Music Lesson Plan 1

<table>
<thead>
<tr>
<th>Year level:</th>
<th>Lesson duration (mins.):</th>
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<tr>
<td>Year 1 (AusVELS Level 1)</td>
<td>1 x 40 minute sessions</td>
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Rhythm Syllables: ‘Ta’ and ‘Ti-Ti’

Learning Outcomes and specific purpose:
Adapted from lesson plan from – A Strategy to Teach Ta Ti-Ti (My Song File 2011)

Kodály believed music instruction should reflect the natural way children learn, through play, games and singing. It’s the voice that is the most accessible instrument for children and can lead to a highly developed musical ear. (Kodaly Music Education Institute of Australia 2013).

Once familiar with a musical concept, such as rhythm, music notation is introduced first aurally through the use of syllables to express a note’s duration, such as ‘ta’ for a quarter note (crotchet) and ‘ti-ti’ for an eighth note pair (quavers), then simplified visual notation.

Rhythm syllables are a tool for teaching and internalising rhythm. Students are able to aurally decode rhythmic patterns and to sight-read quickly as they represent real with language sound in isolation from pitch, express duration of the note (Kodaly Music Education Institute of Australia 2013).

Students will
1. Review aurally that rhythm is made up of short and long sounds.
2. Learn to aurally recognise the rhythm syllables ‘ta’ (crotchets / quarter note) and ‘ti-ti’ (quavers / eighth notes) in known songs.
3. Use thinking tools (graphic organisers) to assist their understanding of rhythm syllables
4. Begin to reflect on their thinking process

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<tr>
<th>Outcome</th>
<th>AusVELS Standard or Progression Point or learning Focus</th>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td><strong>AusVELS The Arts: Learning Focus Level 1 (VCCA 2013a):</strong></td>
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<td></td>
<td>• They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions</td>
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<td>3 &amp; 4</td>
<td><strong>AusVELS Thinking Processes: Learning Focus Level 1 (VCCA 2013d):</strong></td>
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<td>• They use a variety of thinking tools to assist with recognising patterns in surrounding events and objects.</td>
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Prompted by questions, they begin to reflect on their thinking processes.

**Prerequisite knowledge and/or links to previous/future lessons:**

Prior knowledge:
- Understand and perform the concept of *pulse* to known and unknown songs
- Understand and perform concept of rhythm through movement and/or through the use of instruments
- Keep the beat and rhythm to a number of songs with different tempos.
- Know a series of songs that have ‘ta’ and ‘ti-ti’ rhythm

Links:
- This lesson in within the scope and sequence of rhythm syllable recognition and usage. Students will progress to notation of the rhythm syllables as well as learning others in known and unknown songs and use these rhythm syllables to compose own music.

**Resources required**

IWB
Graphic organiser – flash cards / beat or rhythm sheet displaying images of heart for pulse and images that pertain to the song i.e. snails for Snail Snail, have single and paired pictures to represent ta and ti-ti syllables. Enough for 4-6 groups.

Pens / pencils

Floor mat – a larger version of the flashcards mentioned above (large enough for students to jump / step on)

**Equipment required:**

Un-tuned percussion instruments

**Assessment**

Formative assessment: monitor progress to inform guidance / teaching moments, rubric

Reflection: develop awareness of own understand and ability of the task (Churchill et al 2011, p402)
# Actual Lesson Plans

## Lesson Introduction (whole class focus)

| Learning activities, key questions and teacher explanations: minutes |

## Session One: Introduction

Review: understanding of pulse and rhythm concept and terminology

1. Commence session with welcome song or routine
   - Aural review
2. Pulse: *(Song: Round Round)* - Have the class sing the song while keeping the beat (move around the room: *keep the beat in your feet*, or play an un-tuned percussion instrument). Observe students movements / beat work for understanding. Ask questions to further elicit understanding of the concept and terminology.
   - What can you tell me about the beat / pulse
3. Rhythm *(Song: Rain Rain)* – Ask the class to sing the song and clap / tap the rhythm with their hands. Observe students clapping for understanding of the rhythm. What can you tell me about the rhythm?
4. Rhythm and pulse *(song: Snail Snail)*: divide the class into two, have one group keep the pulse and the second group keep the rhythm will singing. Get the students in use different body percussion for the rhythm and stomping feet for the pulse. Swap groups.

### Visual review

1. Repeat a song *(Round Round)* this time with visual aids: heart icon for beats (flash cards or floor mat).
   - Ask the class to sing the song, while having either individual students point to / step on the mat;
   - Groups of eight students move the flash card to their heart on the beat:
     - Each student taps their own print out sheet of the heart icon (x8)
2. Repeat the song but this time have them clap the rhythm as you point to the heart icon. Ask them to watch carefully as you

## Main Component of Lesson

**Learning activities, key questions and teacher explanations:**

1. Divide the class into small groups (4-6)
   - Have each group choose a song and two / three different instruments: cymbals,
drum, tone blocks, triangle etc.
Give each group a set of flash cards / floor mat / rhythm sheet.
In the groups have the children sing the song and clap the rhythm. Observe and assist as required.

2. Have each group compose their own song using the rhythm syllables using the flashcards for notation.

3. Have each group perform their composition – students should be encouraged to use voice, body percussion as well as instruments.

**Lesson Conclusion**

**Learning activities, key questions and teacher explanations:**

Reflection: Class discussion – what did you learn today about rhythm? What did you enjoy about composing your song today? What helped you to compose your song the most? Why was this?

**Assessment of students’ learning:**

**Student Reflections**
Complete sheet

**Teacher Assessment Rubric**
Monitor progress
Student Reflection

Rhythm Syllables

1. Circle the part of the activity you enjoyed doing the most

   - Learning rhythm syllables using flashcards or floor mat
   - Using the rhythm syllables to compose a song
   - Performing the composition
   - Working in a group

2. Why did you like doing this the most?

3. I am proud of this piece of work because

Teacher’s Assessment Rubric

Name:

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<thead>
<tr>
<th>Music: Rhythm Syllables</th>
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<tbody>
<tr>
<td><strong>The Arts: Creating and Making</strong></td>
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<tr>
<td>Able to identify and apply the rhythm syllables ta and ti-ti in known songs</td>
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<tr>
<td>Able to compose a song using rhythm syllables</td>
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<tr>
<td>Performed composition with accuracy</td>
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<tr>
<th>Thinking Process</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Able to use graphic organisers to help learning</td>
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Comments: