

NYSSMA Curriculum Committee – Curriculum Exemplar for Music: Identification of ♩ and ♪

Title of Unit: Identification of ♩ and ♪

Repertoire: folk songs and poems from, *Conversational Solfege*, Level I; John Feierabend; GIA Publications, 2001

Level: Grade 2

Discipline: Classroom Music

Timeframe: 12 partial class periods (time will vary in each lesson, but will constitute only a portion of the class time)

Objective:

Students will:

- 1) hear ♩ and ♪ rhythm patterns, and decode them into rhythm syllables
- 2) create and speak 2-measure rhythmic patterns, using ♩ and ♪
- 3) read, identify and speak rhythmic patterns using ♩ and ♪
- 4) use music notation to write rhythmic patterns using ♩ and ♪

Embedded Inquiry Model – KWL:

- Know – what do students already KNOW about musical notation?
 - Elements of music including:
 - ❖ Melody:
 1. songs and patterns utilizing a variety of modes and tonalities
 2. use of props or symbols to reinforce pitch changes
 - ❖ Rhythm:
 1. ♩ and ♪ (experienced, not read)
 2. steady beat
 3. use of props or symbols
 4. Tempo: fast vs. slow

- ❖ Timbre:
 1. explore the sounds created with classroom instruments
- ❖ Form:
 1. same vs. different
 2. repetition vs. contrast
- ❖ Dynamics: loud vs. quiet (soft)
- Want – what do they WANT to know about musical notation?
 - Deeper understanding of identifying, reading and writing ♪ and ♪♪
- Learn – students apply what they have LEARNED about musical notation
 - Students create rhymes/poems and correctly label the ♪ and ♪♪ notation for each word/syllable of their poem/rhyme

The Creating and Performing artistic processes specifically addressed in this unit are displayed below

New York State Learning Standards for the Arts – 2017 **Music**

Creating

Conceiving and developing new artistic ideas and works

Anchor Standard 1: *Generate and conceptualize artistic ideas and work.*

Enduring Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s)

How do musicians generate creative ideas?

Artistic Process

Creating

Process Component

Imagine

Specific Performance Standard

- **MU:Cr1.1.2a:** Generate rhythmic and melodic patterns and musical ideas for a specific purpose.
- **MU:Cr1.1.2b:** Generate musical ideas and patterns within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Anchor Standard 2: *Organize and develop artistic ideas and work.*

Enduring Understanding

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question

How do musicians make creative decisions?

Artistic Process

Creating

Process Component

Plan, Make

Specific Performance Standard

- **MU:Cr2.1.2b:** Use iconic or standard notation and/or recording technology to combine, sequence, and document musical ideas.

Performing

Realizing artistic ideas and work through interpretation and presentation

Anchor Standard 4: *Select, analyze, and interpret artistic work for presentation.*

Enduring Understanding 4.2

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question 4.2

How does understanding the structure and context of musical works inform performance?

Artistic Process 4.2

Performing

Process Component 4.2

Analyze

Specific Performance Standard

- **MU:Pr4.2.2a:** Demonstrate knowledge of music concepts (such as major/minor tonality and meter) in music selected for performance.
- **MU:Pr4.2.2b:** When analyzing selected music, read and perform rhythmic and melodic patterns, using iconic or standard notation, as appropriate to the musical tradition.

Enduring Understanding 4.3

Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question 4.3

How do performers interpret musical works?

Artistic Process 4.3

Performing

Process Component 4.3

Interpret

Specific Performance Standard

- **MU:Pr4.3.2a:** Demonstrate knowledge of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Anchor Standard 5: *Develop and refine artistic techniques and work for presentation.*

Enduring Understanding 5.1

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions 5.1

When is a performance judged ready to present?

How do musicians improve the quality of their performance?

Artistic Process 5.1

Performing

Process Component 5.1

Rehearse, Evaluate, Refine

Specific Performance Standard

- **MU:Pr5.1.2a:** Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- **MU:Pr5.1.2b:** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Anchor Standard 6: *Convey meaning through the presentation of artistic work.*

Enduring Understanding 6.1

Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

Essential Questions 6.1

How are expressive intent and technical accuracy demonstrated through the Artistic Process sharing of prepared musical work?

How do context and the manner in which musical work is presented influence audience response?

Artistic Process 6.1

Performing

Process Component 6.1

Present

Specific Performance Standard

- **MU:Pr6.1.2a:** Perform music for a specific purpose with expression and technical accuracy.
- **MU:Pr6.1.2b:** Perform appropriately for the audience and purpose.

Additional Essential Questions:

- How can words become rhythmic?
- How are quarter rhythms and eighth rhythms different?
- How can I transfer rhythm patterns to words?
- Can you have rhythm without beat?
- What inspires someone to create a piece of music?
- Why do we listen to music?
- How can music tell a story?
- How does culture affect music?
- What criteria do we use to evaluate a performance?
- Why do people have different interpretations of the same piece?
- How can appropriate music vocabulary help in discussing musical evaluation with others?

Additional Enduring Understandings:

- Rhythm is the fundamental element of music.
- Reading and notating music are essential to music literacy.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Improvisation and composition enable musicians to express original musical ideas.
- Learning to read and notate music helps musicians comprehend and express the universal language of music. Knowledge and understanding of music notation are essential to music literacy.
- Music is an important element of the historical and cultural record of humankind.
- The depth of musical knowledge one possesses impacts how, and to what degree, one analyzes, describes, and evaluates music.

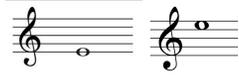
Assessments:

Formative assessments will be used throughout the 12 partial class periods. Teacher will assess student ability to identify, create, read, compose, write and perform ♩ and ♪♪ rhythms, through student singing, use of rubrics, checklists, and questioning techniques.

NYSSMA Sequential Guide Tasks

Singing:

- Pentatonic and Major tonality songs



- Range e¹-e²
- Correct singing posture
- Read simple rhythmic patterns
- Ostinati, rounds

Instruments:

- Demonstrate appropriate playing technique on, and care of classroom instruments (e.g. mallet grip, tambourine hold)
- Produce characteristic sound on classroom instrument(s)
- Perform songs utilizing ♩ and ♪♪
- Read simple rhythmic patterns
- Express a story using instruments and voice

Listening:

- Differentiate between long and short sounds
- Critically respond to others' performances
- Follow written musical notation while listening to a recording or performance
- Identify classroom instrument families by sight and sound

Rhythm:

- ♪
- ♪♪

Beat:

- steady

Timbre:

- Identify classroom instruments by sight and sound
- Experiment with different instrument sounds

Form:

- AB
- ABA
- rounds
- repeat signs 

Harmony:

- melody vs. accompaniment

Dynamics:

- crescendo 
- decrescendo 

History/Culture/Style:

- Interdisciplinary connections
- Listen to genres, including orchestral, choral, jazz, world and popular music
- Patriotic music
- Expanded repertoire of folk songs of different cultures
- Dramatic interpretation

Creating:

1) Movement

- Move to the beat
- Move to the rhythm
- Move to slow change

2) Improvising

- Improvise a response to a given call
- Improvise rhythmic patterns

3) Composing

- Audiate simple rhythmic compositions

Additional Considerations:

1. The initial exposure to formal music instruction for children in America begins in the general music classroom setting. This is an integral component of the child’s music education experience. When general music at the earliest age is done effectively, it is most powerful where comprehensive experiences lead to true musical learning and enduring understandings. A quality music education environment for children will create a lasting impression that will provide a long-term valuing for the joy of music. While this exemplar focuses on the work of Dr. John Feierabend and his *Conversational Solfege* method for teaching music literacy, the widely-recognized music teaching and learning approaches of Zoltán Kodály, Carl Orff, Emile Jaques-Dalcroze and Edwin Gordon contribute significantly to the ideal entirety of a music education, and we encourage all of these forms of music education as a pathway for fostering robust music education experiences for children.

