

Group Performance with Percussion Instruments

Nathaniel Stottlemyer

Grade Level: Secondary, including students with varied reading abilities (pre-primer through 5th grade) and behavioral issues.

Materials: A variety of percussion instruments to accommodate the needs of diverse learners.

Lesson Objectives:

Students will perform a steady beat with percussion instruments.

Students will demonstrate a variety of tones and techniques with percussion instruments.

Students will perform rhythms as a group.

National Music Standards:

2014 Music Standards (PreK-8 General Music)

- **MU:Pr4.2.PKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.
- **MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
- **MU:Pr5.1.PKa** With substantial guidance, practice and demonstrate what they like about their own performances.
- **MU:Pr6.1.Ka** With guidance, perform music with expression.

Vocabulary:

forte (dynamic level)

piano (dynamic level)

sustain (drum roll and shaking)

Lesson Engagement/Warm-up/Hook:

Following introductions by the teacher and students, the teacher will ask students to make different sounds with instruments and distribute musical instruments to students considering student preference (during this time, the teacher may exchange instruments to accommodate student needs).

Learning:

1. The teacher will demonstrate sounds invented by students. If necessary, the teacher will introduce new sounds. Students will select their favorites to use in a group performance.
2. The teacher will introduce hand signals for each sound. Students will practice performing their chosen sounds when prompted with hand signals.
3. The teacher will prompt students to sound their instruments together with a beat. The teacher will signal playing with the beat with a new hand signal.
4. The students perform combined elements of a steady beat with their invented sounds in rhythm.

Questioning:

Why is it important for everyone to listen to an play with the beat?

If you are not able to hear the beat, what should you do?

What happens when everyone plays together with the beat and responds to the teachers hand signals?

Assessment:

Formative: Ongoing, including visual and aural observation of student performance. Formative assessments inform teacher feedback and lesson modifications.

Summative: Ask students to demonstrate their favorite part of the performance.

Connection to Successive Lesson:

In the following lesson, students will learn how to apply different drum sounds to rhythms from Egypt.