

<p style="text-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>• Define melody</li> <li>• Perform a melody following a letter chart</li> <li>• Follow a conductor</li> </ul>	<p style="text-align: center;"><b>Exploratory</b></p> <p style="text-align: center;"><b>Chime Unit, Lesson 2</b></p> <p style="text-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 style="text-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 style="text-align: center;">Opener (Set)</p>	<p><b>Warm up:</b></p> <p>Rhythms: Clap &amp; Count simple rhythms created by teacher using quarter notes and quarter rests.</p> <p>Review: Parts of the chime</p>	
<p style="text-align: center;">High Concentration (Core)</p>	<p><b>Remove chimes from cases and review ways to handle the chimes with care.</b></p> <ol style="list-style-type: none"> <li>1. Remove the chime from the case by the tube. (No black chimes, yet.) <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></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>Review the following:</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 urn 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 using chimes</b></p> <ul style="list-style-type: none"> <li>• Continue to check students’ form.</li> <li>• Encourage students to count out loud when reading rhythms</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 one of next measure)</li> </ul> <p><b>Play ascending and descending C scale using whole notes</b></p> <ul style="list-style-type: none"> <li>• Students stand in order beginning with largest chime (C4) on their left and gradually getting smaller (C7)</li> <li>• Be careful to damp chime exactly when the next chime rings <u>keeping a steady beat and counting beats out loud (1, 2, 3, 4).</u></li> </ul> <p><b>Define melody</b> - a series of pitches that move up, down or stay the same to create a tune <b>and play “Twinkle, Twinkle” melody</b></p> <ul style="list-style-type: none"> <li>• Use letter chart on Powerpoint as teacher points to play melody with no differentiation made for octaves (There is no ‘B’ in the melody, so these students need to partner with neighboring pitch.)</li> <li>• <i>If a pitch is repeated the chime should not be damped after each note, just strike the</i></li> </ul>	
<p style="text-align: center;">Closing (Wrap-up)</p>	<p>Students tell their neighbor the definition of melody and then return chimes respectfully to cases.</p>	