This particular exemplar focuses on music literacy strategies utilizing Dr. Feierabend’s *Conversational Solfege*, a 12-step approach to attaining music literacy. However, these activities are designed to make up only a portion of each music lesson. Recommended time spent on these specific activities is included in the exemplar, and it is highly recommended and encouraged that music educators fill out the remainder of each lesson with joyful and active music making experiences including folk dancing, singing songs, movement exploration, instrumental performing, singing games, play parties, listening activities, improvisation, composition, music technology, etc.

2. The repertoire in this exemplar includes folk songs and poems from *Conversational Solfege*, Level I; John Feierabend; GIA Publications, 2001. A full list of suggested repertoire is included in Appendix C. It is encouraged that the music educator substitutes any of the included material from his/her own resources, provided that the repertoire selected specifically includes only patterns that include quarter notes and paired eighth notes.

3. The objectives and learning activities included in the Sequential Lesson Plan are based on Dr. John Feierabend’s *Conversational Solfege*, a 12-step approach to attaining music literacy. A detailed outline of these 12 Steps of Music Literacy can be found in Appendix B. Additionally, all the notated patterns, rhymes and songs used throughout the exemplar can be located in Appendix D.

Sequential Lesson Plan					
Lesson #	Goals & Objectives	Learning Activities <i>(Incorporating the sequential 12 steps of Music Literacy from “Conversational Solfege.” See Appendix B for detailed descriptions of each of the 12 steps.)</i>	Formative Assessments	Sequential Guide for Music Instruction	New York State Learning Standards for the Arts
1 (8-12 minutes)	1) The students will sing, “Yankee Doodle,” at the 75% level of accuracy.	<p>1) Readiness – Rote – Rhythm: <u>Learn This Song</u></p> <ul style="list-style-type: none"> • Teacher presents “Yankee Doodle” by rote. • Students sing “Yankee Doodle.” 	<p><input checked="" type="checkbox"/> Learning Activity 1 is the Formative Assessment portion of the lesson.</p> <p>Teacher assesses as students sing individually or in small groups. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Sing alone and with others (Singing)</p> <p>Correct singing posture (Singing)</p> <p>Taking turns (e.g. I sing, you sing) (Listening)</p> <p>Range e¹ – e² (Singing)</p>	<p>Pr5, Pr6</p> <p>Pr5, Pr6</p> <p>Pr5, Pr6</p> <p>Pr5, Pr6</p>

	<p>2) The students will speak the rhyming poem, “Miss White,” at the 85% level of accuracy.</p> <p>3) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 75% level of accuracy.</p> <p>4) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 75% level of accuracy.</p>	<p>2) Readiness – Rote – Rhythm: <u>Learn This Rhyme</u></p> <ul style="list-style-type: none"> • Teacher presents “Miss White” by rote. • Students speak “Miss White.” <p>3) Conversational Solfege – Rote – Rhythm: <u>Echo Me</u></p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with rhythm syllables. • Students repeat each pattern with rhythm syllables. <p>4) Conversational Solfege – Rote – Rhythm: <u>Knowing When Not To Speak</u></p> <ul style="list-style-type: none"> • Teacher asks class to stand. • Teacher speaks a “special pattern” with rhythms syllables. • Students repeat the “special pattern” 		<p>Nursery rhymes (History, Culture, Style)</p> <p>Echo tonal patterns on words and neutral syllables (Speaking Rhythm Syllables)</p> <p>Echo tonal patterns on words and neutral syllables (Speaking Rhythm Syllables)</p>	<p>Pr5 Cn11</p> <p>Pr5, Pr6</p> <p>Pr5, Pr6</p>
--	---	---	--	---	---

		<ul style="list-style-type: none">• Teacher speaks many different patterns with rhythm syllables and tells the students to repeat every pattern except the “special pattern.”• Students repeat every pattern except the “special pattern.”• Students who mistakenly repeat the “special pattern” sit down.• The last student standing is the winner.			
--	--	---	--	--	--

Formative Assessment – Lesson 1
Conversational Solfege, Step 1: Readiness – Rote
Song/Poem Performance

Student Task: Students perform songs or poems learned by rote.

Teacher Task: The teacher will listen and evaluate the student performances using the following Poem Rhythm and Song Tonal and Rhythm Rubrics:

Poem: Rhythm Rubric

The student’s poem performance:

4	maintained consistent beat and precise rhythms.
3	maintained consistent beat, but rhythms lacked precision.
2	demonstrated difficulty maintaining beat and/or included some incorrect rhythms.
1	lacked consistent beat and included many incorrect rhythms.

Song: Rhythm Rubric

The student’s syllable performance:

4	maintained consistent beat and precise rhythms.
3	maintained consistent beat, but rhythms lacked precision.
2	demonstrated difficulty maintaining beat and/or included some incorrect rhythms.
1	lacked consistent beat and included many incorrect rhythms.

Song: Tonal Rubric

The student’s syllable performance:

4	maintained a given tonal center and correct tones with precise intonation.
3	maintained a given tonal center but lacked precise intonation.
2	demonstrated difficulty maintaining a given tonal center and/or included some incorrect pitches.
1	did not maintain a given tonal center and included incorrect pitches.

<p>2 (10-14 minutes)</p>	<p>1) The students will sing, “Yankee Doodle,” at the 85% level of accuracy.</p>	<p>1) Readiness – Rote – Rhythm: <u>Learn This Song</u></p> <ul style="list-style-type: none"> • Teacher presents “Yankee Doodle” by rote. • Students sing “Yankee Doodle.” 	<p><i>Students should be performing song with increased rhythmic, tonal and lyrical accuracy.</i></p>	<p>Sing alone and with others (Singing)</p> <p>Correct singing posture (Singing)</p> <p>Taking turns (e.g. I sing, you sing) (Listening)</p> <p>Range e¹ – e² (Singing)</p>	<p>Pr5, Pr6</p> <p>Pr5, Pr6</p> <p>Pr5, Pr6</p> <p>Pr5, Pr6</p>
	<p>2) The students will speak the rhyming poem, “Miss White,” at the 90% level of accuracy.</p>	<p>2) Readiness – Rote – Rhythm: <u>Learn This Rhyme</u></p> <ul style="list-style-type: none"> • Teacher presents “Miss White” by rote. • Students speak “Miss White.” 	<p><i>Students should be performing poem with increased rhythmic and lyrical accuracy.</i></p>	<p>Nursery rhymes (History, Culture, Style)</p>	<p>Pr5 Cn11</p>

	<p>3) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 80% level of accuracy.</p>	<p>3) Conversational Solfege – Rote – Rhythm: Echo Me</p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with rhythm syllables. • Students repeat each pattern with rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 3 is the Formative Assessment portion of the lesson. Teacher assesses as students repeat each pattern individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Echo tonal patterns on words and neutral syllables (Speaking Rhythm Syllables)</p>	<p>Pr5, Pr6</p>
--	--	---	---	---	-----------------

	<p>4) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 80% level of accuracy.</p>	<p>4) Conversational Solfege – Rote – Rhythm: Body Percussion</p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with rhythm syllables while performing matching body percussion (clap, snap, patchen, stamp). • Students repeat the rhythm syllables and the body percussion. • Teacher could also speak the rhythm patterns with syllables without body percussion. • Students could then repeat the patterns and at the same time create body percussion to match the rhythm pattern. 		<p>Echo tonal patterns on words and neutral syllables (Speaking Rhythm Syllables)</p> <p>Move to the beat</p> <p>Improvising vocal, instrumental and body percussion patterns</p>	<p>Pr5</p> <p>Pr4 Re8</p> <p>Cr1, Cr2</p>
--	--	--	--	---	---

