

<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>• Read and locate notes on the staff</li> <li>• Play the appropriate chime corresponding with the music</li> </ul>	<p align="center"><b>Exploratory Chime Unit, Lesson 4</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 align="center">Opener (Set)</p>	<p><b>Warm up:</b> Rhythms: Clap &amp; Count simple rhythms created by teacher using quarter notes and quarter rests.</p>	
<p align="center">High Concentration (Core)</p>	<p><b>Remove chimes from cases respectfully. (No black chimes)</b></p> <p><b>Practice previously clapped rhythms using chimes paying close attention to ringing and damping techniques.</b></p> <p><b>Play “Twinkle, Twinkle” using letter chart with chords.</b></p> <ul style="list-style-type: none"> <li>• Point out numbers on chimes written after letter names designating the chime’s octave.</li> <li>• Take turns playing the melody with each octave (4’s, 5’s and 6’s)</li> <li>• Take turns playing the chords with each octave (4’s, 5’s and 6’s)</li> <li>• Combine melody and chords taking turns playing melody and chords (all B’s and C7 will always play chords)</li> </ul> <p><b>Discuss and play notes on the Grand Staff with notes ascending from C4 to C7</b></p> <ul style="list-style-type: none"> <li>• Display Grand Staff chart</li> <li>• Point out numbers on chimes written after letter names designating the chime’s octave. Have students make note of the small staff on their chimes with the note head showing the pitch’s placement on the staff.</li> <li>• Play ascending and descending C scales as teacher points to notes on the grand staff</li> <li>• Students will play their pitch as teacher points to different pitches (skipping, stepping or repeating pitches)</li> </ul> <p><b>Practice playing “Twinkle, Twinkle” while reading from Grand Staff</b></p> <ul style="list-style-type: none"> <li>• Use the three different charts with the melody and chords written in different octaves.</li> <li>• <b>Remember: If a pitch is repeated the chime should not be damped after each note, just strike the chime again on the appropriate count.</b></li> </ul> <p><b>Use “Harmony Charts” in Powerpoint to ring various chord progressions</b></p>	
<p align="center">Closing (Wrap-up)</p>	<p>As students return their chimes to the cases encourage them to say the name of their chime and where it is located on the grand staff. (For example – “C4, 2<sup>nd</sup> space, bass clef”; “A6, 1<sup>st</sup> ledger line above the treble clef”.</p>	