Subject: Choir  
Grade: 06 (Level 1)  
Author: Irving, Texas  
Approximate Time: 50 Minutes  
Date: Fall 2008

Topic/Theme: Rhythm- Learning How to sight-read music

Objectives:

Content
1. SWBAT identify and perform dotted half note rhythms.

Language
1. SWBAT write how many beats are in a dotted half note.

Vocabulary:

Content Specific
Dotted Half Note

Related
Beats
Half Note

Note:

Materials:
Life size carpet with notes that are outlined around the edge; Playing sticks; Music book; paper and pencil

Activities:

- The teacher stands on a quarter note on the carpet and asks the students “What is the name of the note I am standing on?” and “How many beats is the quarter note worth?” (The students are to answer altogether when the teacher gives them a cue.)
- The teacher stands on the whole note on the carpet and asks the students “What is the name of the note I am standing on?” and “How many beats is the whole note worth?” (The students are to answer altogether when the teacher gives them a cue.)
- The teacher stands on the eighth note on the carpet and asks the students “What is the name of the note I am standing on?” and “How many beats are two eighth notes worth?” (The students are to answer altogether when the teacher gives them a cue.)
- The teacher stands on the half note on the carpet and asks the student “What is the name of the note I am standing on?” and “How many beats is the half note worth?” (The students are to answer altogether when the teacher gives them a cue.)
- The teacher instructs the students to form a line that begins on the red quarter rest square that is in between the eighth notes and the whole notes on the carpet. The teacher also points to the spot on the carpet that she is describing.
- The teacher tells the students that they will review all of the rhythm notes that they have learned thus far by doing the activity that they did with the carpet several weeks ago. The
teacher models the activity. The activity involves each student standing on each square on the carpet for the number of beats that the note they are standing on is worth.

- Each student completes the carpet activity.
- The teacher instructs the student to sit in a circle on the carpet. One student will give each student two playing sticks.
- The teacher shows the students a drawing of a dotted half note and has the students repeat the new term after the teacher’s model of the pronunciation several times.
- The teacher asks the students to discuss with their neighbor the difference in the drawings of the dotted half note and the half note. The teacher walks around the circle to listen to the students’ descriptions.
- The teacher tells the students that the dotted half note equals 3 beats and shows the students with her hand.
- The teacher models how to count the rhythm with the playing sticks.
- The teacher cues the students and has them to pick up their playing sticks and play and count the rhythm for the dotted half note. The students repeat this several times.
- The students are instructed to take their sticks back to their chairs and place the sticks under their chair. The teacher models everything as she says it.
- The teacher tells the students to look into their folders and take out a strip of notebook paper and write their name at the top of the paper. The teacher asks the students, “How many beats are in a dotted half note?” and instructs the students to write the answer down on the paper.
- The teacher gives the students a few minutes to think about it and write the answer down. After a couple of minutes, the teacher takes up the students’ papers.
- The teacher instructs and demonstrates for the students to take out their books from under their chairs and also their playing sticks. The teacher points to the board and tells the students to turn to page 50.
- The teacher instructs the students to play with their sticks the rhythm for lines 1 and 2 on page 50, which includes a dotted half note.
- The teacher will count the students off before they begin playing
- The students play the rhythm for lines 1 and 2
- The teacher will loop and make corrections as needed

**Closing Discussion:**

**Thinking out-of-the-box**

How many dotted quarter notes are needed to make 9 beats? 12 beats? 18 beats?

**Review & Assessment:**

**Vocabulary**
The students’ answers to the question “How many beats are in a dotted half note?” that the teacher collected.

**Content**
The students’ performance of lines 1 and 2 from the book.

**Extension / Take-home Activity:**

- Students will receive a copy of a song that they can take home and practice and figure out the rhythm. Playing the rhythm for this song with their sticks will be their opening activity for the next day of class.