	<p>5) The students will conversationally decode the familiar “Patterns Set 1A,” using rhythm syllables at the 60% level of accuracy.</p>	<p>5) Conversational Solfege – Decode/Familiar – Rhythm: <u>Spell This</u></p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with neutral syllables or plays rhythm patterns on an instrument. • Students speak each pattern back with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>
	<p>6) The students will conversationally decode the familiar song “Yankee Doodle,” phrase by phrase, using rhythm syllables at the 50% level of accuracy.</p>	<p>6) Conversational Solfege – Decode/Familiar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher sings “Yankee Doodle” phrase by phrase. • Students repeat each phrase with rhythm syllables. 		<p>Offer verbal response or reflection to musicsamples (Listening)</p>	<p>Re7, Re8</p>

Formative Assessment – Lesson 2

Conversational Solfege, Step 2: Conversational Solfege – Rote

Student Task: Students echo respond to a teacher’s model rhythm pattern using rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>3 (8-12 minutes)</p>	<p>1) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 95% level of accuracy.</p>	<p>1) Conversational Solfege – Rote – Rhythm: Echo Me</p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with rhythm syllables. • Students repeat each pattern with rhythm syllables. 		<p>Echo tonal patterns on words and neutral syllables (matching pitch) (Singing)</p>	<p>Pr5, Pr6</p>
	<p>2) The students will echo, “Patterns Set 1A,” with rhythm syllables at the 95% level of accuracy.</p>	<p>2) Conversational Solfege – Rote – Rhythm: Clap for Your Syllable</p> <ul style="list-style-type: none"> • Teacher speaks rhythm patterns with rhythm syllables and asks class to repeat each pattern, but also asks the class to clap each time a particular syllable occurs. (Students could clap and speak the syllable or clap an inner hear the syllable.) • Teacher assigns different groups to clap on different syllables while repeating patterns. 		<p>Echo tonal patterns on words and neutral syllables (matching pitch) (Singing)</p>	<p>Pr5, Pr6</p>

	<p>3) The students will conversationally decode the familiar “Patterns Set 1A,” using rhythm syllables at the 80% level of accuracy.</p>	<p>3) Conversational Solfege – Decode/Familiar – Rhythm: <u>Jungle Messages</u></p> <ul style="list-style-type: none"> • Teacher plays rhythm patterns on an instrument. • Students speak each pattern back with rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 3 is the Formative Assessment portion of the lesson. Teacher assesses as students decode rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Pr5 Re7, Re8</p>
	<p>4) The students will conversationally decode the familiar song “Yankee Doodle,” phrase by phrase, using rhythm syllables at the 75% level of accuracy.</p>	<p>4) Conversational Solfege – Decode/Familiar – Rhythm: <u>Mixed Signals</u></p> <ul style="list-style-type: none"> • Students sing a familiar song • Students switch to inner hearing when teacher claps. • Students switch to rhythm syllables when teacher taps legs. • Students switch to text when teacher snaps fingers. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>

	<p>5) The students will conversationally decode the familiar rhyming poem, “Miss White,” phrase by phrase, using rhythm syllables at the 70% level of accuracy.</p>	<p>5) Conversational Solfege – Decode/Familiar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher speaks “Miss White” phrase by phrase. • Students repeat each phrase with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>
--	---	--	--	---	-----------------

Formative Assessment – Lesson 3
Step 3: Conversational Solfege – Decode Familiar

Student Task: Students echo respond to a teacher’s model of familiar rhythm pattern using rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>4 (8-12 minutes)</p>	<p>1) The students will conversationally decode the familiar “Patterns Set 1A,” using rhythm syllables at the 90% level of accuracy.</p> <p>2) The students will conversationally decode the familiar rhyming poem, “Miss White,” phrase by phrase, using rhythm syllables at the 85% level of accuracy.</p>	<p>1) Conversational Solfege – Decode/Familiar – Rhythm: <u>Jungle Messages</u></p> <ul style="list-style-type: none"> • Teacher plays rhythm patterns on an instrument. • Students speak each pattern back with rhythm syllables. <p>2) Conversational Solfege – Decode/Familiar – Rhythm: <u>Now Feel This</u></p> <ul style="list-style-type: none"> • Teacher taps a rhythm pattern from “Miss White” on each student’s shoulders. • Each student decodes and speaks the pattern with rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 2 is the Formative Assessment portion of the lesson. Teacher assesses as students decode rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Offer verbal response or reflection to music samples (Listening)</p> <p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p> <p>Pr5 Re7, Re8</p>
------------------------------------	--	---	--	---	---

	<p>3) The students will conversationally decode the unfamiliar “Patterns Set 1B,” using rhythm syllables at the 25% level of accuracy.</p>	<p>3) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Body Percussion Patterns</u></p> <ul style="list-style-type: none"> • Teacher performs a rhythm pattern using body percussion (clap, snap, patchen, or stamp). • Students repeat each pattern both with body percussion and with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>
	<p>4) The students will conversationally decode the unfamiliar song “Closet Key,” phrase by phrase, using rhythm syllables at the 50% level of accuracy.</p>	<p>4) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher sings “Closet Key” phrase by phrase. • Students repeat each phrase with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>

Formative Assessment – Lesson 4
Step 3: Conversational Solfege – Decode Familiar

Student Task: Students echo respond to a teacher’s model of familiar rhythm pattern using rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>5 (8-12 minutes)</p>	<p>1) The students will conversationally decode the unfamiliar “Patterns Set 1B,” using rhythm syllables at the 60% level of accuracy.</p>	<p>1) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Jungle Messages</u></p> <ul style="list-style-type: none"> • Teacher plays rhythm patterns on an instrument. • Students speak each pattern back with rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 1 is the Formative Assessment portion of the lesson. Teacher assesses as students decode rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Pr5 Re7, Re8</p>
	<p>2) The students will conversationally decode the unfamiliar song “Closet Key,” phrase by phrase, using rhythm syllables at the 80% level of accuracy.</p>	<p>2) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher sings “Closet Key” phrase by phrase. • Students repeat each phrase with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p>

	<p>3) The students will conversationally decode the unfamiliar rhyming poem, “See a Pin,” phrase by phrase, using rhythm syllables at the 60% level of accuracy.</p> <p>4) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 60% level of accuracy.</p>	<p>3) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher speaks “See a Pin” phrase by phrase. • Students repeat each phrase with rhythm syllables. <p>4) Conversational Solfege – Create – Rhythm: <u>Think for Yourself</u></p> <ul style="list-style-type: none"> • Teacher speaks a four-beat rhythm pattern with rhythm syllables. • Students create rhythm patterns with rhythm syllables that are different from the pattern the teacher speaks. 		<p>Offer verbal response or reflection to music samples (Listening)</p> <p>Improvising vocal, instrumental and body percussion patterns (Creating)</p> <p>Call and response (vocal, instrumental, or body percussion) (Creating)</p>	<p>Re7, Re8</p> <p>Cr1, Cr2</p> <p>Cr1, Cr2</p>
--	---	---	--	--	---

	<p>5) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 60% level of accuracy.</p>	<p>5) Conversational Solfege – Create – Rhythm: <u>Question/Answer</u></p> <ul style="list-style-type: none"> • Teacher performs a four-beat rhythm pattern with rhythm syllables as if asking a question. • Individual students create a different four-beat pattern with rhythm syllables as if answering. 		<p>Improvising vocal, instrumental and body percussion patterns (Creating)</p> <p>Call and response (vocal, instrumental, or body percussion) (Creating)</p>	<p>Cr1, Cr2</p> <p>Cr1, Cr2</p> <p>Pr6</p>
--	--	--	--	--	--

Formative Assessment – Lesson 5

Step 4: Conversational Solfege – Decode Unfamiliar

Student Task: Students echo respond to a teacher’s model of unfamiliar rhythm pattern using rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>6 (10-14 minutes)</p>	<p>1) The students will conversationally decode the unfamiliar “Patterns Set 1B,” using rhythm syllables at the 85% level of accuracy.</p> <p>2) The students will conversationally decode the unfamiliar rhyming poem, “See a Pin,” phrase by phrase, using rhythm syllables at the 85% level of accuracy.</p>	<p>1) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Now Feel This</u></p> <ul style="list-style-type: none"> • Teacher taps a rhythm pattern on each student’s shoulders. • Each student decodes and speaks the pattern with rhythm syllables. <p>2) Conversational Solfege – Decode/Unfamiliar – Rhythm: <u>Phrase by Phrase</u></p> <ul style="list-style-type: none"> • Teacher speaks “See a Pin” phrase by phrase. • Students repeat each phrase with rhythm syllables. 		<p>Offer verbal response or reflection to music samples (Listening)</p> <p>Offer verbal response or reflection to music samples (Listening)</p>	<p>Re7, Re8</p> <p>Re7, Re8</p>
-------------------------------------	---	--	--	---	---------------------------------

	<p>3) The students will conversationally create four-beat patterns using rhythm syllables at the 70% level of accuracy.</p>	<p>3) Conversational Solfege – Create – Rhythm: <u>Think for Yourself, But Don't Change This</u></p> <ul style="list-style-type: none"> • Teacher speaks four-beat patterns with rhythm syllables. • Students take turns creating rhythm patterns with rhythm syllables that are different from each pattern the teacher speaks, but: <ul style="list-style-type: none"> ➤ The first beat is the same. ➤ The last beat is the same. ➤ The first and last beats are the same. ➤ The first two beats are the same. ➤ The first and third beats are the same. ➤ The last two beats are the same. ➤ The second and third beats are the same. ➤ Students continue until all have created a four-beat pattern. 		<p>Improvising vocal, instrumental and body percussion patterns (Creating)</p> <p>Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)</p>	<p>Cr1, Cr2</p> <p>Cr1, Cr2</p>
--	---	---	--	---	---------------------------------

	<p>4) The students will conversationally create four-beat patterns using rhythm syllables at the 70% level of accuracy.</p>	<p>4) Conversational Solfege – Create – Rhythm: <u>Create a Pattern That Includes...</u></p> <ul style="list-style-type: none"> • Individual students create rhythm patterns with rhythm syllables with one of the following restrictions: <ul style="list-style-type: none"> ➤ Begin the pattern with a specific rhythm pattern. ➤ End the pattern with a specific rhythm pattern. ➤ Use a specific rhythm only once in the pattern. ➤ Use a specific rhythm pattern anywhere except the first and last beats. ➤ Make the rhythm of the first and last beats the same. ➤ Make the rhythm of the first two beats the same. ➤ Make the rhythm of the first and third beats the same. ➤ Make the rhythm of the last two beats the same. ➤ Make the rhythm of the second and third beats the same. 	<p><input checked="" type="checkbox"/> Learning Activity 4 is the Formative Assessment portion of the lesson. Teacher assesses as students create rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Improvising vocal, instrumental and body percussion patterns (Creating)</p> <p>Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)</p>	<p>Cr1, Cr2 Pr6</p> <p>Cr1, Cr2 Pr5, Pr6</p>
--	---	--	--	---	--

	<p>5) The students will look at “Patterns Set 1A” and read/speak each pattern with rhythm syllables at the 85% level of accuracy.</p>	<p>5) Reading – Rote – Rhythm: <u>Read Patterns from Projector</u></p> <ul style="list-style-type: none"> • Students look at projected notation. • Students think each pattern while the teacher reads the patterns with rhythm syllables and then the students speak each pattern aloud with rhythm syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>6) The students will read and decode the familiar “Patterns Set 1A,” using rhythm syllables at the 70% level of accuracy.</p>	<p>6) Reading – Decode/Familiar – Rhythm: <u>Read Patterns from Projector</u></p> <ul style="list-style-type: none"> • Students look at projected notation with rhythm patterns. • Students think each pattern then read each pattern aloud with rhythm syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>

Formative Assessment – Lesson 6
Step 5: Conversational Solfege – Create

Student Task: Students perform original rhythm patterns that are conformed to specific guidelines using correct rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student created an original pattern that:

4	that was accurate according to specific guidelines and included consistent beat.
3	that was nearly accurate according to specific guidelines and/or lacked consistent beat.
2	that was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p style="text-align: center;">7 (15-18 minutes)</p>	<p>1) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 80% level of accuracy.</p>	<p>1) Conversational Solfege – Create – Rhythm: <u>Drop and Add</u></p> <ul style="list-style-type: none"> • Teacher speaks four-beat patterns with rhythm syllables. • A student speaks the last two beats and creates two additional beats with rhythm syllables. • The next student speaks the pervious student’s last two beats with rhythm syllables and adds two more beats with rhythm syllables. • Students continue until all have created four-beat patterns 		<p>Improvise a vocal or instrumental response to a given call (Creating)</p>	<p>Cr1, Cr2 Pr5</p>
---	--	---	--	--	-------------------------

	<p>2) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 80% level of accuracy.</p>	<p>2) Conversational Solfege – Create – Rhythm: <u>Walk the Plank</u></p> <ul style="list-style-type: none"> • Teacher plays a recording of instrumental music with a consistent tempo that is comfortable for the students to walk with the beat. • Students line up and one at a time “walk the imaginary plank” while creating (speaking) rhythm patterns. 	<p><input checked="" type="checkbox"/> Learning Activity 2 is the Formative Assessment portion of the lesson. Teacher assesses as students create rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Audiate simple melodic and/or rhythmic compositions using musical elements (Creating)</p> <p>Improvising vocal, instrumental and body percussion patterns (Creating)</p>	<p>Cr1, Cr2</p> <p>Cr1, Cr2</p> <p>Pr5, Pr6</p>
--	--	---	--	---	---

	<p>3) The students will look at “Patterns Set 1A” and read/speak each pattern with rhythm syllables at the 95% level of accuracy.</p>	<p>3) Reading – Rote – Rhythm: <u>Read Patterns from Projector</u></p> <ul style="list-style-type: none"> • Students look at projected notation. • Students think each pattern while the teacher reads the patterns with rhythm syllables and then the students speak each pattern aloud with rhythm syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>4) The students will read and decode the familiar “Patterns Set 1A,” using rhythm syllables at the 80% level of accuracy.</p>	<p>4) Reading – Decode/Familiar – Rhythm: <u>Read Patterns from Projector</u></p> <ul style="list-style-type: none"> • Students look at projected notation with rhythm patterns. • Students think each pattern then read each pattern aloud with rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 4 is the Formative Assessment portion of the lesson. Teacher assesses as students read rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>

	<p>5) The students will read and decode the familiar song “Yankee Doodle,” using rhythm syllables at the 75% level of accuracy.</p>	<p>5) Reading – Decode/Familiar – Rhythm: <u>Antiphonal Reading</u></p> <ul style="list-style-type: none"> • Teacher divides the class in two sections and assigns each section to speak only: <ul style="list-style-type: none"> ➤ Specific beats. ➤ Specific rhythm patterns when they occur. ➤ Alternate measures. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>6) The students will read and decode the familiar poem “Miss White,” using rhythm syllables at the 75% level of accuracy.</p>	<p>6) Reading – Decode/Familiar – Rhythm: <u>Secret Patterns</u></p> <ul style="list-style-type: none"> • Teacher distributes flashcards to the students that contain the four rhythmic phrases contained in the poem. • Students read their card (audiate), memorize their pattern and hide their card. • Students then begin to 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

		<p>walk around the classroom saying their pattern to one another.</p> <ul style="list-style-type: none">• When students have found the other students who share their same rhythm, they confirm by showing their flashcards, then sit in a group.			
--	--	---	--	--	--

Formative Assessment #1 – Lesson 7
Step 5: Conversational Solfege – Create

Student Task: Students perform original rhythm patterns that are conformed to specific guidelines using correct rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student created an original pattern that:

