HANDOUT Title: 5th grade Lesson plan page 2 Handout #: 7h

Content:

2. T models on board with how to take fragments and arrange them into a melody. T models on recorder new melody. T then creates an ostinato to accompany the melody. S pat and say ostinato while T plays recorder melody.
3. T goes over expectations for activity
   a. S select a partner
   b. S in partners go through melodic fragment bank, and select 4 fragments to use to create a melody. At least one fragment must have a Tam-Ti melody
   c. S then glue the fragments to the Cut and Paste Composition page to create their melody.
   d. S select 1 or 2 ostinato rhythms from the ostinato rhythm bank for their ostinato and then write it on the Cut and Paste Composition page.
   e. S then practice performing the piece. Partners can choose to either play the drum or recorder.
4. T places a timer for 10 minutes and outline of the expectations on the board and the S begin their work. T floats around and provides guidance and assistance as needed.
5. After 10 minutes, T assesses the progress of the S and either adds more time or moves to sharing.
6. With last 5 minutes of class, S groups share their progress and work for the class. S can either perform if they are ready, or share where in the process they are and what plans they have or challenges they are facing.
7. Additional group work time can be provided in future classes to allow S to finish project and prepare for performance.
8. When S perform, T assesses using rubric. Other S are asked to offer compliments and criticism.
   a. "What are some things you LIKED about their composition and performance?"
   b. "What are some things this group can improve upon?"
9. T asks s their thoughts on composition process.
   a. "Did you find this way of composing easy?"
   b. "Do you prefer it over composing the traditional way?"
   c. "What do you like/dislike about it?"

Materials Needed:

- Handouts: Cut and Paste Composition Paper, Melodic Fragment Bank, Ostinato Rhythm Bank
- Scissors, Glue Sticks, Pencils
- Musical Instruments: Soprano Recorders, Unpitched Percussion (Hand Drums)

Notes/Reflection: In future lessons I would do more guided playing of the melody bank as well and more previewing in prior classes. I was happy with the rate students worked and where they were at by the end of the class. In the next class, they were able to reflect on where they