

<p align="center"><b><u>Objectives</u></b></p> <p>(SWBAT=Students will be able to)</p> <p>SWBAT</p> <ul style="list-style-type: none"> <li>• Care for instrument properly (ie. Picking up, holding)</li> <li>• Ring chimes properly using an elliptical shape.</li> <li>• Damp chime correctly on shoulder</li> </ul>	<p align="center"><b>Exploratory Chime Unit Lesson 1</b></p> <p align="center"><b><u>Power Standards In Lessons</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play Inst alone &amp; w/ others - Perform while following conductor 1.5.2</li> <li><input type="checkbox"/> Read &amp; Notate Music - Rhythms 5.5.1, 5.5.4 - Complex music symbols 5.5.3</li> <li><input type="checkbox"/> Listen to &amp; Analyze Music Explain personal preferences 7.5.2</li> </ul>	<p align="center"><b><u>Materials Needed</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chime Video on Website</li> <li><input type="checkbox"/> Instruments: Hand Chimes</li> <li><input type="checkbox"/> Other: Powerpoint charts</li> </ul>
<p>Opener (Set)</p>	<p><b>Video: Exploratory Chime Unit</b></p> <p><b>Warm up:</b> Rhythms: Clap &amp; Count simple rhythms created by teacher using quarter notes and quarter rests.</p>	
<p>High Concentration (Core)</p>	<p><b>Video: Care for and Ringing Chimes</b></p> <p><b>Four Ways to Respect the Chimes</b></p> <ol style="list-style-type: none"> <li>1. Remove the chime from the case by the tube.</li> <li>2. Do not touch the clapper.</li> <li>3. Take care to keep the chimes from clanging together.</li> <li>4. Your thumb should not rest on the nameplate.</li> </ol> <p><b><u>Teacher Demonstrates</u></b></p> <p><b>Grip</b> Hold the chime under the nameplate with thumb and fingers wrapping around the tube</p> <p><b>Strike</b> Tilt the chime back; flick your wrist forward to ring (smash the bug). Move the chime (smear the bug up the wall) using an elliptical shape.</p> <p><b>Damp</b> To stop the chime from ringing turn your wrist inward and touch the tines on the front of the shoulder just below the collar bone.</p> <p><b>Practice previously clapped rhythms <u>pretending</u> to hold chimes.</b></p> <p><b>Practice previously clapped rhythms using chimes</b> Teachers should watch students for correct form then permit students to pick up chimes (No black chimes for now)</p> <p><i>Suggestion: Arrange students from tallest to shortest and assign larger chimes to taller students. If there are more students than chimes assign one chime to 2 students – one student is a “ringer”; the other is a “waiter”. They will take turns ringing.</i></p> <ul style="list-style-type: none"> <li>• Continue to check students’ form.</li> <li>• Encourage students to count beats out loud when reading rhythms (1,2,3,4)</li> <li>• Make sure each note gets its full value – i.e., Whole note begins on count one and ends after beat 4 (damp on beat 1 of next measure)</li> </ul>	
<p>Closing (Wrap-up)</p>	<p>As students return chimes to cases they should name one of the 4 ways to be responsible and show respect for the chimes.</p>	