4	that was accurate according to specific guidelines and included consistent beat.
3	that was nearly accurate according to specific guidelines and/or lacked consistent beat.
2	that was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

Formative Assessment #2 – Lesson 7

Step 7: Reading – Decode Familiar

Student Task: Students will look at notated patterns and then perform the notated rhythm patterns with appropriate rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student's rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student's syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>8 (12-18 minutes)</p>	<p>1) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 90% level of accuracy.</p>	<p>1) Conversational Solfege – Create – Rhythm: Don't Repeat Me</p> <ul style="list-style-type: none"> • Students stand in a circle. One holds a bean bag and creates a rhythm pattern with rhythm syllables, then tosses the bean bag to someone else in the circle and sits down. • The student who catches the bean bag must create a pattern that is different than the one created by the person who tossed the bean bag. After creating the pattern, they toss the bean bag to another student who is standing and then they sit down. • Students continue until all have had a turn. 	<p><input checked="" type="checkbox"/> Learning Activity 1 is the Formative Assessment portion of the lesson. Teacher assesses as students create rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Improvise a vocal or instrumental response to a given call (Creating)</p>	<p>Cr1, Cr2 Pr5, Pr6</p>
-------------------------------------	--	---	--	--	------------------------------

	<p>2) The students will read and decode the familiar “Patterns Set 1A,” using rhythm syllables at the 90% level of accuracy.</p>	<p>2) Reading – Decode/Familiar – Rhythm: <u>Read and Remember</u></p> <ul style="list-style-type: none"> • Teacher displays a flashcard with a rhythm pattern. • Teacher gives the students four beats to “think” the pattern with rhythm syllables. • Teacher lowers the flashcard from view and students speak the pattern <i>aloud</i>. 	<p><input checked="" type="checkbox"/> Learning Activity 2 is the Formative Assessment portion of the lesson. Teacher assesses as students read rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>
	<p>3) The students will read and decode the familiar song “Yankee Doodle,” using rhythm syllables at the 90% level of accuracy.</p>	<p>3) Reading – Decode/Familiar – Rhythm: <u>Stop and Go</u></p> <ul style="list-style-type: none"> • <i>While students read rhythm of the song, teacher asks student to:</i> <ul style="list-style-type: none"> ➢ Alternate measures singing aloud and inner hearing. ➢ Sing only specific beats and inner hear the rest. ➢ Sing only specific rhythm patterns and inner hear the rest. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

	<p>4) The students will read and decode the familiar poem “Miss White,” using rhythm syllables at the 90% level of accuracy.</p>	<p>4) Reading – Decode/Familiar – Rhythm: <u>I Think I Made an Error</u></p> <ul style="list-style-type: none"> <i>The class follows along while the teacher reads aloud but makes an alteration.</i> <i>Class identifies where the error was made and speaks the pattern correctly.</i> 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5 Re9</p>
	<p>5) The students will read and decode the familiar song “Closet Key,” using rhythm syllables at the 80% level of accuracy.</p>	<p>5) Reading – Decode/Familiar – Rhythm: <u>Clap for Your Rhythm</u></p> <ul style="list-style-type: none"> <i>Students read rhythm patterns and clap each time a particular rhythm syllable occurs.</i> <i>Teacher assigns different groups to clap for different rhythm syllables.</i> 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

	<p>6) The students will read and decode the familiar poem “See A Pin,” using rhythm syllables at the 80% level of accuracy.</p>	<p>6) Reading – Decode/Familiar – Rhythm: <u>Antiphonal Reading</u></p> <ul style="list-style-type: none"> • <i>Teacher divides the class in two sections and assigns each section to speak only:</i> <ul style="list-style-type: none"> ➤ Specific beats. ➤ Specific rhythm patterns when they occur. ➤ Alternate measures. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>7) The students will read and decode the unfamiliar “Patterns Set 1B,” using rhythm syllables at the 60% level of accuracy.</p>	<p>7) Reading – Decode/Unfamiliar – Rhythm: <u>Read Patterns from Projector</u></p> <ul style="list-style-type: none"> • Students look at projected notation with rhythm patterns. • Students think each pattern then read each pattern aloud with rhythm syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

Formative Assessment #1 – Lesson 8
Step 5: Conversational Solfege – Create

Student Task: Students perform original rhythm patterns that are conformed to specific guidelines using correct rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student created an original pattern that:

4	that was accurate according to specific guidelines and included consistent beat.
3	that was nearly accurate according to specific guidelines and/or lacked consistent beat.
2	that was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

Formative Assessment #2 – Lesson 8

Step 7: Reading – Decode Familiar

Student Task: Students will look at notated patterns and then perform the notated rhythm patterns with appropriate rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p style="text-align: center;">9 (18-22 minutes)</p>	<p>1) The students will conversationally create four-beat rhythm patterns using rhythm syllables at the 95% level of accuracy.</p> <p>2) The students will read and decode the familiar song “Closet Key,” using rhythm syllables at the 90% level of accuracy.</p>	<p>1) Conversational Solfege – Create – Rhythm: <u>Cooperative Creation</u></p> <ul style="list-style-type: none"> • Students assemble in groups of four. • Each student creates a four-beat pattern and teaches it to the others in the group. • Students decide on an order of the four patterns. • Each group performs the four patterns in sequence for the rest of the class. <p>2) Reading – Decode/Familiar – Rhythm: <u>Clap for Your Rhythm</u></p> <ul style="list-style-type: none"> • Students read rhythm patterns and clap each time a particular rhythm syllable occurs. • Teacher assigns different groups to clap for different rhythm syllables. 	<p><input checked="" type="checkbox"/> Learning Activity 1 is the Formative Assessment portion of the lesson. Teacher assesses as students create rhythm patterns individually.</p> <p><i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Improvise a vocal or instrumental response to a given call (Creating)</p> <p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Cr1, Cr2</p> <p>Pr5</p>
---	---	--	---	--	----------------------------

	<p>3) The students will read and decode the familiar poem “See A Pin,” using rhythm syllables at the 95% level of accuracy.</p>	<p>3) Reading – Decode/Familiar – Rhythm: <u>Antiphonal Reading</u></p> <ul style="list-style-type: none"> • Teacher divides the class in two sections and assigns each section to speak only: <ul style="list-style-type: none"> ➤ Specific beats. ➤ Specific rhythm patterns when they occur. ➤ Alternate measures. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>4) The students will read and decode the unfamiliar “Patterns Set 1B,” using rhythm syllables at the 80% level of accuracy.</p>	<p>4) Reading – Decode/Unfamiliar – Rhythm: <u>Read in Canon</u></p> <ul style="list-style-type: none"> • Teacher displays a flashcard with a four-beat rhythm pattern. • Students “think” the pattern with rhythm syllables. • Teacher shows the next flashcard. While student look at second flashcard, they speak the rhythm pattern of the first flashcard. 	<p><input checked="" type="checkbox"/> Learning Activity 4 is the Formative Assessment portion of the lesson. Teacher assesses as students read rhythm patterns individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>

	<p>5) The students will read and decode the unfamiliar song “The Bridge of Avignon,” using rhythm syllables at the 65% level of accuracy.</p>	<p>Students then speak the rhythm pattern of the second flashcard while looking at the third flashcard (and so on).</p> <p>5) Reading - Decode/Unfamiliar - Rhythm: <u>Animal Rhythms</u></p> <ul style="list-style-type: none"> • Students read rhythm patterns with rhythm syllables but substitute an animal sound for a particular rhythm syllable each time it occurs. • Teacher assigns different groups of students to perform different animal sounds for different syllables. • Teacher also assigns different non-pitched percussion instruments for different syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
--	---	--	--	---	------------

