Objectives (SWBAT=Students will be able to) SWBAT • Read and locate notes on the staff • Play the appropriate chime and note value corresponding with the music	Exploratory Chime Unit, Lesson 8	Materials Needed

	Power Standards In Lessons
	❒ Play Inst alone & w/ others
	  - Perform while following conductor 1.5.2
	❒ Read & Notate Music
	  - Rhythms 5.5.1, 5.5.4
	  - Complex music symbols 5.5.3
	❒ Listen to & Analyze Music
	  Explain personal preferences 7.5.2
		❒ Chime Video on website
		❒ Instruments: Hand Chimes
		❒ Other: Powerpoint charts

Opener (Set)	**Warm up:** Rhythms: Clap & Count simple rhythms created by teacher using quarter notes and quarter rests.

High Concentration (Core)	**Teach a Processional!**
	Processionals are pieces that are short, can be memorized and very impressive when students walk and play at the same time! This processional may be taught by rote by layering in parts, by reading the music or a little bit of both.
	Chime assignment suggestions:
	Position 1 –D4 **Position 2 – G4**
	Position 3 –A4 **Position 4 – B4, C5**
	Position 5 – D5, E5 **Position 6 – F5, G5**
	Position 7 – A5, B5 **Position 8 – C6, D6**
	Position 9 – E6 **Position 10 – G6, A6**
	Position 11 – B6, C7
	
	Students will need to take on the roles of "Ringers" and "Waiters" with only eleven positions unless you have more than one set of chimes.
	Step 1 Have all ringers practice the Treble rhythm while counting outloud –
	          1, 2&, 3, 4&|**2,** 2&, 3, 4&|**3,** 2&, 3, 4&|**4**, 2, 3, _|
	          Point out that this is the rhythm for Positions 6 – 11
	
	Step 2 Have all ringers practice ringing eighth notes –
	          L R L R L R L R
	          1 & 2 & 3 & 4 & |
	          Position 5 plays the following rhythm:
	          1 & 2 & 3 & 4 & |**2** & 2 & 3 & 4 & |**3** & 2 & 3 & 4 & |**4**, 2, 3, _|
	
	Step 3 Treble bells practice their parts quietly while using the TD technique; work with the bass bells on reading their parts.
	
	Step 4 Put it all together!

Closing (Wrap-up)	As students return their chimes to the cases encourage them to repeat the Treble rhythm: **1**, 2and, 3, 4and|**2,** 2and, 3, 4and|**3,** 2and, 3, 4and|**4**, 2, 3, _|

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