

## Syncopation Drum Lesson

Your Name: Matt Garrity

School Name: CHCS	Date: 3/1/18
Supervising Teacher: Josh Guerraz	Time: 8:55-9:40
Class/grade(s): 6	No. of students: 20

**Massachusetts Art Curriculum Framework Music Standards** (include detailed standards by grade level)

2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests

2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures

3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments

### Lesson Objectives

Students will:

- Play a syncopated rhythm
- Respond to a beat through purposeful movement
- Read Dotted rhythms.

**Materials and Setup Needed to Deliver Instruction** (list music, audio equipment, instruments, etc.)

- Projector
- Rhythm chart 11 exercises 1 and 2
- Drums
- Whiteboard
- Syncopation Drum Arrangement:

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Objectives: (Drums)

Rhythm Review

Echo Rhythm

Drum Ensemble

New Rhythm name?

## Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
  - Good Morning! We're starting on drums today and as written on the board we're going to review some rhythms, then echo some new rhythms, then finally we're all going to play what's on the board.
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
  - Let's go get some drums!
  - Just like in the guitar unit, when I count down from 3, 2, 1 we all hit our drums once, stop talking and pay attention up front.
  - Let's look at these rhythms on the projector. How many beats does this note get? (Point to quarter note, one beat)
  - This one (point to eighth note, ½ of a beat)
  - How about this one? (Point to dotted quarter, 1½ beats)
  - The dot means half of the note before it is added to that note! It sounds like this (play dotted-quarter eighth quarter quarter)
  - Counting it sounds like this! One and three four, count with me now! (1 and 3 4 on repeat till they get it)
  - Let's play through line 1!
  - Play through it and count along with them
  - Who got it? Who got most of it?
  - Let's try again! (still count along)
  - Who did better this time? That's what we look for, improvement every time!
  - Let's try line 2! (Count along)
  - One more time! Did you do better?
  - Alright! Let's move on, repeat after me
  - Play some dotted rhythms on the drum and have them echo
  - Play Rhythm 3 on the white board (they WILL come in early on the rests)
  - Listen this time the whole time! (play it again)
  - Now just watch me this time, what am I doing differently? (play it and do a movement to count the rests)
  - What am I doing differently this time (do a different move to count the rests)
  - Now echo with their own way of counting the rests!
  - Now echo rhythm number 2 on the board
  - Now echo number 1 (this may take a few times)
  - Anybody recognize those rhythms? They're the one's on the board!
  - Whats this smiley face looking thing? (tie, it ties the notes together)
  - Let's play through all three of them together! 1 then 2 then 3
  - Now let's split up! This riser part one, this riser part two, these risers part 3!
  - Start with part 3 then bring in 2 then bring in part 1 they WILL speed up. Count with them to do as much as possible to prevent that
  - If they really need help keeping the beat, put on a metronome on the computer

- Switch parts around until everyone has played every part.
3. Closure Phase (reinforce, review, reflect on learning outcomes)
- Alright! You all can make a pretty cool drum group!
  - How many beats does this note get? (point to dotted quarter note, 1½ )
  - What is this? (Point to tie)
  - Anyone know what this rhythm is called? (point to rhythm number 1 on the board)
  - It's called "syncopation"
  - We will continue this next class!

### **Assessment**

Circle one:    Formal / **Informal**    Individual / **Group**

Assessment instrument(s):

- Rhythm Chart 11
- Syncopation Drum Arrangement

Assessment procedures:

- Watch the students and see if their getting the rhythms
- Watch their movements for the rests and see if they keep a steady beat
- Check the notation on the chart and arrangement and see if they're correct.

### **Accommodations/modifications**

Students who are English Language Learners (ELL):

- Use of the visuals, wander towards them often when moving around during the class's echoing

Students with other special needs:

- Special drum that is softer for Joe

**Extension** (include additional guided practice activity, assessment, etc.)

- There are accents in the arrangement on the board.
- What's this little thing? (point to accent)
- It's an accent
- I'm going to play line 2 without an accent
- Play line two no accent
- Now I'll play with the accent and tell me if you hear anything different.
- Have the students play with the accent
- Add accents into the rest of the parts and play the arrangement again