	<p>6) The students will copy and write the rhythm of the familiar poem “Miss White,” using correct note heads, stems and beams, at the 70% level of accuracy.</p>	<p>6) Writing – Rote – Rhythm: <u>Copy This Rhyme</u></p> <ul style="list-style-type: none"> • Teacher distributes a worksheet with a rhyme and its corresponding rhythm notation. • Students copy the rhythm notation. • Students speak the pattern with rhythm syllables after writing it. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
--	---	---	--	--	------------

Formative Assessment #1 – Lesson 9
Step 5: Conversational Solfege – Create

Student Task: Students perform original rhythm patterns that are conformed to specific guidelines using correct rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student created an original pattern that:

4	that was accurate according to specific guidelines and included consistent beat.
3	that was nearly accurate according to specific guidelines and/or lacked consistent beat.
2	that was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

Formative Assessment #2 – Lesson 9
Step 8: Reading – Decode Unfamiliar

Student Task: Students will look at notated patterns and then perform the notated rhythm patterns with appropriate rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

<p>10 (14-18 minutes)</p>	<p>1) The students will read and decode the unfamiliar song “The Bridge of Avignon,” using rhythm syllables at the 80% level of accuracy.</p> <p>2) The students will read and decode the unfamiliar poem “Two, Four, Six, Eight,” using rhythm syllables at the 75% level of accuracy.</p>	<p>1) Reading – Decode/Unfamiliar – Rhythm: <u>Stop and Go</u></p> <ul style="list-style-type: none"> • While students read rhythm of the song, teacher asks student to: <ul style="list-style-type: none"> ➤ Alternate measures singing aloud and inner hearing. ➤ Sing only specific beats and inner hear the rest. ➤ Sing only specific rhythm patterns and inner hear the rest. <p>2) Reading – Decode/Unfamiliar – Rhythm: <u>Retrograde Reading</u></p> <ul style="list-style-type: none"> • Students read rhythm of the rhyme backwards. • Teacher divides the class in two groups. One group reads the rhythm forward while the other group reads the rhythm backwards. 	<p><input checked="" type="checkbox"/> Learning Activity 1 is the Formative Assessment portion of the lesson. Teacher assesses as students read rhythm of the song individually.</p> <p><i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p> <p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p> <p>Pr5</p>
--------------------------------------	---	--	--	---	----------------------------

	<p>3) The students will read and decode the unfamiliar classical listening example, “Can Can,” using rhythm syllables at the 70% level of accuracy.</p>	<p>3) Reading – Decode/Familiar – Rhythm: <u>I Think I Made an Error</u></p> <ul style="list-style-type: none"> • The class follows along while the teacher reads aloud but makes an alteration. • Class identifies where the error was made and speaks the pattern correctly. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5 Re9</p>
	<p>4) The students will copy and write the rhythm of the familiar poem “Miss White,” using correct note heads, stems and beams, at the 85% level of accuracy.</p>	<p>4) Writing – Rote – Rhythm: <u>Copy This Rhyme</u></p> <ul style="list-style-type: none"> • Teacher distributes a worksheet with a rhyme and its corresponding rhythm notation. • Students copy the rhythm notation. • Students speak the pattern with rhythm syllables after writing it. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

	<p>5) The students will decode and write the rhythm of the familiar poem “Miss White,” using correct note heads, stems and beams, at the 75% level of accuracy.</p>	<p>5) Writing – Decode/Familiar – Rhythm: <u>Write This Rhyme</u></p> <ul style="list-style-type: none"> • Teacher distributes a worksheet with a rhyme. • Students decode the rhythm of the rhyme and write the rhythm notation above the words. 	<p><input checked="" type="checkbox"/> Learning Activity 5 is the Formative Assessment portion of the lesson. Teacher assesses as students write rhythmic notation of the poem individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>
--	---	---	---	---	-----------------

Formative Assessment #1 – Lesson 10

Step 8: Reading – Decode Unfamiliar

Student Task: Students will look at notated patterns and then perform the notated rhythm patterns with appropriate rhythm syllables.

Teacher Task: The teacher will listen and evaluate the student performances using the following Rhythm Pattern and Rhythm Syllable Rubrics:

Rhythm Pattern Rubric

The student’s rhythm pattern performance:

4	was accurate and included consistent beat.
3	was nearly accurate and/or lacked consistent beat.
2	was inaccurate and lacked consistent beat.
1	was not recognizable.

Syllable Rubric

The student’s syllable performance:

4	was accurate in the use of syllables with corresponding duration.
3	was nearly accurate with a minimum of misplaced syllables.
2	included a portion of accuracy and a portion of inaccuracy.
1	was completely inaccurate.

Formative Assessment #2 – Lesson 10

Step 10: Writing – Decode Familiar

Student Task: Students write accurate music notation after hearing familiar rhythm patterns. Students will write from a familiar aural example using basic music notation. After hearing and then audiating a familiar rhythmic example, students will write patterns using correct note heads, stems, beams and barlines.

Teacher Task: The teacher will view and evaluate the student performances using the following Rhythm Pattern and Written Notation Rubrics:

Rhythm Pattern Rubric

The student’s notation:

4	was written accurately with no error.
3	was written accurately with minimal error.
2	was written with a portion of accuracy and a portion on inaccuracy.
1	was not recognizable.

Written Notation Rubric

The student’s:

4	written notation included placement of stems, note heads and beams with no error.
3	written notation included placement of stems, note heads and beams with minimal error.
2	written notation included some accurate and some inaccurate placement of stems, note heads and beams.
1	written notation included completely inaccurate placement of stems, note heads and beams.

<p>11 (16-20 minutes)</p>	<p>1) The students will read and decode the unfamiliar song “The Bridge of Avignon,” using rhythm syllables at the 95% level of accuracy.</p>	<p>1) Reading – Decode/Unfamiliar – Rhythm: <u>Animal Rhythms</u></p> <ul style="list-style-type: none"> • Students read rhythm patterns with rhythm syllables but substitute an animal sound for a particular rhythm syllable each time it occurs. • Teacher assigns different groups of students to perform different animal sounds for different syllables. • Teacher also assigns different non-pitched percussion instruments for different syllables. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>2) The students will read and decode the unfamiliar poem “Two, Four, Six, Eight,” using rhythm syllables at the 90% level of accuracy.</p>	<p>2) Reading – Decode/Unfamiliar – Rhythm: <u>Antiphonal Reading</u></p> <ul style="list-style-type: none"> • Teacher divides the class in two sections and assigns each 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

	<p>3) The students will read and decode the unfamiliar classical listening example, “Can Can,” using rhythm syllables at the 85% level of accuracy.</p>	<p>section to speak only:</p> <ul style="list-style-type: none"> ➤ Specific beats. ➤ Specific rhythm patterns when they occur. ➤ Alternate measures. <p>3) Reading - Decode/Unfamiliar - Rhythm: <u>Read Patterns from Projector (with Post It Notes)</u></p> <ul style="list-style-type: none"> • Students look at projected notation. • Students read aloud only: <ul style="list-style-type: none"> ➤ Beats with post it notes. ➤ Beats without post it notes. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
	<p>4) The students will decode and write the rhythm of the familiar poem “Miss White,” using correct note heads, stems and beams, at the 85% level of accuracy.</p>	<p>4) Writing - Decode/Familiar - Rhythm: <u>Popsicle Stick Dictation</u></p> <ul style="list-style-type: none"> • Teacher speaks four-beat phrase from a rhyme. • Students repeat the phrase with rhythm 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>

	<p>5) The students will decode and write the rhythm of the unfamiliar “Patterns Set 1B,” using correct note heads, stems and beams, at the 65% level of accuracy.</p>	<p>syllables.</p> <ul style="list-style-type: none"> Students create the rhythm pattern with popsicle sticks. <p>5) Writing - Decode/Unfamiliar - Rhythm: <u>Write This Pattern</u></p> <ul style="list-style-type: none"> Teacher distributes dry erase boards and dry erase markers. Teacher speaks pattern three times each. Students decode each pattern and write the rhythm notation for each pattern on their dry erase board. 	<p><input checked="" type="checkbox"/> Learning Activity 5 is the Formative Assessment portion of the lesson. Teacher assesses as students write rhythmic notation of the poem individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5, Pr6</p>
--	---	---	---	---	-----------------

