min: “Today we’re going to learn about a really fun way that South Americans use music - and that is through dancing!”

B. Transition 2 min: Pass out worksheet

C. Main lesson 19 min:

- “We’re going to watch about five minutes of video clips of South American dances. I will tell you what each one is called. While you watch, I want you to fill out the worksheet I passed out. I want you to notice what the dancers are doing with their hands and feet and whole body when they dance. You also need to notice what kinds of instruments you see and hear. Are the rhythms fast and lively or are they slow and calm? After we watch the videos you’ll have a few extra minutes to fill out the worksheet.”
- Play video clips and remind students throughout to be watching closely. Give students three minutes to finish writing and then ask for some people to answer.
- “Now, I think it’s time that we get up and do some dancing ourselves! I’m going to play some South American music and we’re all going to move to what we hear. Try and incorporate some of the movements that you saw in the videos! You will need to keep your hands and feet to yourself and make

safe choices.”

- Play about six-seven minutes of South American music and watch students dance.

D. Transition 1 min: Collect worksheets

E. Conclusion 1 min: “That was excellent! Thank you so much for your attention and enthusiasm for me the last three days.”

VI. **Assessment:** Worksheet containing the following questions

- How do the dancers move their feet?
- What do the dancers do with their hands?
- What other things do you notice about the way they dance?
- What instruments do you hear and see?
- How would you describe the rhythms that you hear in the music?
- The first dance is a \_\_\_\_\_.
- The second dance is a \_\_\_\_\_.
- The third dance is a \_\_\_\_\_.

VII. **Assignment:** No assignment

Comprehension and Vocabulary Strategies: see Assessment on Day 3

List of Resources:

- melody flashcards
- vocabulary flashcards
- pitched percussion instruments
- recordings of “Riquirran,” “Cantando mentiras,” and “Cancion de cuna” from Silver-Burdett Ginn Making Music, Grade 4
- YouTube clips of South American dances
- audio recordings of South American music
- poster with words to “Cancion de cuna”
- Day 3 Assessment worksheets
- *The Rainforest Grew All Around* by Susan K. Mitchell