

Snap, Krackle & Pop



Theme: Patterns
Concept: Symbols

Grade Level: K - 5
Time needed for lesson: 60 minutes

Overview: *This lesson is a friendly entry point to creating and performing musical compositions.*

Objective: Students learn how to interpret symbols to create rhythmic, visual and musical patterns.

Essential Question: How can geometric and other symbols be used as musical notation?

Preparation for lesson: Students should be familiar with geometric symbols. Teacher can expose students to different genres of music. (Look for music that is rich in texture). Rhythmic exercises would help students to succeed in this lesson.

Lesson Activities:

1. Teacher will display and discuss with students traditional musical notation, noticing that it is made up of symbols. Can other symbols also represent rhythmic notation?

2. For this lesson, we will use a pattern of symbols to equal a pattern of sound. The pattern will be based on the endpoints of a line.

For example: a dot = 1 shout
a straight line = 2 stomps
a triangle = 3 finger snaps
a square = 4 claps
a zigzag line = 1 beat of rest

As a group, the class will interpret and perform various combinations of these symbols.

3. Next, divide the class into 4 groups.

Each group is assigned a symbol that can be combined with a rest to create a rhythmic pattern.

Example: group 1: shout and rest
group 2: stomps and rest
group 3: finger snaps and rest
group 4: hand claps and rest

4. Each group writes a four or eight measure rhythmic composition based on a 4/4 time signature using large sheets of paper, markers, crayons, etc. Compositions are placed on the floor in a square and visible to all students. (The following picture illustrates students using pre-cut foam that enables them to flip, slide or turn the symbols.)



5. Each group performs their 4 or 8-bar phrase individually. Then, all groups perform their compositions simultaneously.

6. When the students are comfortable with their composition, the groups will rotate to interpret and perform the next group's composition, (sight reading). This rotation continues until students return to their original position.

Extension of the lesson:

This notation can be used as an extension in language arts. Endpoints will represent syllables.

- Categories: **fruit** -grapes = dot
 apples = straight line
 banana = triangle
 watermelon = square
- animals:** cat = dot
 monkey = line
 elephant= triangle
 rhinoceros = square

Materials needed: large sheets of paper, pens, pencils, markers, white/blackboard or overhead projector

Vocabulary: Geometric shapes, line, dot, square, triangle, rest, rhythm, time signature, texture, sight reading.

Benchmarks

Math:

Patterns - The student will use a variety of problem-solving approaches to extend, describe and create patterns using symbols, shapes or designs.

Language Arts:

Phonics/Decoding - The student will apply sound-symbol relationships to decode words.

Listening - The student will listen for information and for pleasure.

- Listen critically for information and incorporate the information into other activities.

Group Interaction - The student will use effective communication strategies in pairs and small group context.

- Visual Literacy: The student will interpret, evaluate and compose visual messages.



Visual Art:

Language of Visual Art - The student will identify visual art terms: line, shape and symbol.

Music:

The student will compose and arrange music within specified guidelines.
The student will read and notate music.

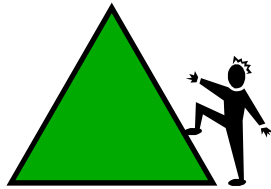
Whole Child

Thinking/Cognition: Students understand concept of using symbols to represent sound and understand the concept of rhythm as it applies to a time frame. Students also learn to work with a group.

Feelings/Emotion: There is satisfaction in creating a unique musical composition and joy in performing with a group.

Doing/Physical: Students are writing unique symbols and using body percussion for the musical component.

Creating/Intuition: Students are inventing symbols to use as musical notation and composing a musical score with a group.



Teacher Assessment

Using a scale of 0 to 5 (5 = very much, 0 = not at all)

- Student worked collaboratively within group
- Student was able to create patterns with symbols
- Student demonstrated learning through performance
- Student demonstrated ability to “sight read”

Student Assessment

- I participated with classmates to create a rhythmic pattern
- I understand how symbols are used in math, language arts and music.
- It was fun to create and perform my own music