	<p>6) The students will create and write four-beat rhythm patterns using “du” (quarter note) and “Du-de” (paired eighth notes) using correct note heads, stems and beams, at the 75% level of accuracy.</p>	<p>6) Writing – Create – Rhythm: Answer the Question</p> <ul style="list-style-type: none"> • Teacher distributes a worksheet with the first half of several phrases written out in rhythm notation. The first half of each phrase is called the question. The second half will be called the answer • Students read each question and write a rhythmic answer for each one on the worksheet. • The class reads the question while individual students take turns reading their created answers. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Cr1, Cr2 Pr5</p>
--	---	---	--	---	-------------------------

Formative Assessment – Lesson 11

Step 10: Writing – Decode Familiar

Student Task: Students write accurate music notation after hearing unfamiliar rhythm patterns. Students will write from an unfamiliar aural example using basic music notation. After hearing and then audiating an unfamiliar rhythmic example, students will write patterns using correct note heads, stems, beams and barlines.

Teacher Task: The teacher will view and evaluate the student performances using the following Rhythm Pattern and Written Notation Rubrics:

Rhythm Pattern Rubric

The student's notation:

4	was written accurately with no error.
3	was written accurately with minimal error.
2	was written with a portion of accuracy and a portion on inaccuracy.
1	was not recognizable.

Written Notation Rubric

The student's:

4	written notation included placement of stems, note heads and beams with no error.
3	written notation included placement of stems, note heads and beams with minimal error.
2	written notation included some accurate and some inaccurate placement of stems, note heads and beams.
1	written notation included completely inaccurate placement of stems, note heads and beams.

<p style="text-align: center;">12 (8-12 minutes)</p>	<p>1) The students will decode and write the rhythm of the unfamiliar “Patterns Set 1B,” using correct note heads, stems and beams, at the 85% level of accuracy.</p>	<p>1) Writing – Decode/Unfamiliar – Rhythm: <u>Human Rhythm</u></p> <ul style="list-style-type: none"> • Teacher speaks a rhythm pattern. • Groups of students decode the pattern and arrange themselves to look like the rhythm pattern: <ul style="list-style-type: none"> ➤ Quarter note = One student stands with arms at sides. ➤ Paired eighth notes = Two students stand next to each other with arms on other’s shoulders. 		<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Pr5</p>
---	---	--	--	---	------------

	<p>2) The students will create and write four-beat rhythm patterns using “du” (quarter note) and “Du-de” (paired eighth notes) using correct note heads, stems and beams, at the 85% level of accuracy.</p>	<p>2) Writing – Create – Rhythm: <u>Create a Pattern That Includes....</u></p> <ul style="list-style-type: none"> • Students write rhythm patterns with one of the following restrictions: <ul style="list-style-type: none"> ➤ Begin the pattern with a specific rhythm pattern. ➤ End the pattern with a specific rhythm pattern. ➤ Use a specific rhythm only once in the pattern. ➤ Make the rhythm of the first and last beats the same. 	<p><input checked="" type="checkbox"/> Learning Activity 2 is the Formative Assessment portion of the lesson. Teacher assesses as students write rhythmic notation of the poem individually. <i>(Formative Assessment Rubric included in the row below.)</i></p>	<p>Read simple pitch and rhythmic patterns on the staff (sol, mi, la) (Singing)</p>	<p>Cr1, Cr2 Pr5, Pr6</p>
--	---	---	---	---	------------------------------

Formative Assessment – Lesson 12

Step 12: Writing – Create

Student Task: Students will create/compose original rhythm patterns, being provided specific guidelines, by writing music notation

Teacher Task: The teacher will view and evaluate the student performances using the following Rhythm Pattern and Written Notation Rubrics:

Rhythm Pattern Rubric

The student:

4	composed original rhythms aligned with instructed guidelines with no error.
3	composed original rhythms aligned with instructed guidelines with minimal error.
2	composed an original rhythm but not consistent with instructed guidelines.
1	was not able to compose original rhythms.

Written Notation Rubric

The student's:

4	written notation included placement of stems, note heads and beams with no error.
3	written notation included placement of stems, note heads and beams with minimal error.
2	written notation included some accurate and some inaccurate placement of stems, note heads and beams.
1	written notation included completely inaccurate placement of stems, note heads and beams.

Appendices

Appendix A – Conversational Solfege Unit Plan Template

Appendix B – Conversational Solfege 12 Steps Explained

Appendix C– Conversational Solfege Unit 1 Index of Potential Repertoire Choices

Appendix D – Songs, poems, and patterns included in the exemplar lesson activities

Appendix A: Conversational Solfege Unit Plan Template

12 Steps Organized Sequentially by Lesson (Week by Week, or Class by Class)
Takes place over 12 class periods

Step # = Which of the 12 steps we are on
CS Page # = what page in the CS book
Lesson # = which class meeting number

Conversational Solfege – Level 1 – General Music

Unit Plan Template	Unit # 1 Class: 2nd Grade General Music
---------------------------	---

Step #	CS Page #	Lesson #			
1. <u>Readiness - Rote</u> (Techniques, CS-1, pp. 19-20)					
1) Yankee Doodle	CS1 - p. 91	1	2		
2) Miss White	CS1 - p. 92	1	2		

Step #	CS Page #	Lesson #			
2. <u>Conversational Solfege - Rote</u> (Techniques, CS-1, pp. 21-24)					
• Patterns Set 1A	CS1 - p. 88	1	2	3	

Step #	CS Page #	Lesson #					
3. Conversational Solfege – Decode/Familiar (Techniques, CS-1, pp. 25-29)							
• Patterns Set 1A	CS1 - p. 88	2	3	4			
1) Yankee Doodle	CS1 - p. 91	2	3				
2) Miss White	CS1 - p. 92	3	4				

Step #	CS Page #	Lesson #					
4. Conversational Solfege – Decode/Unfamiliar (Techniques, CS-1, pp. 25-29)							
• Patterns Set 1B	CS1 - p. 89	4	5	6			
3) Closet Key	CS1 - p. 95	4	5				
4) See a Pin	CS1 - p. 93	5	6				

Step #	CS Page #	Lesson #					
5. Conversational Solfege – Create (Techniques, CS-1, pp. 30-38)							
• Techniques	CS1 - p. 30-38	5	6	7	8	9	

Step #	CS Page #	Lesson #					
6. Reading – Rote (Techniques, CS-1, pp. 39)							
• Patterns Set 1A	CS1 - p. 88	6	7				

Step # CS Page # Lesson #

7. <u>Reading – Decode/Familiar</u> (Techniques, CS-1, pp. 40-49)							
• Patterns Set 1A	CS1 - p. 88	6	7	8			
1) Yankee Doodle	CS1 - p. 91	7	8				
2) Miss White	CS1 - p. 92	7	8				
3) Closet Key	CS1 - p. 95	8	9				
4) See a Pin	CS1 - p. 93	8	9				

Step # CS Page # Lesson #

8. <u>Reading – Decode/Unfamiliar</u> (Techniques, CS-1, pp. 40-49)							
• Patterns Set 1B	CS1 - p. 89	8	9				
5) The Bridge of Avignon	CS1 - p. 99	9	10	11			
6) Two, Four, Six, Eight	CS1 - p. 127	10	11				
• Listening – Can Can	CS1 - p. 131	10	11				

Step # CS Page # Lesson #

9. <u>Writing – Rote</u> (Techniques, CS-1, pp. 50-51)							
2) Miss White	CS1 - p. 92	9	10				

