

<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>• Read and locate notes on the staff</li> <li>• Play the appropriate chime and note value corresponding with the music</li> </ul>	<p style="text-align: center;"><b>Exploratory</b></p> <p style="text-align: center;"><b>Chime Unit, Lesson 5</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 <ul style="list-style-type: none"> <li>- Perform while following conductor 1.5.2</li> </ul> </li> <li><input type="checkbox"/> Read &amp; Notate Music <ul style="list-style-type: none"> <li>- Rhythms 5.5.1, 5.5.4</li> <li>- Complex music symbols 5.5.3</li> </ul> </li> <li><input type="checkbox"/> Listen to &amp; Analyze Music <ul style="list-style-type: none"> <li>Explain personal preferences 7.5.2</li> </ul> </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 style="text-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>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><i>Remember: If a pitch is repeated the chime should not be damped after each note, just strike the chime again on the appropriate count.</i></b></li> </ul> <p><b>Use “Harmony Charts” to ring various chord progressions</b></p> <p><b>Choose a familiar song (Hot Cross Buns, Mary Had a Little Lamb or something from textbooks) that you may want to use the chimes to accompany students’ singing or recorder playing. The chords are provided on most of the songs in our textbooks. One group of students will play chords using chimes while other students play melody on recorder or sing.</b></p> <p><b>You may want to continue with simple folk melodies placing the melody and chords in different octaves with the chimes instead of moving on to Lessons 6 – 8.</b></p> <p><b>The following lessons (Lessons 6 – 8) will:</b></p> <ul style="list-style-type: none"> <li>• Explore some techniques that may be used to create variations on familiar pieces.</li> <li>• Provide an opportunity to play a piece of music written for bells/chimes using a variety of techniques.</li> <li>• Introduce a processional that students may use for performance.</li> </ul>	
<p style="text-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>	