

<p align="center"><u>Objectives</u></p> <p>(SWBAT=Students will be able to)</p> <p>SWBAT</p> <ul style="list-style-type: none"> • Define chord • Identify notes in the I, IV, and V chords (C Major) • Play melody and accompanying chord at appropriate time 	<p align="center">Exploratory</p> <p align="center">Chime Unit, Lesson 3</p> <hr/> <p align="center"><u>Power Standards In Lessons</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Play Inst alone & w/ others - Perform while following conductor 1.5.2 <input type="checkbox"/> Read & Notate Music - Rhythms 5.5.1, 5.5.4 - Complex music symbols 5.5.3 <input type="checkbox"/> Listen to & Analyze Music Explain personal preferences 7.5.2 	<p align="center"><u>Materials Needed</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Chime Video on Website <input type="checkbox"/> Instruments: Hand Chimes <input type="checkbox"/> Other: Powerpoint charts
<p align="center">Opener (Set)</p>	<p>Warm up: Rhythms: Clap & Count simple rhythms created by teacher using quarter notes and quarter rests.</p>	
<p align="center">High Concentration (Core)</p>	<p>Remove chimes from cases respectfully</p> <p>Practice previously clapped rhythms using chimes paying close attention to ringing and damping techniques</p> <p>Play “Twinkle, Twinkle” melody</p> <ul style="list-style-type: none"> • Use letter chart 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.) • Remember: If a pitch is repeated the chime should not be damped after each note, just strike the chime again on the appropriate count. <p>Define chord - a group of (typically three or more) notes sounded together to create harmony & build chords</p> <ul style="list-style-type: none"> • Explain to students that chords get their names based on the root (lowest) pitch of the chord • Build a C chord – C/E/G • Build an F chord – F/A/C • Build a G chord – G/B/D • Explain to students that chords may be given a number based on the root’s position in the scale. C chord – 1 – designated with Roman Numeral I F chord – 4 – designated with Roman Numeral IV G chord – 5 – designated with Roman Numeral V • As teacher holds up 1, 4, or 5 fingers students will play corresponding chords. <p>Play “Twinkle, Twinkle” using letter chart with chords</p> <ul style="list-style-type: none"> • Point out numbers on chimes written after letter names designating the chime’s octave. • Take turns playing the melody with each octave (4’s, 5’s and 6’s) • Take turns playing the chords with each octave (4’s, 5’s and 6’s) • Put the melody and chords together and take turns playing melody and chords (all B’s and C7 will always play chords) 	
<p align="center">Closing (Wrap-up)</p>	<p>While students return their chimes to the cases they will call out notes in the I, IV, and V chords when teacher holds up 1, 4, or 5 fingers.</p>	