Step # CS Page # Lesson #

10. <u>Writing – Decode/Familiar</u> (Techniques, CS-1, pp. 52-53)							
2) Miss White	CS1 - p. 92	10	11				

Step #	CS Page #	Lesson #				
11. Writing – Decode/Unfamiliar (Techniques, CS-1, pp. 52-53)						
• Spelling Patterns Set 1B	CS1 - p. 89	11	12			

Step #	CS Page #	Lesson #				
12. Writing – Create (Techniques, CS-1, pp. 54-55)						
• Techniques	CS1 - p. 54-55	11	12			

Appendix B: Conversational Solfege 12 Steps of Music Literacy Explained

Key – Goals and Objectives

Step Number	Step Name	Step Description
Step 1	Readiness – Rote	Songs and rhymes are learned by rote that contain ♩ and ♪, which will be studied in future classes.
Step 2	Conversational Solfege – Rote	Rhythms syllables are introduced. Teacher speaks and sings ♩ and ♪ patterns with rhythm syllables and students repeat with rhythm syllables.
Step 3	Conversational Solfege – Decode/Familiar	Teacher speaks and sings familiar ♩ and ♪ patterns with neutral syllables and familiar ♩ and ♪ songs and rhymes with text. Students repeat the patterns, songs and rhymes with rhythm syllables.
Step 4	Conversational Solfege – Decode/Unfamiliar	Teacher speaks and sings unfamiliar ♩ and ♪ patterns with neutral syllables and unfamiliar ♩ and ♪ songs and rhymes with text. Students repeat the patterns, songs and rhymes with rhythm syllables.
Step 5	Conversational Solfege – Create	Students create original ♩ and ♪ rhythm patterns using rhythm syllables. This stage develops the students’ ability to think original musical thoughts and improvise.
Step 6	Reading – Rote	Teacher reads familiar ♩ and ♪ patterns while showing notation and students repeat each pattern using rhythms syllables while looking at the notation.

NYSSMA Curriculum Committee – Curriculum Exemplar for Music: Identification of ♪ and ♪♪

Step 7	Reading – Decode/Familiar	Teacher asks student to look at visually presented notation of familiar ♪ and ♪♪ patterns, songs and rhymes and students read the notation and speak or sing through the notation using rhythm syllables.
Step 8	Reading – Decode/Unfamiliar	Teacher asks student to look at visually presented notation of unfamiliar ♪ and ♪♪ patterns, songs and rhymes and students read the notation and speak or sing through the notation using rhythm syllables.
Step 9	Writing – Rote	Students write ♪ and ♪♪ notation by copying visually presented familiar patterns, songs and rhymes.
Step 10	Writing – Decode Familiar	Teacher speaks and sings familiar ♪ and ♪♪ patterns with neutral syllables and familiar ♪ and ♪♪ songs and rhymes with text. Students think each example, decode through audiation, and write the notation.
Step 11	Writing – Decode Unfamiliar	Teacher speaks and sings unfamiliar ♪ and ♪♪ patterns with neutral syllables and unfamiliar ♪ and ♪♪ songs and rhymes with text. Students think each example, decode through audiation, and write the notation.
Step 12	Writing – Create	Students create original ♪ and ♪♪ ideas by audiation, and decode through writing into notation. This step is composition.

APPENDIX C:
Conversational Solfege Unit 1 Index of Potential Repertoire Choices
Index of Songs and Poems that Use Only ♪ and ♪♪

Songs	Poems/Rhymes
At the Gate of Heaven	Miss White
Bessy Bell	Poison Ivy
Bow, Belinda	See a Pin
Bye, Baby Bunting	Two, Four, Six, Eight
Closet Key	
Ducks on a Millpond	
Good King Wenceslas	
Goosey, Goosey Gander	
I've a Pair of Oxen	
Juba	
Lemonade	
Little Sally Waters	
Los Pollitos	
Lucy Locket	
Mitty Matty	
Mouse, Mousie	
Old Woman	
One, Two, Three O'Leary	
Rain, Rain Go Away	

NYSSMA Curriculum Committee – Curriculum Exemplar for Music: Identification of ♪ and ♪♪

Reuben and Rachel	
Savez vous Planter	
Scotland's Burning	
See Saw	
Snail, Snail	
The Bridge of Avignon	
The Mill Wheel	
Twinkle, Twinkle	
Yankee Doodle	

Appendix D: Songs, poems, and patterns included in the exemplar lesson activities

Patterns 1-A

1 ♩ $\frac{2}{4}$ ♩ ♩ | ♪ ♪ ♩ ♩ |

2 ♩ $\frac{2}{4}$ ♩ ♪ ♪ ♩ ♩ | ♩ ♩ ♩ |

3 ♩ $\frac{2}{4}$ ♪ ♪ ♩ ♩ | ♪ ♪ ♩ ♩ ♩ |

4 ♩ $\frac{2}{4}$ ♪ ♪ ♩ ♪ ♪ ♩ ♩ | ♩ ♩ ♩ |

5 ♩ $\frac{2}{4}$ ♪ ♪ ♩ ♪ ♪ ♩ ♩ | ♪ ♪ ♩ ♩ ♩ |

6 ♩ $\frac{2}{4}$ ♩ ♪ ♪ ♩ ♪ ♪ ♩ ♩ | ♩ ♩ ♩ |

7 ♩ $\frac{2}{4}$ ♪ ♪ ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ |

8 ♩ $\frac{2}{4}$ ♪ ♪ ♩ ♩ ♪ ♪ ♩ ♩ | ♩ ♩ ♩ |

Patterns 1-B

1 ♩ 2/4 ♩ ♩ | ♩ ♩

2 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

3 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

4 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

5 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

6 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

7 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

8 ♩ 2/4 ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩

Yankee Doodle

Yan - kee Doo - dle went to town,
rid - ing on a po - ny.
Stuck a feath - er in his hat and
called it Mac - a - ro - ni.

The musical score is written on a single treble clef staff in 2/4 time. It consists of four lines of music. The first line starts with a treble clef, a key signature of one flat (Bb), and a 2/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The second line starts with a measure rest '3' and continues: D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The third line continues: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The fourth line starts with a measure rest '7' and continues: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The piece ends with a double bar line.

Closet Key

1 I have lost my closet key

3 in my lady's garden.

5 I have lost my closet key

7 in my lady's garden.

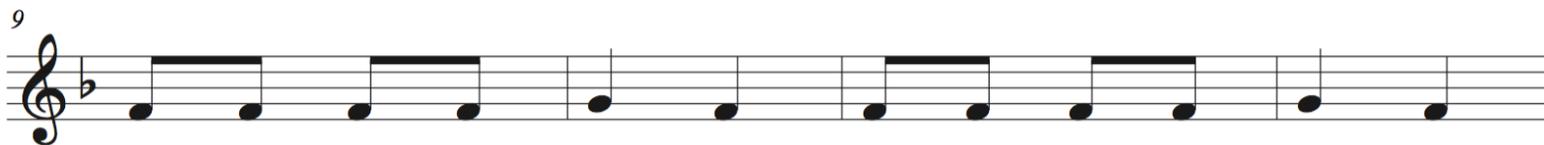
The Bridge of Avignon



On the bridge, Av - i - gnon, there is danc - ing there is danc - ing.



On the bridge, Av - i - gnon there is danc - ing in a ring.



Gen - tle - men go like this, then a - gain go like this.



Gen - tle - men go like this, then a - gain go like this.

Can Can

Jacques Offenbach (1819-1880)

The image displays a musical score for the piece "Can Can" by Jacques Offenbach. The score is written in 2/4 time and consists of eight staves. The first staff begins with a treble clef and a 2/4 time signature. The music is composed of eighth and sixteenth notes, with stems pointing downwards. The melody is simple and rhythmic, characteristic of the "Can Can" dance. The score is presented in a clean, black-and-white format, suitable for educational purposes.