



Tuesday 08/23/2022

Week 1

Performing Arts Grade 3

Foods of New Mexico

Arts Standards & Common Core Connections

MU:Pr5 Develop and refine artistic techniques and work for presentation.

I Can Statements:

1. I can identify rhythm and musical notation in words and song.
2. I can construct and identify different patterns with food
3. I can apply the concept of rhythm and notation while playing an accompaniment for their designed musical meal.

Vocabulary

Vocabulary:

Notation- How music is written.

Syllables- How a word is broken into parts/sounds.

Rhythm- The sequences of sound and silences in a song.(the same for each word but with a sound for each syllable.)

Percussion- Musical instrument that are played by striking or shaking.

Beat- A main accent or rhythmic unit in music or poetry.

Essential Question

How can we create rhythm using food names?



Lesson / Instruction / Narrative

Introduction:

Good morning 3rd grade how are you doing today? Go over emotion chart students hold up number of fingers for feelings they have today. Go over rules and expectations. Remember if we break my rules there are consequences:

1. verbal warning
2. 5 minute break
3. Possibility of losing art time

Warm Up: Have students stand up and do a yoga freeze dance to get mind and body ready for performing arts.

Now go over Vocabulary and I can statements and explain we will be making rhythm with shakers and scrapers using our wonderful foods of New Mexico.

Context/ Purpose:

Today we will be using percussion instruments to create rhythm for a Mexican meal we make using shakers and scraper. But first we are going to say these words and see how many syllable are in each word. These syllables tell us how many beats are in the word. Lets clap out the syllables together. Use food cards and music notation to show the kids how we do this. Use a couple of cards.

Lesson:

Pass out instruments let the students know " If you play be for I say I take you instrument away." Then use the drums and drum out the phrase " What are we having for lunch today?" followed by 4 steady beats

Have them practice with you
Hot dogs and French fries

Now try - Pizza, Tacos, Hotdog on a stick
Eat to much and you'll get sick!
follow with four steady beats.

Lesson:

I am going to have you get into groups of 3-4 or 4-5 depending on how many students are there. you will choose your New Mexico meal and then you will be playing the beats for your class mates when



you are done. Use your instruments correctly and remember to always be positive and polite. First I want you all to practice by clapping out the syllables when you think you have it correct then try it on your instruments. Only put enough food that will fit on your plate.

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

Instructional Strategies

§ Check for Understanding

§ Expectations

§ Get Moving - Physical Activity

§ Modeling

§ Work Together

Materials / Resources / Technology

Materials:

Shakers

Scrapers

Drum

Meal and Notation cards

Plater

Differentiation / Modifications

Student who need extra help will be given more time or help with playing the instrument

ELL and special needs students can choose to try the activity or try to play something else if they can not do the activity. They may also use their body and choose to use that as their instrument.